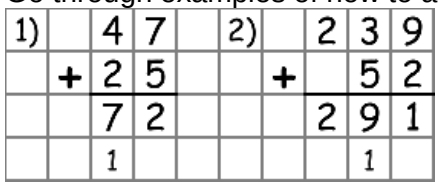
Year 2 Number and calculating planning (Weekly) **Term: Summer 1 Week 2**

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
M	Mental: To know the 10 times table Main: Use column addition (without carrying) Sum006	Mental: Show children the 10 times table and spend some time reciting it Main: Go through PowerPoint with the following: • Revise what column and vertical mean • Revise 4 key teaching points (see below) • Reminder of how adding in columns is quicker than using number lines and hundred squares • Model how to add two 2-digit numbers using the method from yesterday (with partitioning) and the method for today's lesson (without partitioning). Emphasise how adding without partitioning is quicker • Go through examples of how to set out adding single digits and multiples of 10. Revise how horizontal line is like the = sign. Lower ability start work • Adding 2-digit and 3-digit numbers e.g. 1) 43 + 25 = 68 2) 234 + 52 = 286 (With every example reinforce four main teaching points: ➢ Start on the right-hand side ➢ Put only 1 number in a square ➢ Write the + ➢ Put units under units and tens under tens and so on • Middle and higher ability start work • Model for G+T how to use column addition with number to 1 decimal place, including .0 where it is helpful e.g. 5 + 1.4 can be easier as 5**.0** + 1. • Final slide with reminders of the 4 key points above. Print out and enlarge / leave copies on tables of this final slide Remind children to leave space between calculations and not squash them together Give children a copy of the success criteria to stick at the top of their page	(At regular intervals have children stop and check their work against the success criteria) Lower ability – add 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give tens sticks if needed Middle ability – add 2-digit numbers (no carrying) Higher ability – add 3-digit numbers (no carrying) Extension – add 4-digit numbers and numbers to 1 decimal place (no carrying)	Have children self-asses their work against the success criteria In ability partners give children 4 questions per pair, two for each partner Children need to talk to their partner, explaining what they are doing e.g. I will put the 3 under the other 3 because they are both units, then I draw my equals line with a ruler and use my fingers to calculate the answer Children swap over and partner who spoke first now listens

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
Tu	Mental: To know inverses of the 10 times table Main: Use column addition (with carrying) Sum007	Mental: Show children inverses of 10 times tables e.g. 10 ÷ 10 = 1 and spend some time reciting them Main: Go through PowerPoint with the following: • Revise what column and vertical mean • Revise 4 key teaching points (see below) • Explanation of how when the units column is full i.e. has 10 units in it, these 10 units need to move next door to the tens and become 1 ten, with several examples • Go through examples of how to add 1-digit numbers. Lower ability start work • Go through examples of how to add 2-digit and 3-digit numbers e.g.  (With every example reinforce four main teaching points: ➢ Start on the right-hand side ➢ Put only 1 number in a square ➢ Write the + ➢ Put units under units and tens under tens and so on ➢ Putting the 1 you carry in the correct column • Middle and higher ability start work • Model for G+T how to use column addition with number to 1 decimal place, including .0 where it is helpful e.g. 5 + 1.4 can be easier as 5**.0** + 1. • Final slide with reminders of the 5 key points above. Print out and enlarge / leave copies on tables of this final slide Remind children to leave space between calculations and not squash them together Give children a copy of the success criteria to stick at the top of their page	Children who were insecure on column addition without carrying to repeat previous lesson on column addition without carrying (At regular intervals have children stop and check their work against the success criteria) Lower ability – add 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give unit square and tens sticks if needed Middle ability – add 2-digit numbers (with carrying) Higher ability – add 3-digit numbers (with carrying) Extension – add 4-digit numbers and numbers to 1 decimal place (with carrying)	Have children self-asses their work against the success criteria In ability partners give children 2 questions per pair, one for each partner Children need to talk to their partner, explaining what they are doing e.g. I will put the 3 under the other 3 because they are both units, then I draw my equals line with a ruler and use my fingers to calculate the answer Children swap over and partner who spoke first now listens

<table>
<tr><th>DAY</th><th>We Are Learning To (WALT):</th><th>MODEL / INTRODUCTION</th><th>INDEPENDENT WORK</th><th>PLENARY</th></tr>
<tr>
<td>W</td>
<td>Mental:
To know the 2 times table

Main:
Use column subtraction

Sum008</td>
<td>Mental:
Show children the 2 times table and spend some time reciting it

Main:
Go through PowerPoint with the following:

Explanation of the difference between horizontal / vertical and what a column is
Subtracting 54 - 32 on a number line (emphasise how long it takes)
Subtracting 54 - 32 on a hundred square (emphasise how long it takes)
Subtracting 54 - 32 in columns (emphasise how this is quicker)
Go through examples of how to set out subtracting single digits and multiples of 10. Explain how horizontal line is like the = sign. Lower ability start work
Subtracting 2-digit and 3-digit numbers e.g.
<table>
<tr><td>1)</td><td></td><td>4</td><td>0</td><td>+</td><td>8</td><td></td><td>2)</td><td></td><td>2</td><td>0</td><td>0</td><td>+</td><td>8</td><td>0</td><td>+</td><td>4</td></tr>
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<tr><td></td><td></td><td>2</td><td>0</td><td>+</td><td>3</td><td></td><td></td><td></td><td>2</td><td>0</td><td>0</td><td>+</td><td>3</td><td>0</td><td>+</td><td>2</td></tr>
</table>
(With every example reinforce four main teaching points:

Start on the right-hand side
Put only 1 number in a square
Write the +
Put units under units and tens under tens and so on

Middle and higher ability start work
Model for G+T how to use column subtraction with number to 1 decimal place
Final slide with reminders of the 4 key points above. Print out and enlarge / leave copies on tables of this final slide

Remind children to leave space between calculations and not squash them together
Give children a copy of the success criteria to stick at the top of their page</td>
<td>(At regular intervals have children stop and check their work against the success criteria)

Lower ability – subtract 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give tens sticks if needed

Middle ability – subtract 2-digit numbers (no borrowing)

Higher ability – subtract 3-digit numbers (no borrowing)

Extension – subtract 4-digit numbers and numbers to 1 decimal place (no borrowing)</td>
<td>Have children self-asses their work against the success criteria
In ability partners give children 4 questions per pair, two for each partner
Children need to talk to their partner, explaining what they are doing e.g. I will put the 3 under the other 3 because they are both units, then I draw my equals line with a ruler and use my fingers to calculate the answer
Children swap over and partner who spoke first now listens</td>
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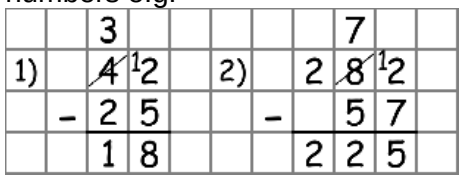
DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
Th	Mental: To know inverses of the 2 times table Main: Use column subtraction (without borrowing) Sum009	Mental: Show children inverses of 2 times tables e.g. 2 ÷ 2 = 1 and spend some time reciting them Main: Go through PowerPoint with the following: • Revise the difference between horizontal / vertical and what a column is • Subtracting 48 - 25 in columns with partitioning and then without partitioning. Emphasise how without partitioning is quicker • Go through examples of how to set out subtracting single digits and multiples of 10. Revise how horizontal line is like the = sign. Lower ability start work • Subtracting 2-digit and 3-digit numbers e.g. 1) 48 - 25 = 23 ; 2) 284 - 52 = 232 (With every example reinforce four main teaching points: ➢ Start on the right-hand side ➢ Put only 1 number in a square ➢ Write the - ➢ Put units under units and tens under tens and so on • Middle and higher ability start work • Model for G+T how to use column subtraction with number to 1 decimal place • Final slide with reminders of the 4 key points above. Print out and enlarge / leave copies on tables of this final slide Remind children to leave space between calculations and not squash them together Give children a copy of the success criteria to stick at the top of their page	(At regular intervals have children stop and check their work against the success criteria) Lower ability – subtract 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give tens sticks if needed Middle ability – subtract 2-digit numbers (no borrowing) Higher ability – subtract 3-digit numbers (no borrowing) Extension – subtract 4-digit numbers and numbers to 1 decimal place (no borrowing)	Have children self-asses their work against the success criteria In ability partners give children 4 questions per pair, two for each partner Children need to talk to their partner, explaining what they are doing e.g. I will put the 3 under the other 3 because they are both units, then I draw my equals line with a ruler and use my fingers to calculate the answer Children swap over and partner who spoke first now listens

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
F	Mental: To know the 5 times table Main: Use column subtraction (with borrowing) Sum010	Mental: Show children the 5 times table and spend some time reciting it Main: Go through PowerPoint with the following: • Revise what column and vertical mean • Revise 4 key teaching points (see below) • Explanation of how when the bottom number in a column is larger than the top number, you need to take a ten / hundred / thousand from the next column to the left, with several examples • Go through examples of how to subtract 1-digit numbers. Lower ability start work • Go through examples of how to subtract 2-digit and 3-digit numbers e.g.  (With every example reinforce four main teaching points: ➢ Start on the right-hand side ➢ Put only 1 number in a square ➢ Write the - ➢ Put units under units and tens under tens and so on ➢ Cross out the number you take from and write its replacement above it • Middle and higher ability start work • Model for G+T how to use column subtraction with numbers to 1 decimal place • Final slide with reminders of the 5 key points above. Print out and enlarge / leave copies on tables of this final slide Remind children to leave space between calculations and not squash them together Give children a copy of the success criteria to stick at the top of their page	Children who were insecure on column subtraction without borrowing to repeat previous lesson on column subtraction without borrowing (At regular intervals have children stop and check their work against the success criteria) Lower ability – subtract 1-digit numbers and multiples of 10 (children who work slowly to work on sheet) Give unit square and tens sticks if needed Middle ability – subtract 2-digit numbers (with borrowing) Higher ability – subtract 3-digit numbers (with borrowing) Extension – subtract 4-digit numbers and numbers to 1 decimal place (with borrowing)	Have children self-asses their work against the success criteria In ability partners give children 2 questions per pair, one for each partner Children need to talk to their partner, explaining what they are doing e.g. I will put the 3 under the other 3 because they are both units, then I draw my equals line with a ruler and use my fingers to calculate the answer Children swap over and partner who spoke first now listens