



## Year 2 Spring 2

### Starter suggestions for Number

- Read and write numbers to 100 in figures and words.
- Count on and back in 1s from any one or two-digit number.
- Count on and back in steps of 2, 3 and 5 from 0.
- Count on and back in 10s from any number.
- Recall multiplication facts for the 2x, 5x and 10x tables.
- Recognise odd and even numbers.
- Order a set of random numbers to 100.
- Recall addition and subtraction facts for each number up to 20, and related facts up to 100.
- Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.
- Recall halves of simple even numbers i.e. numbers in which the tens are even.
- Add a single digit number to any 2-digit number.
- Take away a single digit number from 2-digit number.
- Identify number patterns on number lines and hundred squares.

### Starter suggestions for Measurement, Geometry and Statistics

- Identify 2-D shapes in different orientations and begin to describe them.
- Identify 3-D shapes in different orientations and begin to describe them.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Estimate the length and height of familiar items using standard units.
- Estimate mass and capacity of familiar items using standard units.
- Tell the time to the nearest five minutes on an analogue clock.
- Know the number of minutes in an hour and the number of hours in a day.
- Recognise and count amounts of money.
- Interpret simple pictograms, tally charts, block diagrams and tables.

	Main learning	Rationale
<b>Week 1</b> <b>Measurement</b> <b>(length and height, mass/weight)</b>	<ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.</li> <li>Compare and order lengths and record the results using &gt;, &lt; and =.</li> <li>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</li> <li>Compare and order mass and record the results using &gt;, &lt; and =.</li> </ul>	<p>Children should use the term mass instead of weight. Children should work practically to measure length and height, recognising that both are measurements of distance. Children should use standard units and then consolidate their place value knowledge by comparing and ordering lengths and masses. The understanding of positioning numbers on a number line is applied to measuring scales and identifying lengths and masses of familiar items.</p>
<b>Week 2</b> <b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>Solve problems with addition and subtraction:               <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li> <li>- applying their increasing knowledge of mental and written methods.</li> </ul> </li> </ul>	<p>Children should use measures from the previous week to create number stories e.g. How much longer is Alice's foot than Freya's if Alice is 116cm tall and Freya is 98cm tall? This gives rise to the number sentence <math>24 + 7 = ?</math></p> <p>Continuing the theme of number stories can give rise to other number sentences such as <math>24 + ? = 31</math>. This could be explained as, there are 24 children in the class. How many more children come into the class if in the end there are 31 children in class? The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction. Children should also use practical models and visual images to support the place value understanding when calculating with 2-digit numbers.</p>
<b>Week 3</b> <b>Fractions</b>	<ul style="list-style-type: none"> <li>Understand and use the terms numerator and denominator.</li> <li>Understand that a fraction can describe part of a set.</li> <li>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</li> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>	<p>Children's knowledge and understanding of fractions develops to include the names of each number in a written fraction and what each number represents. Practical and visual approaches should be used to allow children to see what the numerator and denominator are and how they go together to form a fraction of a shape or quantity. Children are introduced to <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> as the first examples of non-unit fractions. Using shapes, practical and pictorial representations, children understand the concept of equivalent fractions e.g. <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>. Children should understand the connection between finding a fraction of an amount and division by sharing. This can be supported by using shapes divided into equal fractions and sharing real items equally on to each fraction part.</p>



	<b>Main learning</b>	<b>Rationale</b>
<b>Week 4</b> <b>Position and direction</b>	<ul style="list-style-type: none"><li>▪ Order and arrange combinations of mathematical objects in patterns and sequences.</li><li>▪ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li></ul>	Children identify and create sequences and patterns using mathematical objects. They develop their skills in reasoning and communicating by describing how they know what will come next and where certain shapes always appear in the sequence. Children's understanding of position and direction is developed through practical work describing routes and relating turns to the movement of the hands on a clock.
<b>Week 5</b> <b>Measurement (Time)</b>	<ul style="list-style-type: none"><li>▪ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li><li>▪ Know the number of minutes in an hour and the number of hours in a day.</li><li>▪ Compare and sequence intervals of time.</li></ul>	When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60. Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.
<b>Week 6</b> <b>Assess and review</b>	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.