

Curriculum prioritisation materials 2021/22

Curriculum planning grid for the rest of 2020/21

Year 2

Autumn Term 2021

	Week 1 wc 6.9.21	Week 2 wc13.9.21	Week 3 20.9.21	Week 4 27.9.21	Week 5 4.10.21	Week 6 11.10.21	Week 7 18.10.21
A u t u m n 1	<p>NPV <u>Number talk Focus</u> 2NVP -2 Reason about the location of any two-digit number in the linear number system including identifying the previous and next multiple of 10.</p> <ul style="list-style-type: none"> -to count to and across 100 from any given numbers forwards and backwards. -To identify 1, 10 or 100 more/less than a given number. (refer back to the < > = symbols where possible from 1NPV 2. Use number lines, number tracks, hundred squares, counting sticks and a variety of models and images such as bar charts (going up in ones) capacity <p><u>Maths Lesson Focus</u> 2NPV 2 To recognise the place value of each digit in two digit numbers using standard and non-standard and nonstandard partitioning.</p> <ul style="list-style-type: none"> To represent 2 digit numbers (concrete) –numicon, bundles of straws, dienes, 10's frames. To count within 100 counting the 10s first. 	<p>NPV <u>Number talk Focus</u> 1NF 1 (Recap) Count forwards and backwards in multiples of 2, 5 and 10 beginning with any multiple and count forwards and backwards through the odd numbers.</p> <ul style="list-style-type: none"> Count in 2s, 5s and 10s <p>Use songs, arrays, concrete objects, including numicon shapes, number lines and make links to money, counting in 2p's, 5p's and 10p's. Use models and images such as bar charts and scales going up in twos (links to measures too).</p> <p><u>Maths Lesson Focus</u> 2NPV 2 To recognise the place value of each digit in two digit numbers using standard and non-standard and nonstandard partitioning.</p> <ul style="list-style-type: none"> To represent numbers as tens and ones in a place value table. To compare numbers. To order numbers. 	<p>NPV <u>Number talk: Focus</u> 2NVP -2 Reason about the location of any two-digit number in the linear number system including identifying the previous and next multiple of 10.</p> <ul style="list-style-type: none"> - To count on in 10s from any given number (with and without a number square). -To find 10 more than a multiple of 10. <p><u>Maths Lesson Focus</u> 2NVP -2 Reason about the location of any two-digit number in the linear number system including identifying the previous and next multiple of 10.</p> <p>To use the greater than > less than < and equals = signs. (use models and images e.g. dienes, numicon, numerals. Link with money, length and capacity where possible.</p>	<p>Addition/ subtraction. <u>Number talk: Focus</u> 2NF1 Secure fluency in addition and subtraction facts within 10 through continued practice.</p> <ul style="list-style-type: none"> - explore breaking numbers into parts and making the link between addition and subtraction facts e.g. I have built a tower of 7 cubes, I am going to break it into 2 part... 5 add two is equal to 7. 7 minus 2 is equal to 5 and 7 minus 5 is equal to two... see supplement for facts to be taught in year 1. –these are the number facts children should be secure in within 10. <p><u>Maths Lesson Focus</u> 2AS1 To add and subtract across 10 for example 8+5=13 13-5=8:</p> <ul style="list-style-type: none"> To make 10 (using concrete resources (adding two numbers without re-grouping will need to be initially re-capped, build up to making 10... To partition 	<p>Addition/ subtraction <u>Number talk Focus</u> 2NF1 Secure fluency in addition and subtraction facts to 20.</p> <ul style="list-style-type: none"> - Rapid recall of all addition facts to 10 (if that is secure then begin to move to 20 and 100) Explore breaking numbers into parts and making the link between addition and subtraction facts e.g. I have built a tower of 7 cubes, I am going to break it into 2 part... 5 add two is equal to 7. 7 minus 2 is equal to 5 and 7 minus 5 is equal to two... see supplement for facts to be taught in year 1 and 2. –these are the number facts children should be secure in. Include missing number problems and link to measures (money, length, capacity, mass) <p><u>Maths Lesson Focus</u> 2AS1 To add and subtract across 10 for example 8+5=13 13-5=8:</p> <ul style="list-style-type: none"> To make 10 (using concrete resources (adding two numbers without re-grouping will need to be initially re-capped, build up to making 10... To partition <p>(objectives as last week but in the context of money and measure)</p>	<p>Addition/ subtraction <u>Number talk Focus</u> 2NF1 Secure fluency in addition and subtraction facts to 20.</p> <ul style="list-style-type: none"> - Rapid recall of all addition facts to 10 (if that is secure then begin to move to 20 and 100) -Focus on the subtraction element. Include missing number problems and link to measures (money, length, capacity, mass) <p><u>Maths Lesson Focus</u></p> <ul style="list-style-type: none"> To break numbers into parts. To use the 'takeaway' strategy to subtract. 	<p>Measure –time. <u>Number talk Focus</u> 1NF 1 (Recap) Count forwards and backwards in multiples of 2, 5 and 10 beginning with any multiple and count forwards and backwards through the odd numbers.</p> <ul style="list-style-type: none"> -count in 5s on the clock. -calculate time duration. To know the number of minutes in an hour and the number of hours in a day. <p><u>Maths Lesson Focus</u></p> <ul style="list-style-type: none"> To compare and sequence intervals of time. To tell and write the time to 5 minutes. *Assess understanding of o'clock, quarter past and half past and quarter to this may need some recapping due gaps in learning.

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	Week 1 1.11.21	Week 2 8.11.21	Week 3 15.11.21	Week 4 22.11.21	Week 5 29.11.21	Week 6 6.12.21	Week 7 13.12.21
A u t u m n 2	<p>Geometry and Properties of shape. <u>Number talk Focus</u> Use precise language to describe the properties of 2D and 3D shapes and compare shapes by reasoning about similarities and differences in properties.</p> <ul style="list-style-type: none"> Focus on vocabulary and language here, correct terminology of shape names and properties. Games outlines in PA maths 'mental maths will support this. <p><u>Maths lesson Focus</u></p> <ul style="list-style-type: none"> To identify and describe the properties of 2d shapes. To compare and sort common 2d and 3d shapes and everyday objects. 	<p>Fractions <u>Number talk Focus</u></p> <p>2NVP -2 Reason about the location of any two-digit number in the linear number system including identifying the previous and next multiple of 10.</p> <ul style="list-style-type: none"> To count in fractions up to 10 starting from any number. (Repeat for quarters and thirds...) Use rulers to support counting in fractions and the idea of measures linking to measuring fractions <p><u>Maths lesson Focus</u></p> <ul style="list-style-type: none"> To divide shapes into equal parts. (We can incorporate measure here, if we half-lengths e.g. strips of paper can you measure how long each half is? To know that half-and-half is equal to the whole. To identify fractions of a shape. (begin with halves, then thirds and quarters) 	<p>Measures Money <u>Number talk Focus</u></p> <p>2NF1 Secure fluency in addition and subtraction facts to 20.</p> <p>solve equations and word problems where children can link back to the knowledge of number facts e.g. if I know $5 + 5 = 10$ then $5p + 5p = 10p$ and £5 and £5 =£1</p> <p><u>Maths Lesson Focus:</u></p> <ul style="list-style-type: none"> To recognise and use coins, notes, and compare amounts. 	<p>Multiplication <u>Number talk Focus</u></p> <p>2MD 1-Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables</p> <p>Recap counting in 2s, 5s and 10's and begin to link this to learning the 2, 5 and 10 times tables. Use arrays and manipulatives to support understanding.</p> <p><u>Maths Lesson Focus:</u></p> <ul style="list-style-type: none"> To identify odd and even numbers. To understand multiplication as repeated addition. To use arrays. 	<p>Multiplication <u>Number talk Focus</u></p> <p>2MD 1-Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables</p> <p>Continue to practice learning the 2, 5 and 10 times tables. Use arrays and manipulatives to support understanding.</p> <p>Practice counting forwards and backwards in 2's 5s and 10s (recap) use coins, numicon, counting sticks, number lines, scales etc.</p> <p><u>Maths Lesson Focus:</u></p> <ul style="list-style-type: none"> To use arrays. (make links with money and measures where possible) To begin to understand the commutative property of multiplication (explicit teaching e.g. if you know that $8 \times 5 = 40$ then you know that $5 \times 8 = 40$ –you know one of your 8 times tables already! 	<p>Division <u>Number talk Focus</u> Halving and doubling.</p> <ul style="list-style-type: none"> Halves of even numbers to 20 (make the link of $\div 2$) Doubles of numbers from 1-20 (make the link with $\times 2$) <p>Where possible, make links with halving money and measures. E.g. Dan had £10 he spent half, how much money does he have left?</p> <p><u>Maths Lesson Focus:</u></p> <ul style="list-style-type: none"> (Revisit) To identify odd and even numbers. Explore what happens when we share even and odd numbers by two. To use concrete apparatus to solve division problems (sharing equally) 	<p>Division <u>Number talk Focus</u> Halving and doubling (continued)</p> <ul style="list-style-type: none"> Doubles of multiples of 5 to 100. Halves of multiples of 10-100. <p><u>Maths Lesson Focus:</u></p> <ul style="list-style-type: none"> To divide with remainders (in concrete)-link back to odd and even numbers where sharing by 2. To use pictorial. representation to solve division problems (sharing) <p>*GD chdn may begin to identify missing factors.</p>

**Notes on ready-to-progress criteria that have been mastered,
to keep ticking over**

Notes on any areas for additional small group support