


# Curriculum prioritisation materials 2021/22

## Curriculum planning grid for the rest of 2021/22

Year 2

Spring 1 Term 2021

|                            | Week 1 wc 3.1.22  | Week 2 wc10.1.22  | Week 3 17.1.22   | Week 4 24.1.22  | Week 5 31.1.22   | Week 6 7.2.22  | Week 7 14.2.22  |
|----------------------------|---|---|--|---|--|--|---|
| S<br>P<br>R<br>I<br>N<br>G | <p><b>Number and Place Value</b><br/><u>Number talk Focus</u><br/>NPV–2 Reason about the location of any twodigit number in the linear number system, including identifying the previous and next multiple of 10.<br/>-To use the language of ordinality up to 20<sup>th</sup>.<br/>-To count to and across 100 from any given number.<br/>-To identify 1, 10 or 100 more than a given number.<br/><u>Maths Lesson Focus</u><br/>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"> <li>To partition and recombine 2 digit numbers into 10s and 1s (unique Partitioning)</li> <li>To partition and recombine 3digit numbers into 100s, 10s and 1s.</li> </ul> | <p><b>Number and Place Value</b><br/><u>Number talk Focus</u><br/>2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning.</p> <ul style="list-style-type: none"> <li>Look at and compare numbers identifying number of 100s, 10s and 1s. Use models and images such as place vale tables, place value arrow cards etc.</li> </ul> <p><u>Maths Lesson Focus</u><br/>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"> <li>To partition numbers in different ways (Multiple partitioning)</li> </ul> | <p><b>Addition and Subtraction</b><br/><u>Number talk: Focus</u><br/>2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a twodigit number<br/>-continue to practice and recap number bonds to 10 and 20 including related subtraction facts.<br/>-focus in on known facts and how this knowledge can support fluency in addition (look for known facts and teach strategies.)</p> <p><u>Maths Lesson Focus</u><br/>● <u>    </u>To add a two, two digit numbers and ones without regrouping.<br/>● <u>    </u>Introduce solving 1 step word problems.</p> | <p><b>Addition/ subtraction.</b><br/><u>Number talk: Focus</u><br/>2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a twodigit number<br/>-To add 3 one digit (then simple 2 digit numbers –looking for known facts.</p> <p><u>Maths Lesson Focus</u></p> <ul style="list-style-type: none"> <li>To add numbers regrouping in 1s (bridging 10 (expanded method).</li> <li>Introduce solving 1 step word problems.</li> </ul> <p>*Link to context of measures where possible,</p> | <p><b>Multiplication/Division</b><br/><u>Number talk Focus</u><br/>2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.<br/>-rapid recall of 2, 5 and 10 times tables.<br/>-Working out the 4 times table by doubling the two times table<br/><u>Maths Lesson Focus</u></p> <ul style="list-style-type: none"> <li>To break numbers into factors. (use arrays to support) linking to commutativity.</li> </ul> | <p><b>Multiplication/Division</b><br/><u>talk Focus</u><br/>2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)<br/>-use DFE guidance for examples.</p> <p><u>Maths Lesson Focus</u></p> <ul style="list-style-type: none"> <li>To use arrays to solve division problems</li> <li>To create number families using multiplication and division facts.</li> </ul> | <p><b>Measure –time.</b><br/><u>Number talk Focus</u><br/>-Investigate amount of time passed by counting around the clock in 5 minutes,<br/><u>Maths Lesson Focus</u></p> <ul style="list-style-type: none"> <li>To tell and write the time to five minutes.</li> </ul> |



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



**Notes on any areas for additional small group support**