Year 2 Term 5

Week	Objectives	TA Framework	Learning Steps
1	**Place Value including problem solving** • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Recognise the place value of each digit in a two-digit number (tens, ones) • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use <, > and = signs • Read and write numbers to at least 100 in numerals and in words • Use place value and number facts to solve problems.	• Read and write numbers in numerals up to 100. • Count in twos, fives and tens from 0 and use this to solve problems. • Know the value of different coins. • Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them. • Read scales in divisions of ones, twos, fives and tens • Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. • Read scales where not all numbers on the scale are given and estimate points in between.	• Counting forwards and backwards to 100 from different starting points in steps of 2,3,5 and 10. • Revise 1 more/1 less/10 more/10 less and multiples of 10 include money and measure • Revise partitioning into tens and ones in context and multiples in context • Revise use of <> sign for numbers and measure • Number lines with missing numbers • Reading charts/tables in 2,5,10.
2 3	**Addition and Subtraction** Solve problems with addition and subtraction: • Using concrete objects and pictorial representations, including those involving numbers, quantities and measures • Applying their increasing knowledge of mental and written methods • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 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 • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30). • Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14). • Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17). • Use different coins to make the same amount. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (empty box, multi-step word problems) • Solve unfamiliar word problems	• Mental and written addition/subtraction for bonds within 20 and extend to 100. • Empty boxes for bonds for within 20 and withing 100 • One step and two problems • Comparison problems • Problems linked to length/mass/height/capacity/money.

4/5	**Multiplication and division** • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	• Count in twos, fives and tens from 0 and use this to solve. problems • Use different coins to make the same amount. • Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity, as necessary. • Solve unfamiliar word problems that involve more than one step (e.g., 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?') • Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known. multiplication facts	• Revise commutativity and number families for 2,5 and 10 x tables. • Empty boxes for 2,5,10 • Extend to if I know 12 x 5 then I can do 13 x 5 or if I know 10 x 5 then I can do 20 x 5. • One and 2 step word problems in and out of context • One and two step problems linked to money, measure. • Problems linked to bar charts in scales of 2,5,10. • Pictogram problems where image = 2,5 or 10. • Doubling numbers to 100 • Halving even numbers within 100.
6	**Revise fractions and time** • Recognise, find, name and write fractions. 1/3,1/4,2/4 and ¾ of a length, shape, set of objects or quantity. • Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½ • Time to hour, half hour, quarter to, quarter past, 5 minutes.	• Identify 1/4, 1/3, 1/2 , 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole • Read the time on a clock to the nearest 15 minutes. • Solve unfamiliar word problems that involve more than one step. • Read the time on a clock to the nearest 5 minutes.	• Revisit understanding of equal parts. • Recall of images for ½ not ½ etc. • Revise finding fractions of numbers. • Comparing which is more ½ of 6 or ¼ of 8. • Reading the time on the clock.