

What is my Number: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To represent numbers to fifty.	Children to read and recognise a number and then represent it by drawing objects, using objects and writing its name. They will be challenged to pick a number card and represent it using objects.	<ul style="list-style-type: none"> • Can children recognise numbers to 20? • Can children recognise numbers to 50? • Can children represent numbers using a variety of methods? 	<ul style="list-style-type: none"> • Slides • Number Cards A/B/C/D • Photo Sheet • Counting objects, e.g. cubes, base ten, compare bears
Lesson 2	To represent numbers to 100.	Children to read and recognise a number and then represent it by drawing objects, using objects and writing its name. They will be challenged to pick a number card and answer questions related to it.	<ul style="list-style-type: none"> • Can children recognise numbers to 100? • Can children represent numbers using a variety of methods? • Are children confident with number sequence? 	<ul style="list-style-type: none"> • Slides • Number Cards A/B/C • Question Card A/B/C • Clue Cards A/B/C • Photo Sheet • Counting objects, e.g. cubes, base ten, compare bears
Lesson 3	To represent numbers to 100.	Children to learn how to represent and say a number using a bead string. They will be challenged to use bead strings to fill in missing information on a number line.	<ul style="list-style-type: none"> • Can children recognise numbers to 100? • Can children represent numbers using a variety of methods? • Can children identify tens and ones in a number? 	<ul style="list-style-type: none"> • Slides • Jigsaw Pieces • Worksheet 3A/3B • Number Cards (FSD? activity only) • Place Value Cards (FSD? activity only) • Counting objects, e.g. bead strings, base ten blocks
Lesson 4	To estimate numbers to 100.	Children to learn about estimating using different amounts of objects. They will be challenged to estimate what the number is on a number line, a fifty grid and a hundred square.	<ul style="list-style-type: none"> • Can children recognise numbers to 100? • Can children estimate a number of objects? • Can children estimate a number on a number line? 	<ul style="list-style-type: none"> • Slides • Number Lines • Fifty Grids • Hundred Squares • Clue Cards (FSD? activity only)
Lesson 5	To estimate numbers to 100.	Children to recap what estimating is using different amounts of objects in containers. They will be challenged to make models with blocks and try to estimate how many they will then need to make it twice as big.	<ul style="list-style-type: none"> • Can children recognise numbers to 100? • Can children estimate a number of objects? • Can children use problem-solving skills? 	<ul style="list-style-type: none"> • Slides • Object Cards A/B/C • Cubes or blocks • Containers filled with objects (FSD? activity only)

What Is Place Value: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the value of each digit in a two-digit number.	Children to listen carefully and write the correct number from a description, focussing on tens and ones. They will be challenged to match a number and/or word card to base ten cards.	<ul style="list-style-type: none"> Can children recognise numbers to 99? Can children represent numbers using a variety of methods? Can children identify the value of each digit in a two-digit number? 	<ul style="list-style-type: none"> Slides Number Cards A/B/C/D/E Photo Sheet Base Ten Cards (FSD? activity only) Tens and Ones Cards (FSD? activity only) Base ten blocks
Lesson 2	To order numbers to one hundred.	Children will learn how to order numbers and discuss any patterns they notice. They will be challenged to match number cards to base ten blocks and then order them.	<ul style="list-style-type: none"> Can children recognise numbers to 99? Can children identify the value of each digit in a two-digit number? Can children order two-digit numbers? 	<ul style="list-style-type: none"> Slides Number Sets A/B/C (Input only) Number Cards A/B/C Photo Sheet Base Ten Cards (FSD? activity only) Naughts and Crosses Grids (Plenary only) Base ten blocks
Lesson 3	To use the language of greater than, less than and equal to.	Children to learn and use the language greater than, less than and equal to. They will be challenged to pick two numbers and using the symbol cards decide the relationship between the numbers.	<ul style="list-style-type: none"> Can children recognise numbers to one hundred? Can children use the language of 'greater than'? Can children use the language of 'less than'? 	<ul style="list-style-type: none"> Slides Number Cards A/B/C Symbol Cards Photo Sheet Challenge Cards A/B (FSD? activity only) Counting objects: Base ten blocks
Lesson 4	To use the language of greater than, less than and equal to.	Children to understand and use the language greater than, less than and equal to. They will be challenged fill the missing symbol that describes the two numbers.	<ul style="list-style-type: none"> Can children recognise numbers to one hundred? Can children use the symbol 'greater than'? Can children use the symbol 'less than'? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Character Cards A/B (FSD? activity only) Counting objects: Base ten blocks
Lesson 5	To solve problems using different number representations.	Children to work out which amount is most and represent it in several different ways. They will be challenged to read statements and work out which picture representation matches it.	<ul style="list-style-type: none"> Can children recognise numbers to one hundred? Can children represent numbers using a variety of methods? Can children identify the value of two-digit numbers? 	<ul style="list-style-type: none"> Slides Character Card Clue Cards A/B/C (FSD? activity only) Answer Cards A/B/C (FSD? activity only) Sticky notes (FSD? activity only) A variety of counting objects

Let's Use Number Bonds: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find different ways to make twenty.	Children to learn number bonds to twenty and to write them as a number sentence. They will be challenged to make as many number bonds to twenty as they can.	<ul style="list-style-type: none"> • Can children use objects to match number bond pairs? • Can children use their knowledge of number bonds to ten to support them finding number bonds to twenty? • Can children find different ways to make twenty? 	<ul style="list-style-type: none"> • Slides • Number Cards • Butterfly Cards • Worksheet 1A (FSD? activity only) • Number Machine (FSD? activity only) • Photo Sheet • Pendulum, cubes, bead string, counters
Lesson 2	To explore number bonds to twenty.	Children to use a ten frame and group objects in fives to explore number bonds to twenty. They will be challenged to match ten frames to the correct number sentence.	<ul style="list-style-type: none"> • Can children match pictorial representations of number bonds to number sentences? • Can children use their knowledge of number bonds to ten to support them finding number bonds to twenty? • Can children find different ways to make twenty? 	<ul style="list-style-type: none"> • Slides • Ten Frame A/B/C • Number Sentences A/B • Worksheet 2A (FSD? activity only) • Photo Sheet • Objects, twenty-sided dice
Lesson 3	To find number bonds to twenty by counting on.	Children to learn how to solve a number bonds to twenty questions by counting on. They will be challenged to sort number cards into groups by using the counting on method.	<ul style="list-style-type: none"> • Can children count on from a given number to a set number? • Can children use their knowledge of number bonds to ten to support them finding number bonds to twenty? • Do children understand addition can be done in any order? 	<ul style="list-style-type: none"> • Slides • Number Cards A/B/C • Fish Cards • Wheel Sheet A/B (FSD? activity only) • Photo Sheet • Pegs • Sock Cards (Plenary Only)
Lesson 4	To use a number line to explore number bonds.	Children to solve number bonds to twenty questions using a number line to help. They will be challenged to find the missing number in the number sentence using a variety of differentiated number lines.	<ul style="list-style-type: none"> • Can children count on using a number line? • Can children use their knowledge of number bonds to ten to support them finding number bonds to twenty? • Can children partition numbers? 	<ul style="list-style-type: none"> • Slides • Number Fans (Starter only) • Number Lines A/B/C (Input only) • Worksheet 4A/4B/4C • Number Cards (FSD? activity only) • Photo Sheet • Base ten blocks, A3 paper
Lesson 5	To use your knowledge of number bonds to solve problems.	Children will be challenged to make different number arrangements to make totals to twenty. They will read problem cards and work out the missing clues.	<ul style="list-style-type: none"> • Can children use objects to match number bond pairs? • Can children use their knowledge of number bonds to ten to support them finding number bonds to twenty? • Can children find different ways to make twenty? 	<ul style="list-style-type: none"> • Slides • Ball (Starter only) • Problem Cards A/B/C • Worksheet 5A/5B (FSD? activity only) • Number Cards (Plenary only) • Maths resources including counters and bead strings

What is multiplication: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use number patterns to continue sequences.	Children will look at number sequences. They will work out what the numbers are increasing by and continue the sequence. They will be encouraged to explain their answers using mathematical language.	<ul style="list-style-type: none"> • Can children continue number patterns? • Can children identify what a sequence is increasing by? • Can children explain their answers? 	<ul style="list-style-type: none"> • Slides • Number Squares A/B/C • Number Cards Set A/B/C (FSD...? activity only) • Question Cards A/B (FSD...? activity only)
Lesson 2	To use and apply the two times table to solve problems.	Children will use the two times table to solve problems. They will look at multiplication number sentences and express them in different ways, including as repeated addition number sentences and arrays.	<ul style="list-style-type: none"> • Can children count in multiples of two? • Can children match different representations of a problem? • Can children use the multiplication sign correctly? 	<ul style="list-style-type: none"> • Slides • Number Cards A/B • Domino Cards • Sorting Cards Set A/B (FSD...? activity only) • Worksheet 2A/2B (FSD...? activity only)
Lesson 3	To use and apply the five times table to solve problems.	Children will use the five times table to solve problems. They will look at multiplication number sentences and express them in different ways, including as repeated addition number sentences and arrays.	<ul style="list-style-type: none"> • Can children count in multiples of five? • Can children match different representations of a problem? • Can children use the multiplication sign correctly? 	<ul style="list-style-type: none"> • Slides • Jigsaw Cards • Worksheet 3A • Game Sheet • Worksheet 3B (FSD...? activity only) • Ten-sided dice (FSD...? activity only)
Lesson 4	To use and apply the ten times table to solve problems.	Children will use the ten times table to solve problems. They will look at multiplication number sentences and express them in different ways, including matching them in their different forms.	<ul style="list-style-type: none"> • Can children count in multiples of ten? • Can children match different representations of a problem? • Can children use the multiplication sign correctly? 	<ul style="list-style-type: none"> • Slides • Number Cards (MOS only) • Question Cards • Peacock Cards • Game Sheet • Ten-sided dice • Worksheet 4A • Game Cards (FSD...? activity only)
Lesson 5	To use multiplication to solve problems.	Children will apply their knowledge of problem solving and multiplication to solve a variety of multiplication-based word problems. They will use information to write multiplication number sentences before solving them.	<ul style="list-style-type: none"> • Can children count in multiples of two, five and ten? • Can children use the multiplication sign correctly? • Can children use multiplication to solve problems? 	<ul style="list-style-type: none"> • Slides • Challenge Cards A/B/C • Worksheet 5A (FSD...? activity only) • Puzzle Pieces A/B/C/D (FSD...? activity only)

What is division?: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To share movable objects into groups.	Children will move objects into groups to solve division problems. They will be introduced to the division symbol and have the opportunity to explain what it means in their own words. They will then complete challenges and answer division questions or investigate which numbers can be shared equally into different numbers of equal groups.	<ul style="list-style-type: none"> • Can children share objects into equal groups? • Can children explain their answers? • Can children predict their results? 	<ul style="list-style-type: none"> • Slides • Objects (TI and activities) • Challenge Cards • Picture Cards • Worksheet 1A/1B/1C • Number Cards (FSD...? activity only) • Photo Sheet
Lesson 2	To share objects into groups to solve division problems.	Children will group pictured objects to solve division problems. They will use number facts they know to predict if a number will share equally into a given number of groups. The children will be encouraged to find different ways that a number can be shared.	<ul style="list-style-type: none"> • Can children share pictured objects into equal groups? • Can children use the division sign? • Can children use mathematical terms to explain what they have done? 	<ul style="list-style-type: none"> • Slides • Copies of the slides (TI only) • Worksheet 2A/2B/2C • Object Cards (FSD...? activity only) • Photo Sheet
Lesson 3	To write number sentences to explain how objects have been grouped.	Children will explain what division number sentences mean and draw pictures to solve them. They will continue to apply problem-solving skills to answer division questions when working independently. There is the opportunity to challenge the children to express their division number sentence as a multiplication problem.	<ul style="list-style-type: none"> • Can children read and answer questions involving division? • Can children use the division sign correctly? • Can children explain what they have done? 	<ul style="list-style-type: none"> • Slides • Question Cards A/B/C • Party Problem Cards A/B (FSD...? activity only) • Photo Sheet
Lesson 4	To use knowledge of doubles and halves to solve problems involving division.	Children will use their knowledge of doubles and halves to solve division problems. They will continue to consolidate their learning as they write division number sentences. They will make connections relating the doubles and halves number facts they know to division.	<ul style="list-style-type: none"> • Do children know their doubles and halves facts? • Can children solve division number sentences? • Can children match different representations of number sentences to each other? 	<ul style="list-style-type: none"> • Slides • Game Board A/B/C • Question Cards A/B • Journey Cards A/B (FSD...? activity only) • Photo Sheet
Lesson 5	To solve word problems involving division.	Children will answer and create word problems involving division. They will write and solve division number sentences, proving their answers with a method of their choice. They will be encouraged to use their knowledge of counting in twos, fives and tens or to draw pictures when checking their answers.	<ul style="list-style-type: none"> • Can children write division number sentences correctly? • Can children solve division number sentences? • Can children work methodically? 	<ul style="list-style-type: none"> • Slides • Number Cards (MOS only) • Building blocks (MOS only) • Worksheet 5A/5B/5C • Transport Cards A/B (FSD...? activity only) • Photo Sheet

Let's Explore 2-D Shapes: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To name and draw lots of different polygons.	Children to recognise, name and describe different polygons. They will be challenged to read descriptions and match or draw the correct shape.	<ul style="list-style-type: none"> • Can children recognise polygons and non-polygons? • Can children match names to a wide variety of 2-D shapes? • Can children draw irregular polygons? 	<ul style="list-style-type: none"> • Slides • Worksheets 1A/1B/1C/1D/1E • Irregular Polygon Cards • Drawing/Writing Frame
Lesson 2	To name and make 2-D shapes, including quadrilaterals.	Children to learn about quadrilaterals and name shapes that are quadrilaterals. They will be challenged to use a shape to make tessellating patterns.	<ul style="list-style-type: none"> • Can children identify the properties of quadrilaterals? • Can children name and explain why squares are special quadrilaterals? • Can children make quadrilaterals, or make tessellating patterns using quadrilaterals? 	<ul style="list-style-type: none"> • Slides • Worksheets 2A/2B/2C/2D/2E • Card • Polystyrene tiles (FSD? activity only) • Paint (FSD? activity only)
Lesson 3	To name, compare and describe quadrilaterals.	Children to recap, name, compare and describe quadrilaterals and to learn about rhombuses. They will be challenged to match statements to the correct shape and to draw special quadrilaterals.	<ul style="list-style-type: none"> • Can children recognise and name some special quadrilaterals? • Can children describe some special quadrilaterals in terms of the lengths of their sides? • Can children make some special quadrilaterals? 	<ul style="list-style-type: none"> • Slides • Worksheets 3A/3B/3C • Making Special Polygons 3A • Geostrips (if available) • Split pins or drawing pins and pin boards
Lesson 4	To identify vertical lines of symmetry in 2-D shapes.	Children to sort shapes into symmetrical and non-symmetrical groups. They will be challenged to use mirrors to finish drawing symmetrical shapes.	<ul style="list-style-type: none"> • Can children use a mirror (orientated vertically) to find lines of symmetry in shapes? • Can children sort shapes according to whether or not they are symmetrical? • Can children find lines of symmetry on everyday objects? 	<ul style="list-style-type: none"> • Slides • Worksheets 4A/4B/4C/4D • Symmetrical Shapes? 4A • Mirrors
Lesson 5	To compare and describe 2-D shapes according to several properties.	Children to match the descriptions to the different 2-D shapes. They will be challenged to select cards and delete any incorrect statements about the shape before reading the remaining correct ones to their partner.	<ul style="list-style-type: none"> • Can children identify polygons and non-polygons in a set of shapes? • Can children match shapes to given simple descriptions of them? • Can children begin to describe shapes according to some properties, including number of sides, lengths of sides and lines of symmetry? 	<ul style="list-style-type: none"> • Slides • Shape Cards 5A/5B/5C • Shape Guessing Game • Feely bag and shapes (FSD? activity only)

Let's Use a Ruler!: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To compare lengths using appropriate vocabulary.	Children begin exploring length by comparing lengths and thinking about the vocabulary they're using when describing different lengths. They become familiar with the lengths of 1m and 30cm by using these to compare other lengths to.	<ul style="list-style-type: none"> • Can children compare two objects to describe them as longer/shorter? • Are children familiar with the length of 1m? • Are children able to make reasonable estimates when choosing objects which are longer/shorter than 1m? 	<ul style="list-style-type: none"> • Slides • Worksheets 1A/1B/1C • 30cm rulers • Metre rulers • Photo Sheet • Metre Monster Template 1A/1B (FSD? Activity only) • Materials to decorate (FSD? Activity only)
Lesson 2	To measure and draw lines using a ruler.	Children are taught how to use a ruler to measure lines accurately. They think about the advice they would give to others when using a ruler to measure. More able children are also challenged to use this understanding to draw lines of a specified length and measure curved lines using string.	<ul style="list-style-type: none"> • Can children explain how to use a ruler to measure? • Are children able to use a ruler to measure a line with reasonable accuracy? • Can children use a ruler to draw a measured line with reasonable accuracy? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • String • 30cm rulers • Photo Sheet • Game Cards (FSD? Activity only)
Lesson 3	To measure to the nearest unit of measure.	Using their learning from the previous lesson the children are presented with the problem of objects not lining up with cm markers exactly. They must observe which marker the length is closest to and measure their object to the nearest cm. They can apply this to measuring classroom objects or begin to use metres to measure the distance they can jump.	<ul style="list-style-type: none"> • Can children measure accurately using a ruler? • Can children measure to the nearest cm using a ruler? • Are children able to measure an object larger than the ruler they are using? 	<ul style="list-style-type: none"> • Slides • Number Cards 3A • Worksheets 3A/3B/3C • 30cm ruler (without inches and mm) • Photo Sheet • Worksheet 3D (FSD? activity only) • Metre rulers (FSD? activity only) • Chalk (FSD? activity only)
Lesson 4	To compare lengths using <, > or =.	Children recap on the meanings of <, > and = symbols before beginning to use them to compare the lengths of different objects. They must measure, compare and find different classroom objects to complete comparison sentences with more able children using their measurements, rather than observational comparison, to construct their comparison sentences.	<ul style="list-style-type: none"> • Can children estimate and measure the length of different objects? • Can children identify each of the <, > and = symbols and their meanings? • Are children able to accurately use the <, > and = in a comparison sentence? 	<ul style="list-style-type: none"> • Slides • 1 to 20 flash cards • Symbol Cards 4A • Worksheets 4A/4B • 30cm rulers • Photo Sheet • Metre rulers (FSD? activity only) • Large paper (optional) (FSD? activity only)
Lesson 5	To choose appropriate equipment to measure with.	Children explore the different pieces of equipment that can be used to measure length, height and distance. They begin to think about which pieces of equipment are more suited to measuring different objects and use their reasoning to explain their choices when measuring.	<ul style="list-style-type: none"> • Can children measure lengths using different equipment? • Are children able to select appropriate equipment when measuring different objects? • Can children explain their choice of equipment when measuring different objects? 	<ul style="list-style-type: none"> • Slides • 30cm rulers, 1m rulers, tape measures, trundle wheels • Worksheets 5A/5B • Challenge Card 5A • Clipboards • Photo Sheet • Game Board 5A (FSD? activity only) • Game Cards 5A (FSD? activity only)

Let's Make A Pictogram: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To interpret and construct simple pictograms	Children will learn how to construct a simple pictogram and understand why they are used. They will interpret the pictogram by answering simple questions related to it. The children will have opportunities to construct their own pictograms as well as construct a whole class autumn leaves pictogram.	<ul style="list-style-type: none"> • Do the children understand what a pictogram is? • Can the children interpret information presented in simple pictograms? • Can the children construct simple pictograms? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Splat Cards (Plenary only) • Blank Pictogram (Plenary and FSD...? activity only) • Leaves (FSD...? activity only) • Photo Sheet
Lesson 2	To interpret and construct simple pictograms and tally charts	Children will be taught what a tally chart is and how to use them. They will be challenged to spot mistakes on a tally chart and to correct it. The children will enjoy a fun activity of using a tally chart to count the pets in a pet shop. They will use their data to create a pictogram.	<ul style="list-style-type: none"> • Can the children interpret information presented in simple tally charts and pictograms? • Can the children construct simple tally charts and pictograms? • Can the children answer simple questions using the information on a pictogram? 	<ul style="list-style-type: none"> • Slides • Tally Chart 2A/2B/2C • Worksheet 2A/2B • Pet Pictures • Blank Pictogram (FSD...? activity only) • Large Pet Pictures (FSD...? activity only) • Photo Sheet
Lesson 3	To interpret and answer questions using simple pictograms.	Children will learn about how a half is represented on a pictogram. They will work through a series of problems involving halves and work together or independently to answer them.	<ul style="list-style-type: none"> • Can the children interpret information presented in simple pictograms? • Can the children answer simple questions using the information in a pictogram? • Do the children understand that half a picture on a pictogram represents a half? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Blank Pictogram (FSD...? activity only) • Cupcakes (FSD...? activity only) • Photo Sheet
Lesson 4	To ask and answer simple questions related to pictograms and tally charts.	Children to use and apply the knowledge they have acquired to work through a series of problems. They will read statements and use the pictogram or tally chart to see if the statement is true or false. The children will then have opportunities to collect data using tally charts and then use it to create a pictogram. They will also have the opportunity to collect real data on a bug hunt.	<ul style="list-style-type: none"> • Can the children interpret information presented in simple tally charts and pictograms? • Can the children construct simple tally charts and pictograms? • Can the children answer simple questions using the information on a pictogram? 	<ul style="list-style-type: none"> • Slides • Tally Chart 4A/4B/4C • Worksheet 4A/4B • Woodland Animals • Bug Tally Chart and Bug Pictures (FSD...? activity only) • Blank Pictogram (FSD? activity only) • Photo Sheet
Lesson 5	To ask and answer simple questions related to pictograms and tally charts.	Children to practise creating a pictogram by following a series of instructions. They will then use this to create their own questions for pictograms as well as following given information to create a pictogram. The children will have the opportunity to go on a safari hunt in the classroom and apply all they have learnt about pictograms.	<ul style="list-style-type: none"> • Can the children interpret information presented in simple tally charts and pictograms? • Can the children construct simple tally charts and pictograms? • Can the children answer simple questions using the information on a pictogram? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Tally Chart and Safari Animals 5A/5B/5C • Safari Animal Picture Cards (FSD...? activity only) • Safari Tally Chart (FSD...? activity only) • Pictogram Safari Pictures (FSD...? activity only) • Photo Sheet

Let's Use Number Patterns: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To order numbers and identify the sequence!	Children are to read the numbers in a sequence, decide which comes next and work out how many the numbers are increasing or decreasing by.	<ul style="list-style-type: none"> • Can children count in twos? • Can children count in tens? • Can children sequence numbers? 	<ul style="list-style-type: none"> • Slide • Worksheet 1A/1B/1C • Number Cards A/B (FSD? activity only)
Lesson 2	To count groups of two and groups of ten objects.	Children to learn about grouping objects, counting them in 'groups of' and writing the answers as a number sentences. They will be challenged to write the answer as a repeated addition sentence and as a multiplication sentence.	<ul style="list-style-type: none"> • Can children count in twos? • Can children count in tens? • Can children count groups of objects? 	<ul style="list-style-type: none"> • Slide • Worksheet 2A/2B • Problem Cards • Group Cards (FSD? activity only) • Question Cards (FSD? activity only) • Objects: base ten - ones and tens
Lesson 3	To count in groups of two, five and ten.	Children to learn about representing numbers by using objects, pictures and as an array.	<ul style="list-style-type: none"> • Can children count in twos, tens and fives? • Can children write and solve repeated addition questions? • Can children write and solve multiplication questions? 	<ul style="list-style-type: none"> • Slide • Worksheet 3A/3B/3C • Question Cards A/B (FSD? activity only) • Answer Cards (FSD? activity only) • Representation Cards (FSD? activity only)
Lesson 4	To count in groups of two, three, five and ten.	Children to learn how to write multiplication questions as repeated addition answers and visa-versa. They will be challenged to use pegs and a peg board to answer questions.	<ul style="list-style-type: none"> • Can children count in twos, tens, fives and threes? • Can children write and solve repeated addition questions? • Can children write and solve multiplication questions? 	<ul style="list-style-type: none"> • Slide • Worksheet 4A/4B/4C • Array Cards A/B/C/D (FSD? activity only) • Peg boards and pegs
Lesson 5	To identify odd and even numbers when counting in groups of two, three, five and ten.	Children to learn about odd and even numbers and to order numbers into odd and even groups. They will be challenged to count in number patterns and then circle the even numbers.	<ul style="list-style-type: none"> • Can children count in twos, tens, fives and threes? • Can children write and solve repeated addition questions? • Can children identify odd and even numbers? 	<ul style="list-style-type: none"> • Slide • Target Card A/B/C/D • Number Cards A/B/C/D (FSD? activity only) • Question Cards (Plenary Only)

How can we add numbers?: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to add two and three groups of objects together.	Children will use pictorial representations and concrete objects to add two groups of objects together. They will add three groups of objects together using the same representations. Children will begin to learn that starting with the larger group is helpful when adding more than one number together.	<ul style="list-style-type: none"> • Can children add two groups of objects together? • Can children add three groups of objects together? • Can children use different strategies to add groups of objects? 	<ul style="list-style-type: none"> • Slides • What's Missing Cards • Picture Cards • Addition Wheels 1A/1B • Rolling Game A/B (for FSD? activity only) • Dice (for FSD? activity only) • Photo Sheet
Lesson 2	To use number lines to add two and three numbers together.	Children will continue to add two and three numbers together, using number lines instead of groups of objects. They will learn how to make jumps to the right along the number line to add numbers together. Children will begin to look at three numbers and choose which one to start with before adding the other two.	<ul style="list-style-type: none"> • Can children use number lines to add numbers? • Do children know how to add three numbers together using number lines? • Can children use different strategies to add numbers together? 	<ul style="list-style-type: none"> • Slides • Perfect Partners Cards • Number Sentence Cards • Number Line Solution Cards • Number Line Cards • Worksheet 2A • Four to Win Game (for FSD? activity only) • Green and Red Game Cards (for FSD? activity only) • Photo Sheet
Lesson 3	To add ten and twenty to a two-digit number using bead strings.	Children will become familiar with bead strings and how to use them to show groups of ten. They will use bead stings to add ten to a starting number and will be challenged to use the same technique to add twenty to a number. Children will begin to see that the tens column changes when adding ten to a number.	<ul style="list-style-type: none"> • Can children count in tens? • Can children use bead strings to add ten to a number? • Do children understand that the tens column changes when adding ten? 	<ul style="list-style-type: none"> • Slides • Match Me Cards • Bead Strings • Question Cards • Bead String Match Cards • Worksheet 3A • Game Board, counters and dice (for FSD? activity only) • Photo Sheet
Lesson 4	To use Hundred Squares to add multiples of ten to two-digit numbers.	Children will use a hundred square to add ten to two-digit numbers. They will learn that when you add ten to a number, the answer is one square below that number, as each row has ten numbers in it. They will use this pattern to add other multiples of ten to two-digit numbers.	<ul style="list-style-type: none"> • Can children use a Hundred Square to add ten? • Can children see patterns on a Hundred Square? • Do children understand that the tens column changes when adding a multiple of ten to a number? 	<ul style="list-style-type: none"> • Slides • Hundred Squares • Question Cards 4A/4B/4C • Counters • Number Puzzles A/B (for FSD? activity only) • Photo sheet
Lesson 5	To be able to add ten to a two-digit number mentally.	Children will consolidate their addition skills in this lesson and will practise answering questions mentally. They will continue to add ten and other multiples of ten to two-digit numbers mentally using speed and number fluency. This lesson allows children to consolidate their knowledge of the tens column changing and the ones column staying the same when adding ten to a number.	<ul style="list-style-type: none"> • Can children add ten to a two-digit number mentally? • Can children add other multiples of ten to a two-digit number mentally? • Do children understand the tens column changes when you add a multiple of ten? 	<ul style="list-style-type: none"> • Slides • Photo Sheet • Stopwatch • Memory Game Cards 5A/5B/5C • Colour Me Hundred Squares (for FSD? activity only)

How can we subtract numbers? : Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to subtract one or two numbers from a total using objects or pictures.	Children will use objects to help two pet shop owners work out how much stock they have left. They will subtract up to two numbers from a total and be encouraged to use landmark numbers and partitioning to help them.	<ul style="list-style-type: none"> • Can children subtract objects from a group? • Can children subtract two groups of objects from a total? • Can children use different strategies to solve subtraction problems? 	<ul style="list-style-type: none"> • Slides • What's Missing Cards • Stock Sheet A/B/C • Customer Cards A/B/C • Game Sheet A/B (FSD? activity only) • Number Cards A/B (FSD? activity only) • Photo Sheet
Lesson 2	To use number lines to subtract numbers from a total.	Children will use number lines to solve subtraction problems. They will discuss the differences between subtracting numbers on a number line and finding the difference. They will subtract up to two numbers from a total and be encouraged to use landmark numbers and partitioning to help them.	<ul style="list-style-type: none"> • Can children use number lines to subtract numbers? • Do children know how to use landmark numbers and partitioning to subtract numbers on a number line? • Can children use different strategies to subtract numbers? 	<ul style="list-style-type: none"> • Slides • Perfect Partner Cards • Number Sentence Problem Cards A/B • Worksheet 2A • Four to Win Game (FSD? activity only) • Green and Red Game Cards (FSD? activity only) • Photo Sheet
Lesson 3	To subtract multiples of ten from a two-digit number using bead strings.	Children will use bead strings to solve subtraction problems. They will be encouraged to use partitioning when they take away multiples of ten from a given number.	<ul style="list-style-type: none"> • Can children count in tens? • Can children use bead strings to subtract ten from a number? • Do children understand that the tens column changes when subtracting ten? 	<ul style="list-style-type: none"> • Slides • Question Cards A/B/C • Game Board (FSD? activity only) • Photo Sheet • Bead strings • Counters and dice
Lesson 4	To use hundred squares to subtract two-digit numbers.	Children will use hundred squares to subtract multiples of ten and multiples of one from a two-digit number. They will think about the direction they need to move around the hundred square when subtracting.	<ul style="list-style-type: none"> • Can children use a hundred square to subtract ten/one? • Can children see patterns on a hundred square? • Do children understand that the tens column changes when subtracting a multiple of ten from a number? 	<ul style="list-style-type: none"> • Slides • Hundred Square • Question Cards A/B/C • Number Puzzles A/B (FSD? activity only) • Photo Sheet • Counters
Lesson 5	To be able to subtract one-digit and two-digit numbers mentally.	Children will use a range of mental strategies to subtract numbers. They will think about and explain how they approached finding the answer to the subtraction problems and then be encouraged to use another method to check their answer.	<ul style="list-style-type: none"> • Can children subtract ten from a two-digit number mentally? • Can children subtract other multiples of ten from a two-digit number mentally? • Do children understand which column changes when subtracting two-digit numbers? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Colour Me Hundred Squares A/B/C/D/E (FSD? activity only) • Photo Sheet

Let's Use Pounds and Pence: Maths : Year 2 : Autumn Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise coins and notes up to £50	Children will revisit their knowledge of British coins and their values. They are challenged to identify coins from oral descriptions and order the coins according to their value. They then use their own description of British banknotes to recognise them and begin to interpret equivalent amounts between banknotes and £1 and £2 coins.	<ul style="list-style-type: none"> • Can children recognise coins and their values? • Are children able to describe banknotes and recognise their values? • Can children identify specific coins or notes from a group? 	<ul style="list-style-type: none"> • Slides • Coin Fans • Worksheet 1A/1B • Money Cards 1A • Photo Sheet 1A
Lesson 2	To find the total value of a set of coins and/or notes up to £20.	Children will use their knowledge of addition strategies to add together different amounts of coins and notes to find the total. Children can create their own amounts of money to calculate using the money cards or use the coin connect sheets to develop their mental addition skills.	<ul style="list-style-type: none"> • Can children recognise and use the pounds (£) and pence (p) symbols? • Can children find the total value of a group of coins and/or notes? • Are children able to record the total value of a set of coins and notes which result in a combination of pounds and pence? 	<ul style="list-style-type: none"> • Slides • Worksheets 2A/2B/2C • Money Cards 2A • Coin Connect Sheets 2A/2B
Lesson 3	To find different combinations of coins to make equivalent amounts.	Children begin by exploring different ways of using the same kind of coin to make equivalent amounts. They will then progress on to making the same amount in two different ways using coins. They are challenged to use exact change to pay for different items and think about alternative ways they could make an amount when they have a limited choice of coins to use.	<ul style="list-style-type: none"> • Can children make a specified amount using a variety of coins? • Can children find alternative ways to make an equivalent amount? • Are children able to understand that each set of coins are of equal value? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B • Vending Machine 3A/3B • Coin Cards 3A • Photo Sheet 3A • Shop Sheet 3A (FSD? activity only) • Receipt Sheet 3A (FSD? activity only) • Bank Label (FSD? activity only)
Lesson 4	To find change from 20p, 50p, £1 and £2.	Children will need to reflect back on taught subtraction methods to find the correct amount of change when purchasing an object with a higher value coin. They will focus on using a number line to find the difference between the two values of money and reflect on the resources they have used to help them.	<ul style="list-style-type: none"> • Can children work out the correct change from 20p, 50p, £1 or £2? • Can children write a suitable number sentence for their subtractions? • Are children able to show their working out? 	<ul style="list-style-type: none"> • Slides • Bead strings, number lines, hundred squares • Worksheet 4A/4B/4C • Photo Sheet 4A • Shop Sheet 4A/4B (FSD? activity only) • Coin Cards 4A (FSD? activity only) • Worksheet 4D (FSD? activity only)
Lesson 5	To use reasoning to solve problems involving money.	Children will consolidate their understanding of money by solving problems involving the skills they have learnt throughout the topic. They must use their understanding and knowledge of the different coins to reason and justify their answers and describe how they solved a problem. Children will develop their use of mathematical vocabulary and problem-solving strategies.	<ul style="list-style-type: none"> • Can children solve reasoning problems involving money? • Are children able to show their working out when solving problems? • Can children explain their methods and answers clearly? 	<ul style="list-style-type: none"> • Slides • Challenge Cards 5A • Answer Sheet 5A • Coin Cards 5A • Problem-Solving Sheet 5A • Photo Sheet 5A • Purse Cards 5A/5B (FSD? activity only)