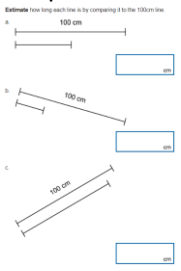


Medium term Plans for Autumn 1 Year 2 – Beecroft Primary School

	Main focus of teaching and activities each day	Starter	Outcomes and plenary for each day
1 Place Value	<p>Mental skills for week: Count to at least 100 in ones and in tens from 0 or any number, forwards and backwards Count in multiples of 2, 3, 5 and 10 from 0, forwards and backwards (to the 12th multiple) Recall multiplication/division facts for the 2, 5 and 10 times table to the 12th multiple Recall addition/subtraction facts to 20 Derive addition/subtraction facts of multiples of ten to 100 e.g. $60 + 40 = 100$</p>		
	<p>Vocabulary for week: COUNTING, PROPERTIES OF NUMBERS AND NUMBER SEQUENCES number zero, one, two, three... to twenty and beyond zero, ten, twenty... one hundred zero, one hundred, two hundred... one thousand none how many...? count, count (up) to count on (from, to) count back (from, to) count in ones, twos, threes, fours, fives... count in tens more, less, many, few tally odd, even every other how many times? multiple of sequence continue predict pattern, pair, rule</p>		
	<p>Day 1: Presentation and Setting Out In Books - writing date in books</p>	<p>Day 1: Count and read numbers to 100 <i>(pre-requisite skills)</i></p>	<p>Day 1:</p>

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	<ul style="list-style-type: none"> - writing title in book - using a ruler, draw line under, on the line - writing numerals 0-9 - writing number names for number 0-20 <p>Day 2: Use dienes to make numbers. Partition numbers into 10s and 1s. Model 1 dienes stick as 10 and a cube as 1. Making up numbers practically using the dienes. Chn practically make numbers. Chn then record the numbers in their book, representing the dienes in their book and then write the number sentence to match. Busy Ants Maths Page 4</p> <p>Match some numbers to their dienes representation. Recognition of the dienes representation. Match the numbers from their standard form and their dienes representation. Then, ordering 1 and 2 digit numbers from smallest to largest and vice versa Target Y2 p33</p> <p>Day 3: Explicitly teach $<=>$ using crocodile. Compare and order 1 digit and then 2 digit numbers with the correct symbol. Chn compare and order the dienes representation and numbers using the more than less than and equal to.</p>	<p>Use either a 1-100 square or the Number grid ITP to support counting to 100 and back again, emphasising the multiples of 5. Make sure children say numbers such as 15 and 50, 19 and 90 clearly. Use Post-it™ notes to cover numbers on the 100-square or the mask facility on the ITP. Point to 1 hidden number. Children write the missing number and show together on the count of 5.</p> <ul style="list-style-type: none"> - Number bonds to 20 <p>Day 2: Count and read numbers to 100 (pre-requisite skills) Use either a 1-100 square or the Number grid ITP to support counting to 100 and back again, emphasising the multiples of 5. Make sure children say numbers such as 15 and 50, 19 and 90 clearly. Use Post-it™ notes to cover numbers on the 100-square or the mask facility on the ITP. Point to 1 hidden number. Children write the missing number and show together on the count of 5.</p> <ul style="list-style-type: none"> - Number bonds to 20 <p>Day 3: Introduce large beaded number line. Counting in 10s. Leads to 10xtables. Chn put markers on number line 10, 20, 30 etc. If I go to bead 34</p>	<p>Day 2: Dienes revision. Using blank side of the number line, chn write on the 10s and then use the dienes to count the 10s and then the 1s and estimate the position of the number.</p>  <p>Day 3: Longer session - Reasoning with written explanation Spot the mistake: 45,40,35,25 What is wrong with this sequence of numbers?</p> <p>Do, then explain 37 13 73 33 3 If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers.</p> <p>Day 4: True or False? I start at 3 and count in threes. I will say 13?</p>
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	<p>Day 4: Target Y3 p7 Ordering numbers. Chn choose smallest/largest number, looking at tens first. Then, use digit cards to make the smallest/largest/even/odd etc numbers.</p> <p>Day 5: Chn use their number cards and dienes to make the number into 10s and 1s. Recognise that 2 tens is 20. Introduce the part part whole model and complete the part part whole model. Partition the number from whole but also when 1 part is missing or the whole is missing.</p>	<p>and I add 10, where will I end up at? Chn count on, move onto adding on 10s using the hundred square. Chn choose which method which will be the most effective.</p> <p>Day 4: Play 'Guess my number'. The aim is for the children to guess it within 6 stars!</p> <ul style="list-style-type: none"> • Show chn a large 1-100 number grid on the IWB. • Write 'less than', 'more than' and 'between' on the board. • Think of a number. Write it on a Post-it™ without showing the chn and fold it over, e.g. you write 57. • Ask chn to ask you questions using the words on the board, as well as any other number properties they might suggest. You can only answer <i>Yes</i> or <i>No</i>, e.g. <i>is it more than 50? Is it between 50 and 60? Is it even?</i> • Each time you answer a question, draw a star on the board. • After you answer each question, cross out or shade sections of the 1-100 grid to show that your number is not in this section, e.g. the section from 0 to 50, or all sections except from 50 to 60. 	<p>Write the missing number in each box.</p> <p>19 $\xrightarrow{\text{is 1 less than}}$ <input type="text"/></p> <p>19 $\xrightarrow{\text{is 10 less than}}$ <input type="text"/></p> <p>Day 5: What comes next? 41+5=46 46+5=51 51+5=56</p> <p>Look at these numbers.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 10px;">37</td> <td style="padding: 0 10px;">12</td> </tr> <tr> <td style="padding: 0 10px;">45</td> <td style="padding: 0 10px;">60</td> </tr> <tr> <td style="padding: 0 10px;">72</td> <td style="padding: 0 10px;">27</td> </tr> </table> <p>Which of these numbers is between 10 and 20? <input style="width: 50px; height: 20px;" type="text"/></p>	37	12	45	60	72	27
37	12								
45	60								
72	27								

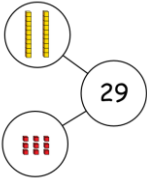
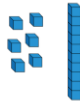


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		<ul style="list-style-type: none"> • When chn have asked 6 (or possibly fewer) questions, can they guess your number? If they can, they get 10 points. If they cannot, you get 10 points. • Play again. <p>Day 5: Day 4 – chn play in pairs too.</p>																																																																																																					
<p>2 Place Value</p>	<p>Mental skills for week: Given a number, identify 10 more/10 less Count in multiples of 2, 3, 5 and 10 from 0, forwards and backwards (to the 12th multiple) Recall multiplication/division facts for the 2, 5 and 10 times table to the 12th multiple Recall addition/subtraction facts to 20 Counting on and back in tens and ones Children will use their understanding of place value to support counting on or back, including with the use of a 100 square/ 200 grid to support and/or a number line:</p> <table border="1" data-bbox="436 845 696 1066"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> <p>42 + 5 count on in ones from 42 42 + 10 count on ten from 42 42 + 30 count on in tens from 42 42 + 35 count on in tens then ones from 42 56 – 4 count back in ones from 56 56 – 10 count back ten from 56 56 – 20 count back in tens from 56 56 – 24 count back in tens then ones from 56</p>			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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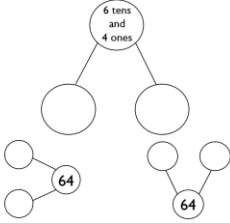
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<p>Use a counting stick to count forwards and backwards in ones from any number and to count forwards and backwards in tens from any number, to at least 100 Ask children to count from any two-digit number in tens. When you clap, they count on in ones. On the next clap, they count on in tens, and so on...</p>		
<p>Vocabulary for week: COUNTING, PROPERTIES OF NUMBERS AND NUMBER SEQUENCES number zero, one, two, three... to twenty and beyond zero, ten, twenty... one hundred zero, one hundred, two hundred... one thousand none how many...? count, count (up) to count on (from, to) count back (from, to) count in ones, twos, threes, fours, fives... count in tens more, less, many, few tally odd, even every other how many times? multiple of sequence continue predict pattern, pair, rule next between, half-way between above, below</p>		
<p>Day 1: Partition. Part-Part whole model. Using a mixture of dienes representation in the part whole</p>	<p>Day 1: Recap and revise hundred square skills. Adding 10, 20, take away</p>	<p>Day 1: Do, then explain 6 16 86 88 66</p>

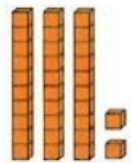
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	<p>model and numbers. Chn recognise that 2 tens is 20 etc. number sentence to complete the partition.</p>  <p>Day 2: Partition. Part-Part whole model. Using a mixture of dienes representation in the part whole model and numbers. Chn recognise that 2 tens is 20 etc. number sentence to complete the partition. With hundreds ten and ones</p> <p>Day 3: Place Value addition. Target Y3 p4, 5 and 6</p> <p>Day 4: Teacher planned revision of all work covered so far</p> <ul style="list-style-type: none"> - Partition - Dienes - Hundred square - Counting - Number sequences - $<>=$ <p>Day 5: Place value problems</p>	<p>etc. Counting and patterns, odd and even. Counting in multiples.</p> <p>Day 2: Longer session –introduce / develop mental skills – practise, jottings and applying</p> <ul style="list-style-type: none"> • Children work in pairs. • Firstly, they roll 2 dice <i>twice</i> to make two 2-digit numbers, e.g. 26 and 54. • Chn locate and write both numbers on a beaded line (<i>see resources</i>). • They write under it, e.g. <i>54 is more than 26</i>. • They then use 2 dice to make 1 more 2-digit number, e.g. 76. • Chn locate and write it on the beaded line (<i>see resources</i>) and discuss which 2 multiples of 10 it lies between. • When they agree, they write: <i>__ is between □ and □</i>. <p>Day 3: Use a 0 -100 landmarked number line.</p> <ul style="list-style-type: none"> • Child 1 writes a number on a Post-it™ note and folds it over. • Child 1 marks the number carefully and accurately on the line. • Child 2 can ask three questions to identify the number, e.g. <i>Is it more</i> 	<p>If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers.</p> <p>Write numbers in the boxes to make these correct. One is done for you.</p> <p>37 is more than <input type="text" value="25"/></p> <p>37 is between <input type="text"/> and <input type="text"/></p> <p>37 has <input type="text"/> tens</p> <p>Day 2: True or False? I start at 6 and count in threes. I will say 16?</p> <p>Day 3: Longer session - Reasoning with written explanation Jack says he has 61 Is he correct?</p>  <p>Explain your reasoning. Rosie and Amir are comparing numbers they have made.</p>   <p>Is Rosie correct? My number is greater because I have more objects.</p> <p>Explain your answer.</p>
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		<p><i>than 70 and less than 75? Is it an even number? Etc.</i></p> <ul style="list-style-type: none"> • Child 1 can only answer <i>Yes</i> or <i>No</i>. • Both chn score 10 points if Child 2 guesses correctly. Play again! <p>Day 4: Counting in 10s. Leads to 10xtables. Chn put markers on number line 10, 20, 30 etc. If I go to bead 34 and I add 10, where will I end up at? Chn count on, move onto adding on 10s using the hundred square. Counting in 20s.</p> <p>Day 5: Counting forwards and backwards using a hundred square breaking down into 10s and 1s. Count forwards and backwards. Chn use their hundred square and number fans to complete the addition/subtraction</p>	<p>Day 4: Complete each part-whole model in a different way.</p>  <p>Day 5: How many different numbers can go in the box?</p> <p style="text-align: center;">$13 < \square < 20$</p>
<p>3 Addition</p>	<p>Mental skills for week:</p> <p>Recognise the place value of each digit in a two-digit number</p> <p>Count in multiples of 2, 3, 5 and 10 from 0, forwards and backwards (to the 12th multiple)</p> <p>Recall multiplication/division facts for the 2, 5 and 10 times table to the 12th multiple</p> <p>Recall addition/subtraction facts to 20</p> <p>Partitioning numbers into tens and ones</p> <p>Children will use their understanding of place value to partition numbers into tens and ones: 30 + 2 = 32</p>		

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Tens	Ones
3	2

$$32 - 2 = 30$$

Children will partition both numbers into tens and ones and then re-order and add

$$25 + 14 = 20 + 5 + 10 + 4 = 20 + 10 + 5 + 4$$

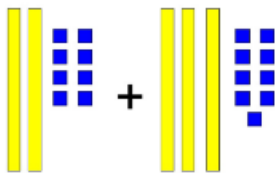
$$45 + 24 = 40 + 20 + 5 + 4 = 40 + 20 + 5 + 4$$

Consider the use of base ten resources to support

$$15 + 13 = 10 + 5 + 10 + 3 = 10 + 10 + 5 + 3$$



$$28 + 39 = 20 + 8 + 30 + 9 = 20 + 30 + 8 + 9$$

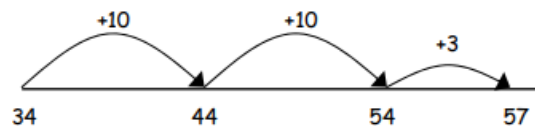


Or, children will keep the first number as it is and partition the second number

$$25 + 14 = 25 + 10 + 4$$

$$34 + 23 = 34 + 20 + 3 = 34 + 10 + 10 + 3$$

Consider the use of an empty number line to record jottings



Children will partition the second number to subtract

$$68 - 24 = 68 - 20 - 4$$

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$$56 - 34 = 56 - 30 - 4$$

Consider the use of base ten resources or an empty number line to count back

Children will use their knowledge of number bonds and place value to partition when adding and subtracting, bridging through multiples of ten, including with the use of empty number lines:

$$27 + 4 = 27 + 3 + 1$$

$$34 - 6 = 34 - 4 - 2$$

Vocabulary for week:

PLACE VALUE AND ORDERING

units, ones

tens, hundreds

digit

one-, two- or three-digit number

'teens' number

place, place value

stands for, represents

exchange

the same number as, as many as

equal to

Of two objects/amounts:

greater, more, larger, bigger

less, fewer, smaller

Of three or more objects/amounts:

greatest, most, biggest, largest

least, fewest, smallest

one more, ten more

one less, ten less

compare

order

size

first, second, third... tenth... twentieth

twenty-first, twenty-second...


last, last but one

before, after

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	<p>next between, half-way between above, below ADDITION AND SUBTRACTION +, add, addition, more, plus make, sum, total altogether score double, near double one more, two more... ten more... one hundred more how many more to make...? how many more is... than...? how much more is...? -, subtract, subtraction, take (away), minus leave, how many are left/left over? one less, two less... ten less... one hundred less how many fewer is... than...? how much less is...? difference between half, halve =, equals, sign, is the same as tens boundary</p>											
	<p>Day 1: Adding and subtracting single digit numbers from a 2 digit number using a number line. Target Y2 p5.</p> <p>Day 2:</p> <table border="1" data-bbox="398 1126 853 1302"> <tr> <td></td> <td>7</td> <td>6</td> </tr> <tr> <td>45</td> <td></td> <td></td> </tr> <tr> <td>68</td> <td></td> <td></td> </tr> </table> <p>Adding using an addition grid.</p>		7	6	45			68			<p>Day 1: Counting in 1s – forwards, backwards from any number within 100.</p> <p>Day 2: Counting in 1s – forwards, backwards from any number within 100. Find number on beaded number line. Is it odd or even? Circle number on hundred square. Show on hundred square it is full 10 and ones etc. Number is made up of X no. of 10s and 1s etc. Show using full 10 on hundred</p>	<p>Day 1: Continue the pattern 90 = 100 – 10 80 = 100 – 20 Can you make up a similar pattern starting with the numbers 74, 26 and 100?</p> <p>Day 2: Hard and easy questions Which questions are easy / hard? 23 + 10 = 93 + 10 = 54 + 9 =</p>
	7	6										
45												
68												

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	<p>Addition grid completed by children. Chn add one digit number using a number line. Adding numbers in any order. Order does not matter.</p> <p>Day 3: How many to the nearest 10? Adding up using a number line. Number bond revision. Including money – 37p etc.</p> <p>Day 4: Teacher planned revision of all work covered so far</p> <ul style="list-style-type: none"> - hundred square - Number line - Estimations - Addition single digits. <p>Day 5:</p> <table border="1" data-bbox="392 798 833 1005"> <tr> <td>Start</td> <td>+</td> <td>40</td> <td>-</td> <td>30</td> <td>+</td> </tr> <tr> <td>+</td> <td>20</td> <td>-</td> <td>70</td> <td>+</td> <td>20</td> </tr> <tr> <td>40</td> <td>-</td> <td>10</td> <td>-</td> <td>20</td> <td>-</td> </tr> <tr> <td>-</td> <td>50</td> <td>+</td> <td>60</td> <td>+</td> <td>10</td> </tr> </table> <p>Adding and Subtracting multiples of 10.</p>	Start	+	40	-	30	+	+	20	-	70	+	20	40	-	10	-	20	-	-	50	+	60	+	10	<p>square and full ten on beaded number line</p> <p>Day 3: Repeat yesterday, add on using dienes to make numbers.</p> <p>Day 4: Repeat day 2 and 3, and also use tens frame, modelling how each number can be represented and partitioned a range of ways</p> <p>Day 5: Using a hundred square, chn finding numbers and then making numbers in a range of ways to represent 10s and 1s. The children make the numbers using a range of manipulatives, using a beaded number line, dienes, partition using part-part whole model, tens frames, counting using hundred square to show full ten, end of line.</p>	<p>$54 + 1 =$ Explain why you think the hard questions are hard?</p> <p>Day 3: Longer session - Reasoning with written explanation</p> <p>Other possibilities  $= 14$</p> <p>What single digit numbers could go in the boxes? How many different ways can you do this?</p> <p>Day 4: Missing symbols Write the missing symbols (+ - =) in these number sentences: $80 \square 20 \square 100$ $100 \square 70 \square 30$ $87 \square 13 \square 100$</p> <p>Day 5: Always, sometimes, never Is it always, sometimes or never true that if you add three numbers less than 10 the answer will be an odd number</p>
Start	+	40	-	30	+																						
+	20	-	70	+	20																						
40	-	10	-	20	-																						
-	50	+	60	+	10																						
<p>4 Addition</p>	<p>Mental skills for week: Count in multiples of 2, 3, 5 and 10 from 0, forwards and backwards (to the 12th multiple) Recall multiplication/division facts for the 2, 5 and 10 times table to the 12th multiple Recall addition/subtraction facts to 20</p>																										

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Read, write and interpret mathematical statements involving multiplication and division, including the signs \times , \div and $=$, and understand and use the associated vocabulary

Partitioning numbers into tens and ones

Children will use their understanding of place value to partition numbers into tens and ones:

$$30 + 2 = 32$$



$$32 - 2 = 30$$

Children will partition both numbers into tens and ones and then re-order and add

$$25 + 14 = 20 + 5 + 10 + 4 = 20 + 10 + 5 + 4$$

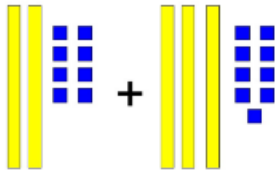
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Consider the use of base ten resources to support

$$15 + 13 = 10 + 5 + 10 + 3 = 10 + 10 + 5 + 3$$



$$28 + 39 = 20 + 8 + 30 + 9 = 20 + 30 + 8 + 9$$



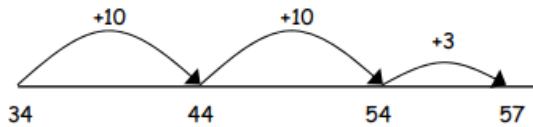
Or, children will keep the first number as it is and partition the second number

$$25 + 14 = 25 + 10 + 4$$

$$34 + 23 = 34 + 20 + 3 = 34 + 10 + 10 + 3$$

Consider the use of an empty number line to record jottings

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Children will partition the second number to subtract

$$68 - 24 = 68 - 20 - 4$$

$$56 - 34 = 56 - 30 - 4$$

Consider the use of base ten resources or an empty number line to count back

Children will use their knowledge of number bonds and place value to partition when adding and subtracting, bridging through multiples of ten, including with the use of empty number lines:

$$27 + 4 = 27 + 3 + 1$$

$$34 - 6 = 34 - 4 - 2$$

Vocabulary for week:

PLACE VALUE AND ORDERING

units, ones

tens, hundreds

digit

one-, two- or three-digit number

'teens' number

place, place value

stands for, represents

exchange

the same number as, as many as

equal to

Of two objects/amounts:

greater, more, larger, bigger

less, fewer, smaller

Of three or more objects/amounts:

greatest, most, biggest, largest

least, fewest, smallest

one more, ten more

one less, ten less

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	<p>compare order size first, second, third... tenth... twentieth twenty-first, twenty-second... last, last but one before, after next between, half-way between above, below ADDITION AND SUBTRACTION +, add, addition, more, plus make, sum, total altogether score double, near double one more, two more... ten more... one hundred more how many more to make...? how many more is... than...? how much more is...? -, subtract, subtraction, take (away), minus leave, how many are left/left over? one less, two less... ten less... one hundred less how many fewer is... than...? how much less is...? difference between half, halve =, equals, sign, is the same as tens boundary</p>		
	<p>Day 1: Pictorial representation: Adding using dienes representation.</p> <p>Day 2:</p>	<p>Day 1:</p> <ul style="list-style-type: none"> Children choose a number between 0 and 10 and mark it on a 0-100 beaded line ('Count in 10s' activity sheet: <i>see resources</i>). 	<p>Day 1: Convince me What digits could go in the boxes? 7 <input type="text"/> - 2 <input type="text"/> = 46 Try to find all of the possible answers. How do you know you have got them all?</p>

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	<p>Adding 2 x 2 digit numbers eg. $43+22=$ using a number line, adding 10s in jump of 10 and then adding ones.</p> <p>Day 3: Adding 2 x 2 digit numbers eg. $43+22=$ using a number line, adding 10s in jump of 10 and then adding ones.</p> <p>Day 4: Teacher planned revision of all work covered so far</p> <ul style="list-style-type: none"> - Addition - Hundred square - Number line - Place value <p>Day 5: As day 2 and 3 with money. $47p+21p$</p>	<ul style="list-style-type: none"> • They then draw jumps of 10, labelling the jump: +10, and repeating until past 90. They label where each jump lands. • They write the first jump as an addition under the line. • Repeat with a different number for each line. <p>Day 2: Longer session –introduce / develop mental skills – practise, jottings and applying</p> <ul style="list-style-type: none"> • Give the children 2 dice or sets of cards; one numbered 0-9 and the other with multiples of 10. • Children roll the dice. The single digit (e.g. 5) is where they will start on the beaded line, and the second number will be the number of 10s that they will need to add to that number (e.g. 40). • Children will need to talk about how many jumps of 10 they will need to do (e.g. $40 = 4$ jumps). • They work together to write these on the beaded line and then record the addition. <p>Day 3:</p>	<p>Convince me</p> <p>Day 2: What else do you know? If you know this: $87 = 100 - 13$ what other facts do you know?</p> <p>Day 3: Longer session - Reasoning with written explanation Making an estimate Which of these number sentences have the answer that is between 50 and 60 $74 - 13$ $55 + 17$ $87 - 34$</p> <p>Convince me What digits could go in the boxes? $7 \square - 2 \square = 46$ Try to find all of the possible answers. How do you know you have got them all? Convince me</p>
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		<ul style="list-style-type: none">• Children choose a 2-digit number and show it on their bead string, e.g. 45.• Both children now show what number is 10 more.• One child will write the addition number sentence ($45 + 10 = 55$).• The other child will write the subtraction number sentence that will take them back to their original number. ($55 - 10 = 45$.)• Repeat adding 10 to other 2-digit numbers, and then subtracting 10 again. <p>Day 4: Using a hundred square, chn finding numbers and then making numbers in a range of ways to represent 10s and 1s. The children make the numbers using a range of manipulatives, using a beaded number line, dienes, partition using part-part whole model, tens frames, counting using hundred square to show full ten, end of line.</p> <p>Day 5: Half-termly times table check up Times tables revision, recall and inverse completed mentally. Chn record</p>	<p>Day 4: Continue the pattern.</p> $90 = 100 - 10$ $80 = 100 - 20$ $70 = 100 - 30$ <p>What are the similarities and difference between this pattern and the following one?</p> $9 = 10 - 1$ $8 = 10 - 2$ $7 = 10 - 3$ <p>Day 5: Other possibilities $\square + \square + \square = 14$</p> <p>What single digit numbers could go in the boxes? How many different ways can you do this?</p>
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		answers having listened to verbal questions.	
5 Shape	<p>Mental skills for week: Count in multiples of 2, 3, 5 and 10 from 0, forwards and backwards (to the 12th multiple) Recall multiplication/division facts for the 2, 5 and 10 times table to the 12th multiple Recall addition/subtraction facts to 20</p> <p>Counting Children will count in multiples of two, three, five and ten, to the 12th multiple: Use a counting stick to count forwards (and backwards) Ask children to count from zero in a known multiple e.g. fives. When you clap, they count backwards. On the next clap, they count forwards, and so on... Drop 2p coins into a jar and count in twos (then use 10p and 5p coins) Count around the clock in fives Use counting songs and rhymes</p>		
	<p>Vocabulary for week: MULTIPLICATION AND DIVISION lots of, groups of ´, times, multiply, multiplied by multiple of once, twice, three times... ten times... times as (big, long, wide... and so on) repeated addition array row, column double, halve share, share equally one each, two each, three each... group in pairs, threes... tens equal groups of „, divide, divided by, divided into left, left over SHAPE AND SPACE shape, pattern</p>		

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	<p>flat, curved, straight round hollow, solid corner point, pointed face, side, edge, end sort make, build, draw surface 2D SHAPES circle, circular triangle, triangular square rectangle, rectangular star pentagon hexagon octagon</p>
	<p>Day 1: Target Y2 p15 Properties of 2D shape</p> <p>Day 2:</p> <p>1 Sort the shapes into groups.</p>  <p>2 How have the shapes been sorted?</p>  <p>3 Eva sorts some shapes.</p>  <p>Sorting 2D shapes. Based on simple properties like number of sides and vertices.</p>
	<p>Day 1: Counting songs and rhymes.</p> <p>Day 2: Drop 2p coins into a jar and count in twos (then use 10p and 5p coins) Count around the clock in fives</p> <p>Day 3: Count in 10s (<i>simmering skills</i>) Throw a soft ball to a child and say 10! They throw the ball to another child and say 20! That child throws to another child and says 30! Continue until you reach at least</p>
	<p>Day 1: Here are 18 lollipop sticks. How many hexagons can you make?</p>  <p>How many octagons can you make?</p> <p>What other shapes can you make with 18 lollipop sticks?</p> <p>Day 2: Put these shapes in order based upon the number of vertices they have.</p>  <p>Day 3: Longer session - Reasoning with written explanation RUCSAC Revision</p>

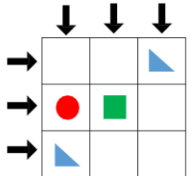
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	<p>Day 3: Teacher planned revision of all work covered so far</p> <ul style="list-style-type: none"> - Addition - Subtraction - Shape - Hundred square - Number lines - Bead strings - <>= <p>Day 4: Half – termly arithmetic test – formal to be analysed</p> <p>Day 5: Half – termly reasoning test – formal to be analysed</p>	<p>100. Repeat, starting with a different child each time, ensuring all children have at least two turns.</p> <p>Day 4: Counting 2, 3, 5 and 10s. Starting from 0. Forwards and backwards. Using number fans, complete pattern.</p> <p>Day 5: Counting in 2,3,5 10 and applying to a range of real life objects etc. For example, counting 2ps, 10p, pairs of socks, round the clock in 5s.</p>	<p>Day 4: Test recap</p> <p>Day 5: Test recap</p>
6	<p>Mental skills for week: Count in multiples of 2, 3, 5 and 10 from 0, forwards and backwards (to the 12th multiple) Recall multiplication/division facts for the 2, 5 and 10 times table to the 12th multiple Recall addition/subtraction facts to 20</p> <p>Combining groups Children will count groups of two, three, five and ten: Five apples in a bag. How many apples in four bags? 5, 10, 15, 20</p> <hr/> <p>Vocabulary for week: MULTIPLICATION AND DIVISION lots of, groups of , times, multiply, multiplied by multiple of</p>		






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	<p>once, twice, three times... ten times... times as (big, long, wide... and so on) repeated addition array row, column double, halve share, share equally one each, two each, three each... group in pairs, threes... tens equal groups of , divide, divided by, divided into left, left over ADDITION AND SUBTRACTION +, add, addition, more, plus make, sum, total altogether score double, near double one more, two more... ten more... one hundred more how many more to make...? how many more is... than...? how much more is...? -, subtract, subtraction, take (away), minus leave, how many are left/left over? one less, two less... ten less... one hundred less how many fewer is... than...? how much less is...? difference between half, halve =, equals, sign, is the same as tens boundary</p>		
	<p>Day 1: Does the order of subtraction matter? Number line – on IWB Count beyond Zero</p>	<p>Day 1: Children work in pairs to complete 'Patterns' (<i>see resources</i>).</p>	<p>Day 1: Continue the pattern $90 = 100 - 10$ $80 = 100 - 20$</p>

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	<p>7-3=4 3-7=? The biggest number always has to go first Big – Small = Small Take away calc to prove</p> <p>Day 2: Subtracting multiples of 10.</p> <p>Day 3: 47-23 Taking away crossing 10s.</p> <p>Day 4: Teacher planned revision of all work covered so far</p> <ul style="list-style-type: none"> - Addition - Subtraction - Hundred square <p>Day 5: 47-23 Taking away crossing 10s.</p>	<p>Ask children to describe the pattern to each other. Afterwards, children each make up their own counting on in 10s or 2s pattern and see if their partner can continue it.</p> <p>Day 2: Longer session –introduce / develop mental skills – practise, jottings and applying Patterns with missing numbers – 2, 3, 5 and 10, missing numbers filled in. Counting in 2/3/5/10 to complete the pattern.</p> <p>Day 3: Using a 1–100 grid to help (<i>see resources</i>). Ask questions to prompt thinking about counting using the grid, e.g.</p> <p><i>How many more is 15 than 5?</i> <i>How many jumps of 2 from 4 to 10? from 6 to 16?</i> <i>Which digit stays the same when we count 7, 17, 27, 37, 47 ...?</i> <i>Which digit changes?</i></p> <p>Day 4: Use a hundred square – circle all numbers in 2/3/5/10 tables.</p>	<p>Can you make up a similar pattern starting with the numbers 74, 26 and 100?</p> <p>Day 2: Hard and easy questions Which questions are easy / hard? 23 + 10 = 93 + 10 = 54 + 9 = 54 + 1 = Explain why you think the hard questions are hard?</p> <p>Day 3: Longer session - Reasoning with written explanation</p> <p>Squares are worth 10 Triangles are worth 20 Circles are worth 30</p>  <p>Can you complete the grid above so that all horizontal and vertical lines equal 60?</p> <p>Can you create another pattern on an empty grid where each line equals 60?</p> <p>How many possible ways are there to solve this?</p> <p>Day 4: Missing symbols Write the missing symbols (+ - =) in these number sentences: 80 ■ 20 ■ 100</p>
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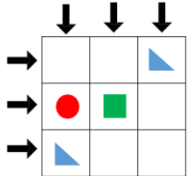
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		<p>Differentiated. Same for using a bead number line.</p> <p>Day 5: Metal questions</p> <ol style="list-style-type: none"> 2 more than 4 10 more than 13 5 less than 15 etc 	<p>100  70  30</p> <p>87  13  100</p> <p>Day 5: Rosie is counting backwards in 10s.</p> <p>She says,</p> <div data-bbox="1621 528 1883 611" style="border: 1px solid green; border-radius: 10px; padding: 5px; display: inline-block;"> Forty-nine, thirty-nine, twenty-nine </div>  <p>and then stops.</p> <p>What numbers comes next and why?</p>
7	<p>Mental skills for week: Count in multiples of 2, 3, 5 and 10 from 0, forwards and backwards (to the 12th multiple) Recall multiplication/division facts for the 2, 5 and 10 times table to the 12th multiple Recall addition/subtraction facts to 20</p> <p>Combining groups Children will count groups of two, three, five and ten: Five apples in a bag. How many apples in four bags? 5, 10, 15, 20</p> <hr/> <p>Vocabulary for week: MULTIPLICATION AND DIVISION lots of, groups of , times, multiply, multiplied by multiple of once, twice, three times... ten times... times as (big, long, wide... and so on) repeated addition array row, column</p>		


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	<p>double, halve share, share equally one each, two each, three each... group in pairs, threes... tens equal groups of ,, divide, divided by, divided into left, left over ADDITION AND SUBTRACTION +, add, addition, more, plus make, sum, total altogether score double, near double one more, two more... ten more... one hundred more how many more to make...? how many more is... than...? how much more is...? -, subtract, subtraction, take (away), minus leave, how many are left/left over? one less, two less... ten less... one hundred less how many fewer is... than...? how much less is...? difference between half, halve =, equals, sign, is the same as tens boundary</p>		
	<p>Day 1: subtracting 2 digit number</p> <p>Day 2: subtraction problems involving units /money</p> <p>Day 3: mixed addition and subtraction</p>	<p>Day 1: Children work in pairs to complete 'Patterns' (<i>see resources</i>). Ask children to describe the pattern to each other. Afterwards, children each make up their own counting on in 10s or 2s</p>	<p>Day 1: Continue the pattern $90 = 100 - 10$ $80 = 100 - 20$ Can you make up a similar pattern starting with the numbers 74, 26 and 100?</p> <p>Day 2:</p>

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	<p>Day 4: Teacher planned revision of all work covered so far</p> <ul style="list-style-type: none"> - Addition - Subtraction - Hundred square <p>Day 5: addition and subtraction mixed – target Y3 p 12/13</p>	<p>pattern and see if their partner can continue it.</p> <p>Day 2: Longer session –introduce / develop mental skills – practise, jottings and applying</p> <p>Patterns with missing numbers – 2, 3, 5 and 10, missing numbers filled in. Counting in 2/3/5/10 to complete the pattern.</p> <p>Day 3: Using a 1–100 grid to help (<i>see resources</i>). Ask questions to prompt thinking about counting using the grid, e.g.</p> <p><i>How many more is 15 than 5?</i> <i>How many jumps of 2 from 4 to 10? from 6 to 16?</i> <i>Which digit stays the same when we count 7, 17, 27, 37, 47 ...?</i> <i>Which digit changes?</i></p> <p>Day 4: Use a hundred square – circle all numbers in 2/3/5/10 tables. Differentiated. Same for using a bead number line.</p> <p>Day 5: Metal questions</p> <p>4. 2 more than 4</p>	<p>Hard and easy questions</p> <p>Which questions are easy / hard?</p> <p>$23 + 10 =$ $93 + 10 =$ $54 + 9 =$ $54 + 1 =$</p> <p>Explain why you think the hard questions are hard?</p> <p>Day 3: Longer session - Reasoning with written explanation</p> <p>Squares are worth 10 Triangles are worth 20 Circles are worth 30</p>  <p>Can you complete the grid above so that all horizontal and vertical lines equal 60?</p> <p>Can you create another pattern on an empty grid where each line equals 60?</p> <p>How many possible ways are there to solve this?</p> <p>Day 4: Missing symbols</p> <p>Write the missing symbols (+ - =) in these number sentences:</p> <p>80 <input type="text"/> 20 <input type="text"/> 100 100 <input type="text"/> 70 <input type="text"/> 30 87 <input type="text"/> 13 <input type="text"/> 100</p>
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		<p>5. 10 more than 13 6. 5 less than 15 etc</p>	<p>Day 5: Rosie is counting backwards in 10s.</p> <p>She says,</p> <div style="border: 1px solid green; border-radius: 15px; padding: 5px; display: inline-block; background-color: #e0f2f1;"> Forty-nine, thirty-nine, twenty-nine </div>  <p>and then stops.</p> <p>What numbers comes next and why?</p>
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'FIVE A DAY' APPROACH				
Explicit Instruction	Cognitive and Metacognitive Strategies	Scaffolding	Flexible Grouping	Using Technology
<ul style="list-style-type: none"> • Teacher explanation: all new vocab and concepts clearly explained • Practice of routine exercises: • Small steps. • Examples and non-examples: clear modelling lots of supported examples • Clear and unambiguous language. • Using carefully selected visual aids: PPTs, text book, diagrams, videos, models on display • Modelling how to complete a task: Drawing diagrams, graph 	<ul style="list-style-type: none"> • Explicitly teach metacognitive strategies (how to plan, monitor and evaluate learning, graphic organisers): • Model own thinking. • Set appropriate level of challenge to develop self-regulation & cognitive skills. • Promote and develop metacognitive talk: • Teach how to organise & effectively manage their learning independently. • Introducing content in small steps: 	<ul style="list-style-type: none"> • Visual (e.g partially completed model): Diagrams to compare/refer • Written (e.g. list of key words and phrases). actively use new vocab in context • Verbal (e.g. re-teaching key content following a misconception). • Writing frames. reasoning sentence starters • Task checklist. • 'I do/we do/you do': 	<ul style="list-style-type: none"> • Groups based on current individual needs shared with others. • Additional explicit instruction required • Partners (mixed ability): • Group supported by teacher. • Group supported by TA. 	<ul style="list-style-type: none"> • Instructional apps. • Apps to provide tools to aid learning. • Speech-generating apps for communication. • Delivery of subject content (PPT, videos, photographs, interactive games, etc): Interactive games, PPT, YouTube videos. • Assessment opportunities (quiz). • Class collaboration – OneNote (shared content, individual drafting, support materials).

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<ul style="list-style-type: none"> • Anticipating and planning for misconceptions: stop class and address misconceptions • Highlighting essential content & removing distracting information. • Checking pupils' understanding. 	<p>clear explanation of small steps</p> <ul style="list-style-type: none"> • Helping pupils consider new ways to remember new information: <p>Number of stages, visual</p> <ul style="list-style-type: none"> • Frequently ask learners to recall previously taught content: <p>Time at each small step to learn new step and build on previous step(s)</p> <ul style="list-style-type: none"> • Promote metacognition. 			
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