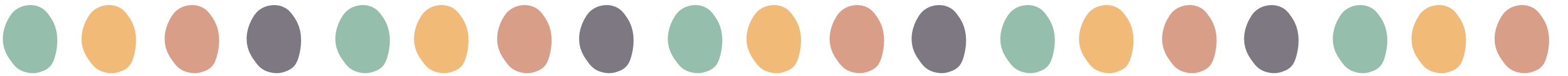


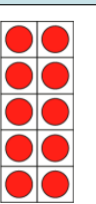
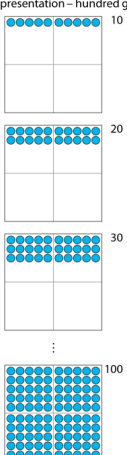
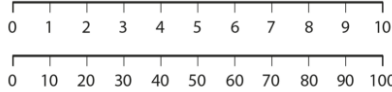
Y2- Overview

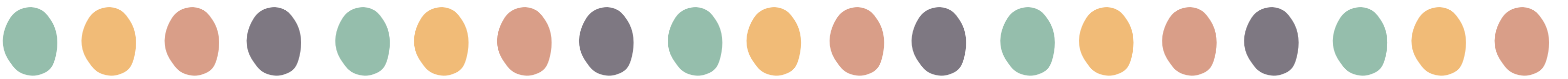
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1				Summer 2		
Unit	1	2	3	4	5		6	7	8	9	10	11	12	13	14

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Autumn 1	COMPOSITION OF MULTIPLIES OF 10 (2 WEEKS)
Ready to progress	2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non standard partitioning. 2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10
NCETM documents	WHOLE DOCUMENT Composition of numbers: multiples of 10 up to 100 https://www.ncetm.org.uk/media/ikjbjbbo/ncetm_mm_spl_y1lse08_teach.pdf#page=4
Small steps	To explain that one ten is equivalent to ten ones. To represent multiples of ten using numbers. To represent multiples of ten using numbers and names. To estimate the position of multiples of ten on a 0-100 number line To explain what happens when you add and subtract ten to a multiple of ten To explain what happens when you add and subtract ten to a multiple of ten To use knowledge of known facts and unitising to add and subtract multiples of ten To add and subtract multiples of ten To solve problems involving multiples of ten To solve problems involving multiples of ten in a range of contexts.
Links	NCETM UP TO SLIDE 87- https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ncetm.org.uk%2Fmedia%2F0i0fpeyz%2Fcp-year-2-unit-1-numbers-10-to-100.pptx&wdOrigin=BROWSELINK OAK https://www.thenationalacademy/teachers/programmes/maths-primary-ks1/units/composition-of-multiples-of-10/lessons?sid-45ec0f=DqBvRLF_GY&sm=0&src=3 WHITE ROSE https://assets.whiteroseeducation.com/new-schemes/Y2%20Autumn%20Block%201%20SQL%20Place%20value.pdf Mastery with greater depth https://www.ncetm.org.uk/media/dnobtkl4/mastery_assessment_yr2.pdf
Reasoning	Spot the mistake: 45,40,35,25 What is wrong with this sequence of numbers? True or False? I start at 3 and count in threes. I will say 13? What comes next? 41+5=46 46+5=51 51+5=56 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. Show the value of the digit 2 in these numbers? 32 27 92 Explain how you know. Make up an example Create numbers where the units digit is one less than the tens digit. What is the largest/smallest number?



	composition of multiplies of 10 (2 weeks)																																										
Problem solving	 Click on me																																										
Glossary	• Ten - A group of ten objects. • Ones - Individual objects, grouped in ones. • Equal to - Exactly the same amount or value. • Groups of 10 - Objects, grouped in tens. • Multiple - A multiple is the result of multiplying a number by another whole number. • Expression - Contains one or more values, where each value is separated by an operator such as the addition symbol + • Equation - An equation is used to show that one number or calculation is equal to another. • Estimate - To find a value that is close enough to the right answer, usually with some thought or calculation involved. • Number line - A line showing numbers in their correct positions relative to one another. It can be horizontal or vertical and can be marked or unmarked. • Add - To find the total, or sum, by combining two or more parts (addends), or to increase an amount by adding another. • Plus - To find the total, or sum, by combining two or more parts (addends), or to increase an amount by adding another. • Subtract - To partition one part from another (the subtrahend from the difference), or to decrease an amount by taking an amount away. • Minus - To partition one part from another (the subtrahend from the difference), or to decrease an amount by taking an amount away. • Multiple of ten - Groups of ten.																																										
Stem sentences	Ten ones are equal to one ten We have one group of ten We have one ten This is the number _____ The ____ represents _____tens. All multiples of ten end with a zero We have _____tens. We call this _____. This is _____. Ten more than _____ is _____. _____ is ten more than _____. This is _____. Ten less than _____ is _____. _____ is ten less than _____. I know that _____ plus _____ is equal to _____. So, _____ tens plus _____ is equal to _____ tens. I know that _____ minus _____ is equal to _____. So, ten minus _____ tens is equal to _____ tens.																																										
Representations	Dienes ten rod  Base-ten number board  Tens frame  Gattegno chart: <table><tr><td>1000</td><td>2000</td><td>3000</td><td>4000</td><td>5000</td><td>6000</td><td>7000</td><td>8000</td><td>9000</td></tr><tr><td>100</td><td>200</td><td>300</td><td>400</td><td>500</td><td>600</td><td>700</td><td>800</td><td>900</td></tr><tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td></tr><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></tr></table> Generalised representation - hundred grid:  10s 1s <table><tr><td>10s</td><td>1s</td></tr><tr><td>1</td><td>0</td></tr></table> sixty six tens Introducing the 0-100 number line:  Relationship between '+ 10' and '- 10':  5 tens <table><tr><td>3 tens</td><td>2 tens</td></tr></table> 5 tens 3 tens 2 tens 1 ten ten 10 2 tens twenty 20 3 tens thirty 30 4 tens forty 40	1000	2000	3000	4000	5000	6000	7000	8000	9000	100	200	300	400	500	600	700	800	900	10	20	30	40	50	60	70	80	90	1	2	3	4	5	6	7	8	9	10s	1s	1	0	3 tens	2 tens
1000	2000	3000	4000	5000	6000	7000	8000	9000																																			
100	200	300	400	500	600	700	800	900																																			
10	20	30	40	50	60	70	80	90																																			
1	2	3	4	5	6	7	8	9																																			
10s	1s																																										
1	0																																										
3 tens	2 tens																																										

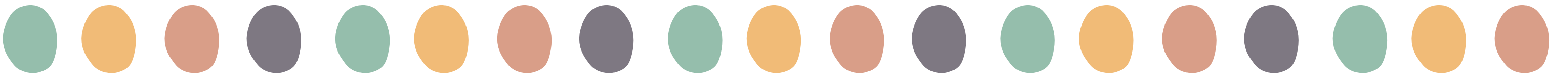


Y2- Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1				Summer 2		
Unit	1	2	3	4	5		6	7	8	9	10	11	12	13	14

- Number and place value
- Number facts
- Addition and subtraction
- Multiplication and division
- Fractions
- Geometry
- Other

Autumn 1	COUNTING AND REPRESENTING THE NUMBERS 20 TO 99 (ONE WEEK)
Ready to progress	2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non standard partitioning. 2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10
NCETM documents	TEACHING POINT 1, 2 AND 3 https://www.ncetm.org.uk/media/lkkipi32/ncetm_mm_spl_y1_se09_teach.pdf
Small steps	To explore the counting sequence for counting to 100 and beyond To count more efficiently by grouping objects into tens and then counting the groups of tens and extra ones To count larger groups of objects efficiently using tens and ones to help me To represent the numbers 20 to 99 in different ways To position the numbers 20 -99 on a number line including in the context of measures
Links	NCETM 92-134- https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ncetm.org.uk%2Fmedia%2F0i0fpeyz%2Fcp-year-2-unit-1-numbers-10-to-100.pptx&wdOrigin=BROWSELINK OAK https://www.thenationalacademy/teachers/programmes/maths-primary-ks1/units/counting-and-representing-the-numbers-20-to-99/lessons?sid-eea2ac-nx28MXZCTn&sm=0&src=3 WHITE ROSE https://assets.whiteroseeducation.com/new-schemes/Y2%20Autumn%20Block%201%20SOL%20Place%20value.pdf Mastery with greater depth https://www.ncetm.org.uk/media/dnobtk14/mastery_assessment_yr2.pdf
Reasoning	Spot the mistake: 45,40,35,25 What is wrong with this sequence of numbers? True or False? I start at 3 and count in threes. I will say 13? What comes next? 41+5=46 46+5=51 51+5=56 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. Show the value of the digit 2 in these numbers? 32 27 92 Explain how you know. Make up an example Create numbers where the units digit is one less than the tens digit. What is the largest/smallest number?



Problem solving

[Click on me](#)

Glossary

- Decade numbers - A set of ten numbers, all beginning with the same number of tens.
- Digit - A single symbol used to make a numeral
- Dual counting - Counting the same set of numbers in two different ways.
- Unitising - Unitising means treating groups that contain, or represent, the same number of things as 'ones' or 'units'. It is important in understanding place value and supports us to think multiplicatively.
- Two-digit number - A digit is a single symbol used to make a numeral. A two-digit number uses two symbols to make one numeral.
- Tens digit - The symbol used to represent the number of tens in a numeral.
- Ones digit - The symbol used to represent the number of ones in a numeral.
- Midpoint - The middle of something. The point halfway along.
- Previous - Going before in time or order.

Stem sentences

This is one one
This is tens ones. It is also one ten

This is the number ____
We write the ____ then the ____.

_____ is between _____ and _____
_____ is the previous multiple of ten
_____ is the next multiple of ten.

Representations

Hundred square:

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

Gattegno chart:

1000	2000	3000	4000	5000	6000	7000	8000	9000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

10s	1s
4	2

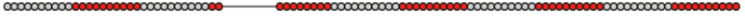
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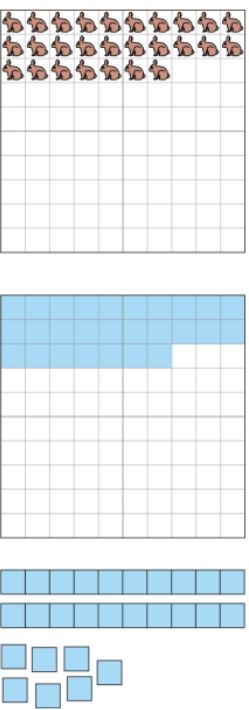
forty-two

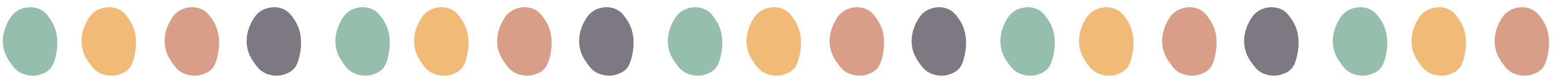
four tens two ones

42

Bead bar:
'Show me thirty-two beads.'





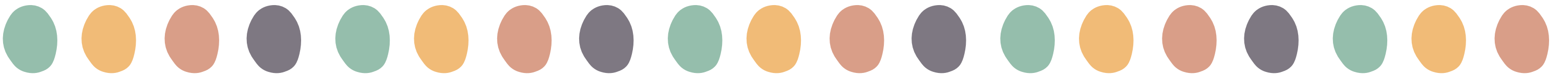


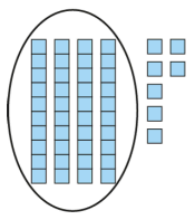
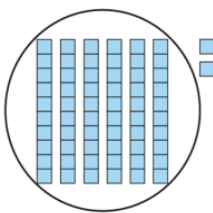
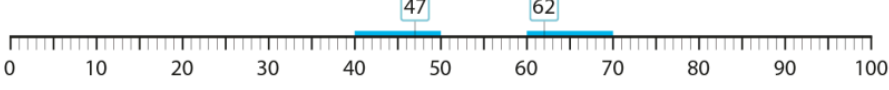
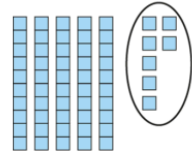
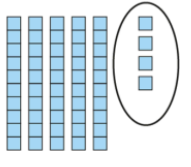
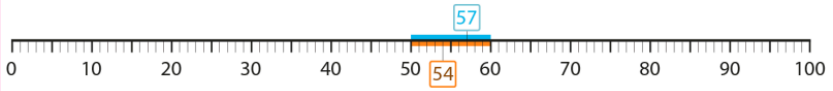
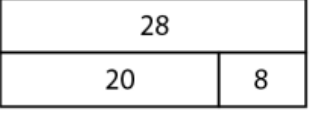
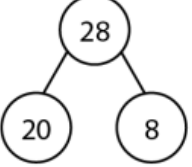
Y2- Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1				Summer 2		
Unit	1	2	3	4	5		6	7	8	9	10	11	12	13	14

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Autumn 1	COMPARING, ORDERING AND PARTITIONING 2-DIGIT NUMBERS (ONE WEEK)
Ready to progress	2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non standard partitioning. 2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10
NCETM documents	TEACHING POINT 4 https://www.ncetm.org.uk/media/lkkipi32/ncetm_mm_spl_y1se09_teach.pdf
Small steps	To compare two-digit numbers To partition two-digit numbers into tens and ones using place value resources and represent this on part-whole models and bar models. To represent and interpret the structure of two-digit numbers on part-part-whole models and bar models. To represent the combining and partitioning of tens and ones with addition and subtraction equations# To solve problems that require the addition and subtraction of tens and ones
Links	NCETM 134 to the end- https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ncetm.org.uk%2Fmedia%2F0i0fpeyz%2Fcp-year-2-unit-1-numbers-10-to-100.pptx&wdOrigin=BROWSELINK OAK https://www.thenationalacademy/teachers/programmes/maths-primary-ks1/units/comparing-ordering-and-partitioning-2-digit-numbers/lessons?sid-a2bd1c=80IXV2imD9&sm=0&src=3 WHITE ROSE https://assets.whiteroseeducation.com/new-schemes/Y2%20Autumn%20Block%201%20SOL%20Place%20value.pdf Mastery with greater depth https://www.ncetm.org.uk/media/dnbtbk14/mastery_assessment_yr2.pdf
Reasoning	Spot the mistake: 45,40,35,25 What is wrong with this sequence of numbers? True or False? I start at 3 and count in threes. I will say 13? What comes next? 41+5=46 46+5=51 51+5=56 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. Show the value of the digit 2 in these numbers? 32 27 92 Explain how you know. Make up an example Create numbers where the units digit is one less than the tens digit. What is the largest/smallest number?



	Comparing, ordering and partitioning 2-digit numbers (one week)
Problem solving	Click on me
Glossary	• Compare - You compare to find out what is the same and what is different. You can compare numbers to find out if one is greater than or less than another. • Greater than - Is larger in value or size. • Less than - Is smaller in value or size, referring to an abstract or continuous number. • Partition - To split a whole up into parts. • Combine - To put parts together to make a whole. • Parts - A piece or section of a whole. • Whole - All of something; complete. • Addition - Finding the total, or sum, by combining two or more numbers. • Subtraction - Taking one number away from another.
Stem sentences	To compare two-digit numbers, we need to compare the tens digit; if the tens digit are the same, we need to compare the ones digit There are _____ tens, which is _____ and _____ one(s), which is _____. This makes _____ altogether. The _____ represents _____ tens; it has a value of _____. The _____ represents _____ one(s); it has a value of _____.
Representations	Numbers with different tens digits: 47  four tens seven ones 62  six tens two ones 'Sixty-two is greater than forty-seven because it has more tens.'  57  five tens seven ones 54  five tens four ones   $20 + 8 = 28$ $8 + 20 = 28$ $28 = 20 + 8$ $28 = 8 + 20$ $28 - 20 = 8$ $28 - 8 = 20$ $8 = 28 - 20$ $20 = 28 - 8$