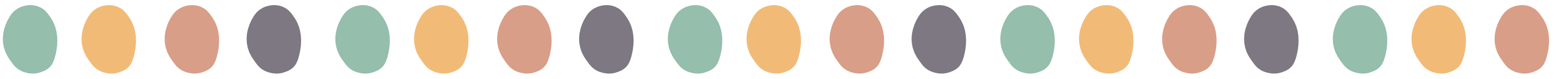


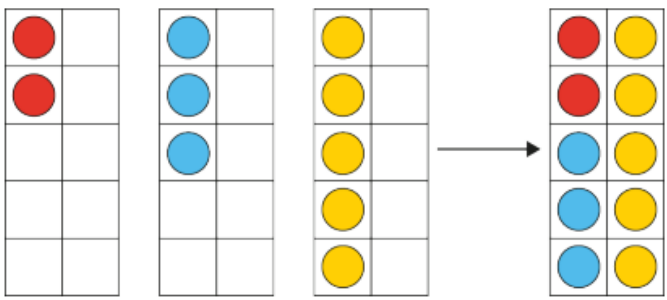
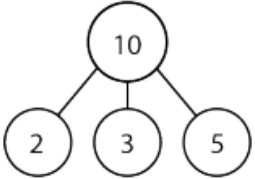
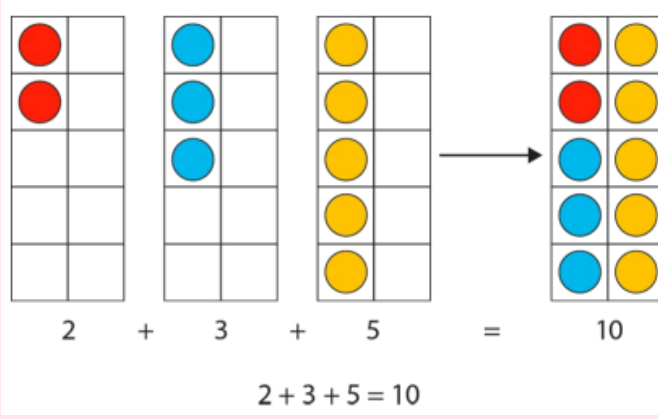
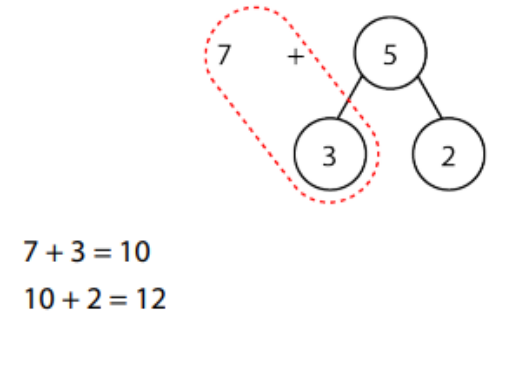
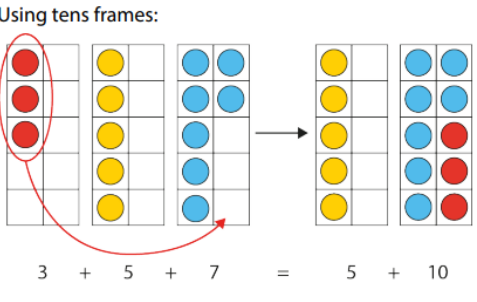
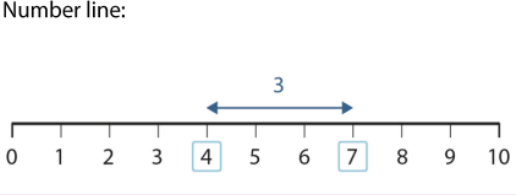
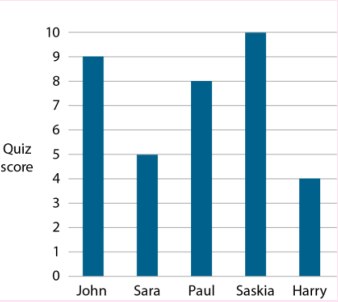
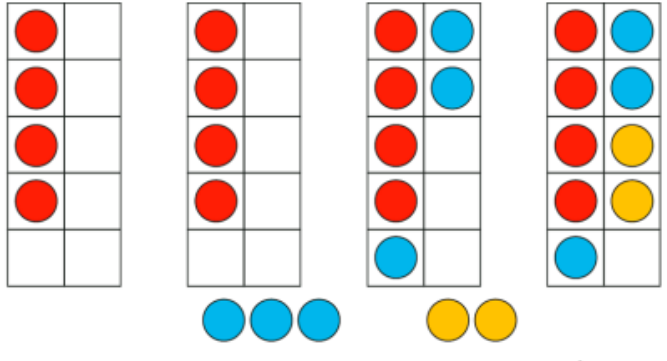
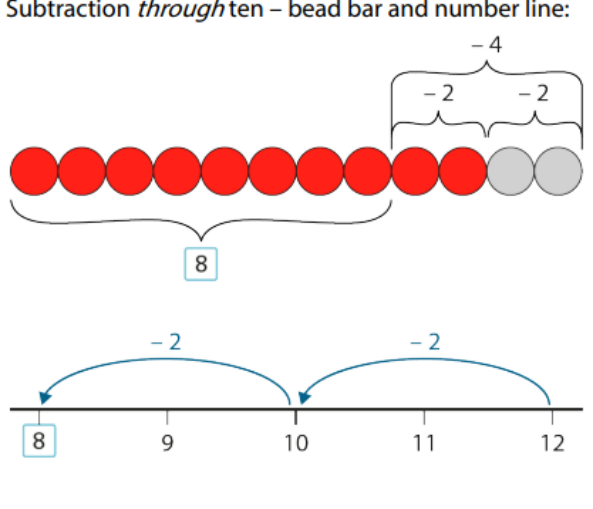
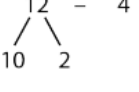
Y2- Overview

	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	CALCULATING WITHIN 20 (THREE WEEKS)													
Ready to progress	2AS-1 Add and subtract across 2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".													
NCETM documents	WHOLE DOCUMENT https://www.ncetm.org.uk/media/x5l1tghh/ncetm_mm_spl_y2_sel1_teach_final-ys2.pdf#page=4 WHOLE DOCUMENT https://www.ncetm.org.uk/media/yshplgxs/ncetm_mm_spl_y2_sel2_teach.pdf#page=4 -													
Small steps	To represent the addition of three addends To use a first, then, then, now story to add three addends To explain that the addends can be added in any order To add three addends efficiently To use my knowledge of number pairs to 10 to add three addends efficiently To add two numbers that bridge through 10 To add and subtract using strategies to bridge 10 To compare the number of objects in two sets or describe the difference between two measure To calculate the difference and find pairs that have the same difference To calculate the difference in different contexts To explain what the difference is between consecutive numbers To calculate the difference when information is presented in a pictogram To calculate the difference when information is presented in a bar chart To use knowledge of calculating within 20 to solve problems in a range of contexts To use knowledge of calculating within 20 to solve problems including statistics													
Links	NCETM - https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ncetm.org.uk%2Fmedia%2F0huf3rwe%2Fcp-year-2-unit-2-calculations-within-20.pptx&wdOrigin=BROWSELINK OAK https://www.thenationalacademy/teachers/programmes/maths-primary-ks1/units/calculating-within-20/lessons?sid-060ft4f=u2Lc5W_2V2&sm=0&src=3 WHITE ROSE https://whiteroseeducation.com/resources?year=year-2-new&subject=maths Mastery with greater depth https://www.ncetm.org.uk/media/dnobtk14/mastery_assessment_yr2.pdf													
Reasoning	Continue the pattern 90 = 100 - 10 80 = 100 - 20 Can you make up a similar pattern starting with the numbers 74, 26 and 100? Missing numbers 91 + = 100 100 - = 89 True or false? Are these number sentences true or false? 73 + 40 = 113 98 - 18 = 70 46 + 77 = 123 92 - 67 = 35 Give your reasons. True or false? (Looking at a simple pictogram) "More people travel to work in a car than on a bicycle". Is this true or false? Convince me. Make up you own 'true/false' statement about the pictogram What's the same, what's different? Pupils identify similarities and differences between different representations and explain them to each other. Create a questions Pupils ask (and answer) questions about different statistical representations using key vocabulary relevant to the objectives. 87 13 100													



	Calculating within 20 (three weeks)
Problem solving	 Click on me
Glossary	- Addends - Any numbers that are added together. - Represent - Showing something or standing for something. - First - Before anything else. - Then - After something in time. - Now - At the present time. - Efficient - Not wasting time or effort. An efficient strategy is one we can carry out easily. - Strategy - A plan or method to achieve a specific goal. - Number pairs - Two numbers that sum to make 10 - Partition - The act of splitting an object or value down into smaller parts. - Whole - All of a group or number. - Part - A piece or section of the whole. - Bridging 10 - Addition or subtraction that crosses the 10 boundary. - More - A larger quantity or amount. - Fewer - A smaller quantity or amount. - Difference - The result of subtracting one number from another. Way in which two or more things we are comparing are not the same. - Difference - The result of subtracting one number from another. Way in which two or more things we are comparing are not the same. - Same - Way in which two or more things we are comparing are like each other. - Subtraction - To partition one part from another (the subtrahend from the difference), or to decrease an amount by taking an amount away. - Consecutive - Numbers which follow each other in order, without gaps. - Odd - Any integer (not a fraction) that cannot be divided exactly by 2 The last digit is 1, 3, 5, 7 or 9 - Even - Any integer that can be divided exactly by 2 The last digit is 0, 2, 4, 6 or 8 - Pictogram - A way of showing data using images. - Counting on - A mental strategy used to add numbers. - Bar chart - A graph that uses bars of different heights to represent information. - Visualise - To imagine a given problem before us in real life. - Represent - To communicate mathematical ideas through models. - Calculate - To choose one of the four operations to solve a problem. - Interpret - Understand and give meaning to mathematical data.
Stem sentences	There are _____, _____ and _____ Altogether there are _____ First then then now When we add three numbers, the total will be the same whichever pair we add first If you change the order of the addends, the sum stays the same. We can look for pairs of addends which sum to 10 First I partition the _____: _____ plus _____ is equal to _____ Then _____ plus _____ is equal to ten _____ and ten plus _____ is equal to _____ Consecutive numbers always have a difference of one Consecutive odd numbers always have a difference of two Consecutive even numbers always have a difference of two
Representations	Tens frames:  Part-part-part-whole representation:   2 + 3 + 5 = 10  7 + 3 = 10 10 + 2 = 12 Using tens frames:  3 + 5 + 7 = 5 + 10 Number line:   Quiz score John Sara Paul Saskia Harry  represents 2 socks Asif  Tom  Sandra  Essie  Tens frames:  First, four children were sitting on a bus. Then, three more children got on the bus... ...and then two more children got on. Now, nine children are sitting on the bus. Subtraction <i>through</i> ten – bead bar and number line:  Subtraction <i>from</i> ten – abstract:  10 - 4 = 6 6 + 2 = 8 so 12 - 4 = 8

