

# St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 2

Term: Autumn



Unit: Number and place value



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>One hundred Equivalent to</b> – is equal in value to/ has the same value</p> <p><b>Most Least Multiple</b> - a number that may be divided by another a certain number of times without a remainder.</p> <p><b>Sequence</b> - a particular order in which related things follow each other.</p> <p><b>&gt; Greater than &lt;Less than Tens, hundreds, One -, two -, three - digit number Partition</b> – break apart a numbers into smaller units</p>	<ul style="list-style-type: none"> <li>the place value of each digit in a two-digit number</li> <li>how a number is made up, e.g. 42 is 4 tens and 2 ones or 42 ones</li> <li>that there are different ways to partition numbers</li> <li>where numbers lie on a number line to 100</li> <li>when looking at a hundred square, the numbers increase by 1 as you read from left to right and increase by 10 as you read down the square</li> <li>numbers that can be made out of groups of two are even numbers; numbers that cannot are odd</li> <li>even numbers can be partitioned into two odd parts or two even parts</li> </ul>	<ul style="list-style-type: none"> <li>numbers can be partitioned in different ways, e.g. 58 is made up of 5 tens and 8 ones, 4 tens and 18 ones or 2 tens and 38 ones</li> <li>the place value of 2-digit numbers</li> <li>which digit to look at when comparing numbers</li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0</li> <li>count in steps of 10 from any number forwards and backwards</li> <li>compare and order numbers from 0 to 100</li> <li>use the <math>&lt;</math>, <math>&gt;</math> and <math>=</math> symbols</li> <li>read numbers to 100 in words and figures</li> <li>write numbers to 100 in words and figures</li> <li>Use concrete materials and pictorial representations to show numbers up to 100</li> <li>use part - whole models to show how numbers can be partitioned and recombined</li> <li>recognise odd and even numbers</li> </ul>

<p><b>Recombine</b> – to reassemble smaller units back into the original number</p> <p><b>Place value</b> – the value of where a digit is in a number</p> <p><b>Exchange</b> – regrouping ten ones for one ten or one ten for ten ones</p>	<ul style="list-style-type: none"> <li>• odd numbers can be partitioned into one odd part and one even part</li> </ul> <p><b>Stem Sentences</b></p> <p>There are _____ tens and _____ ones. The number is _____.</p> <p>_____ is greater than _____.</p> <p>_____ is less than _____.</p> <p>Ten ones make one ten.</p> <p>Ten tens make one hundred.</p>		
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# St Anne's C of E Primary School Curriculum Plan

Subject: Maths

Year: 2

Term: Autumn



Unit: Addition and subtraction



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>Addition</b></p> <p><b>Add, more, and, make, sum, total, altogether</b></p> <p><b>Double</b></p> <p><b>Near double</b></p> <p><b>Half, halve</b></p> <p><b>One more, two more... ten more</b></p> <p><b>Subtraction</b></p> <p><b>Take away, minus, fewer, less, difference between</b></p>	<ul style="list-style-type: none"> <li>number bonds to 100.</li> <li>addition of two-digit numbers can be done in any order and subtraction of one number from another cannot.</li> <li>when it is appropriate to add/subtract when solving word problems</li> <li>various ways to check their answers, including using the inverse operation</li> </ul>	<ul style="list-style-type: none"> <li>the inverse relationship between addition and subtraction</li> <li>regrouping or renaming of ones</li> <li>calculations with similar digits, e.g. <math>2+7=9</math> so <math>20+70=90</math></li> <li>the link between single digit bonds and tens bonds</li> <li>what happens to a number when adding 10 using a 100 square</li> </ul>	<ul style="list-style-type: none"> <li>use place value and number facts to solve problems</li> <li>recall and use addition and subtraction facts to 20</li> <li>derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects and pictorial representations</li> <li>mentally add <math>TO+O</math>, <math>TO+T</math>, <math>TO+TO</math> and <math>O+O+O</math></li> <li>subtract <math>TO-O</math>, <math>TO-TO</math>, <math>TO-10</math>,</li> </ul>

<p><b>One less, two less... ten less</b></p> <p><b>Equals</b></p> <p><b>Is equal to, is the same as</b></p> <p><b>Number bonds</b></p> <p><b>Number pair</b></p> <p><b>Number facts</b></p> <p><b>Part, part, whole</b></p> <p><b>Partition</b></p> <p><b>Recombine</b></p> <p><b>Missing number</b></p> <p><b>Tens boundary</b></p> <p><b>Commutative</b></p>	<ul style="list-style-type: none"> <li>• that when adding 10, the tens digit changes while the ones digit remains the same</li> <li>• to always start from the ones column when using the column method for addition and subtraction</li> </ul> <p><b>Stem Sentences</b></p> <p>I know that ____ plus ____ is equal to ____ (single digit fact) so ____ plus ____ is equal to ____</p> <p>I know that ____ minus ____ is equal to ____ (single digit fact) so ____ minus ____ is equal to ____</p> <p>When we find ten more, the tens digit changes and the ones digit stays the same.</p> <p>When we find ten less, the tens digit changes and the ones digit stays the same.</p>	<ul style="list-style-type: none"> <li>• the principles of commutativity to efficiently add 3 one-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract 2-digit numbers with renaming</li> <li>• use bar modelling to represent problems</li> <li>• solve multi-step problems using bar modelling</li> <li>• line up 2-digit numbers and 1-digit numbers using Place Value columns accurately</li> <li>• exchange 10 ones for 1 ten</li> </ul>
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We had \_\_\_\_ tens and \_\_\_\_ ones. Ten more gives us \_\_\_\_ tens and \_\_\_\_ ones.

We had \_\_\_\_ tens and \_\_\_\_ ones. Ten less gives us \_\_\_\_ tens and \_\_\_\_ ones.

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 remains the same.

We can look for pairs to make 10 first then add the remaining number.

# St Anne's C of E Primary School Curriculum Plan

Subject: Maths

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Unit: Properties of shape



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>position</b></p> <p><b>over, under, underneath</b></p> <p><b>above, below</b></p> <p><b>top, bottom, side</b></p> <p><b>on, in</b></p> <p><b>outside, inside</b></p> <p><b>around</b></p> <p><b>in front, behind</b></p> <p><b>front, back</b></p> <p><b>beside, next to</b></p>	<ul style="list-style-type: none"> <li>the language 'forwards, backwards, up, down,' describes movement in a straight line.</li> <li>left and right.</li> <li>"clockwise and anti-clockwise" describe turns.</li> </ul>	<ul style="list-style-type: none"> <li>the language "full, half, quarter and three-quarter" to describe turns.</li> <li>which direction to turn when using clockwise and anti-clockwise language.</li> <li>it is important to know which direction the object/person is facing to begin when describing turns.</li> </ul>	<ul style="list-style-type: none"> <li>practically follow and give directions to a partner.</li> <li>write directions for routes recorded on a 2D grid</li> <li>use their knowledge of turns and movement when describing and recording movement.</li> <li>explore direction and movement in other curriculum areas, e.g. PE and computing.</li> <li>use the language, "clockwise, anti-clockwise, quarter, half and</li> </ul>

<p><b>opposite</b></p> <p><b>apart</b></p> <p><b>between</b></p> <p><b>middle, edge</b></p> <p><b>centre</b></p> <p><b>corner</b></p> <p><b>direction</b></p> <p><b>journey</b></p> <p><b>route</b></p> <p><b>left, right</b></p> <p><b>clockwise, anti-clockwise</b></p> <p><b>up, down</b></p> <p><b>forwards, backwards, sideways</b></p> <p><b>across</b></p> <p><b>next to, close, near, far</b></p> <p><b>along</b></p> <p><b>through</b></p> <p><b>to, from, towards, away from</b></p> <p><b>movement</b></p> <p><b>slide</b></p> <p><b>roll</b></p> <p><b>turn</b></p> <p><b>stretch, bend</b></p>			<p>three-quarters" to describe patterns.</p>
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<b>whole turn, half turn, quarter turn, three-quarter turn</b> <b>straight line</b> <b>right angle</b>			
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