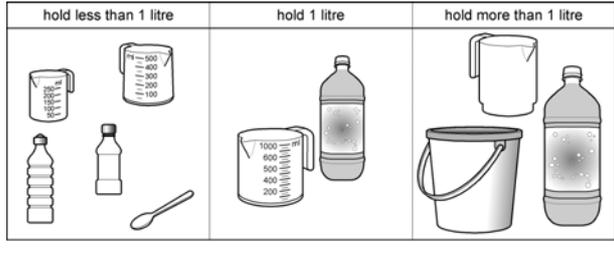
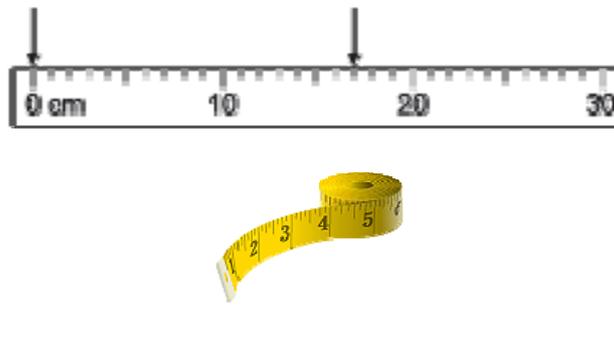
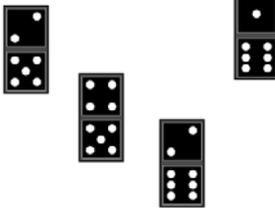
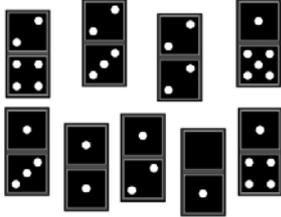
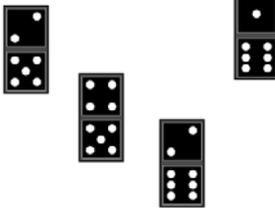
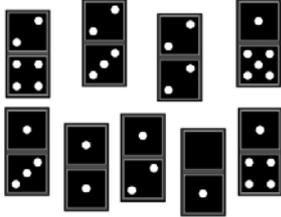
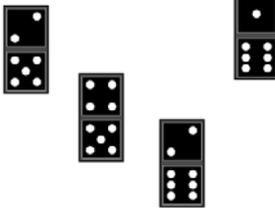
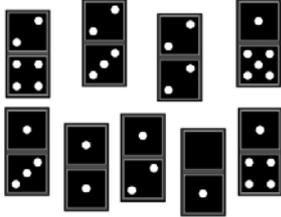
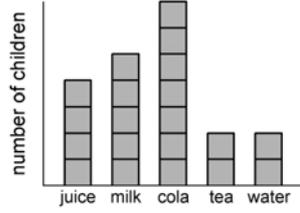
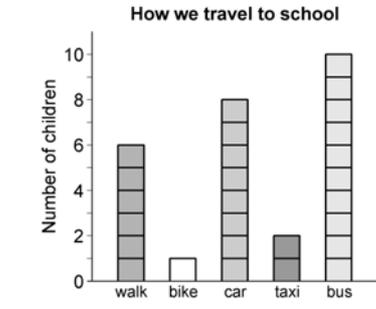
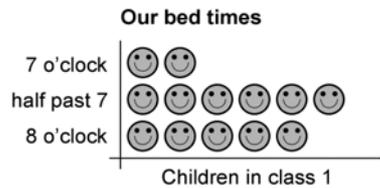


Year 2 Block C

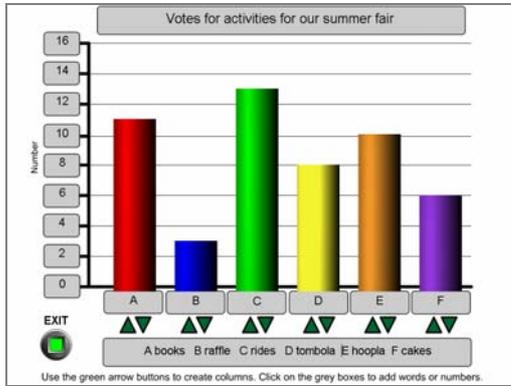
The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the Planning tab in the Framework. Select: Planning–Year group–Block, then click on the Unit tabs.

	<p>Children use standard units of measure as they follow an enquiry. For example, they sort a set of containers according to whether they will hold a litre of water, less than a litre of water or more than a litre of water. They place the containers appropriately in a large diagram.</p>								
<table border="1" data-bbox="228 846 842 1032"> <thead> <tr> <th>Holds less than 1 litre</th> <th>Holds 1 litre</th> <th>Holds between 1 and 2 litres</th> <th>Holds 2 litres</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Holds less than 1 litre	Holds 1 litre	Holds between 1 and 2 litres	Holds 2 litres					<p>They carry out other measuring activities to order containers by capacity or objects by weight. For example, they sort containers and present their results in a table.</p> <p>They carry out similar sorting activities to compare lengths against a metre rule, and weights of various objects against a kilogram, half-kilogram or another given measure.</p>
Holds less than 1 litre	Holds 1 litre	Holds between 1 and 2 litres	Holds 2 litres						
	<p>Children measure how far they can flick a penny on a PE mat. They use tapes or rulers to measure the distances to the nearest centimetre, and record their data on a paper tape marked in centimetres but numbered in fives: 0, 5, 10, 15, ... They compare their tapes and put them into order from shortest distance flicked to the longest.</p>								
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Multiples of 10 between 0 and 100</p> </div>	<p>Children classify objects and numbers and organise them in lists and simple tables. For example, they make a list of all the multiples of 10 between 0 and 100 or all the odd numbers between 15 and 35.</p>								

	<p>10 20 30 40 50 60 70 80 90 100</p>											
<table border="1"> <thead> <tr> <th data-bbox="233 831 533 864">has 7 spots or more</th> <th data-bbox="533 831 839 864">does not have 7 spots or more</th> </tr> </thead> <tbody> <tr> <td data-bbox="233 864 533 1111">  </td> <td data-bbox="533 864 839 1111">  </td> </tr> </tbody> </table>			has 7 spots or more	does not have 7 spots or more			<p><i>They sort objects and numbers into groups according to one criterion. They sort 3-D shapes into groups that make good building blocks/do not make good building blocks. They sort a set of dominoes using ‘has 7 spots or more’/‘does not have 7 spots or more’. They justify their choice of where to place a shape or number on a sorting diagram. They choose different criteria for sorting the same set of objects and explain their criteria to others.</i></p>					
has 7 spots or more	does not have 7 spots or more											
												
<table border="1"> <thead> <tr> <th data-bbox="233 1279 368 1312">3 letters</th> <th data-bbox="368 1279 504 1312">4 letters</th> <th data-bbox="504 1279 639 1312">5 letters</th> <th data-bbox="639 1279 775 1312">6 letters</th> </tr> </thead> <tbody> <tr> <td data-bbox="233 1312 368 1469">Ann Sam Ali</td> <td data-bbox="368 1312 504 1469">Kate Ajit Tara Mark</td> <td data-bbox="504 1312 639 1469">Halim David Jyoti</td> <td data-bbox="639 1312 775 1469">Pritam Sophie</td> </tr> </tbody> </table>				3 letters	4 letters	5 letters	6 letters	Ann Sam Ali	Kate Ajit Tara Mark	Halim David Jyoti	Pritam Sophie	<p><i>Children solve problems and respond to questions. Children collect data quickly, for example, by holding up a digit card corresponding to the number of letters in their first name, and follow instructions to make a simple table.</i></p>
3 letters	4 letters	5 letters	6 letters									
Ann Sam Ali	Kate Ajit Tara Mark	Halim David Jyoti	Pritam Sophie									

<table border="1"> <thead> <tr> <th>has a pet</th> <th>no pet</th> </tr> </thead> <tbody> <tr> <td>Josh</td> <td>Sam Ajit</td> </tr> <tr> <td>David</td> <td>Kate Halim</td> </tr> <tr> <td>Ann</td> <td>Mark</td> </tr> <tr> <td>Pritam</td> <td>Ali Tara</td> </tr> <tr> <td>Sophie</td> <td>Jyoti</td> </tr> </tbody> </table>	has a pet	no pet	Josh	Sam Ajit	David	Kate Halim	Ann	Mark	Pritam	Ali Tara	Sophie	Jyoti	<p>Children work collaboratively in a group to plan and carry out an enquiry. They classify objects and numbers according to one criterion and progress to using two criteria. For example, they might sort themselves according to whether or not they have a pet and place name cards in the appropriate space on a sorting diagram.</p> <p>Children then choose a second criterion for sorting themselves – they might choose ‘age 7’/‘not age 7’ – and reposition their name cards accordingly.</p>
has a pet	no pet												
Josh	Sam Ajit												
David	Kate Halim												
Ann	Mark												
Pritam	Ali Tara												
Sophie	Jyoti												
<table border="1"> <thead> <tr> <th></th> <th>has a pet</th> <th>no pet</th> </tr> </thead> <tbody> <tr> <th>age 7</th> <td>Josh Ann</td> <td>Kate Ajit Halim Mark</td> </tr> <tr> <th>not age 7</th> <td>Pritam Sophie David</td> <td>Ali Tara Jyoti Sam</td> </tr> </tbody> </table>		has a pet	no pet	age 7	Josh Ann	Kate Ajit Halim Mark	not age 7	Pritam Sophie David	Ali Tara Jyoti Sam	<p>Children make a block graph and explain what it shows to others. They point to the columns, referring to the names of drinks and using these to support their explanation.</p>			
	has a pet	no pet											
age 7	Josh Ann	Kate Ajit Halim Mark											
not age 7	Pritam Sophie David	Ali Tara Jyoti Sam											
<p>What we like to drink</p> 	<p>They present data in a block graph where the vertical axis is labelled and marked in twos. Children read the scale, interpreting numbers between those marked. They explain the graph to others.</p>												
<p>How we travel to school</p> 	<p>Children test a hypothesis such as: Children in our class are in bed before 8 o'clock. They decide what information they need and how to collect it. They do this quickly – for example, by a show of hands – and then make a simple pictogram where the symbol represents one unit.</p>												
<p>Our bed times</p> 													

Handy graph



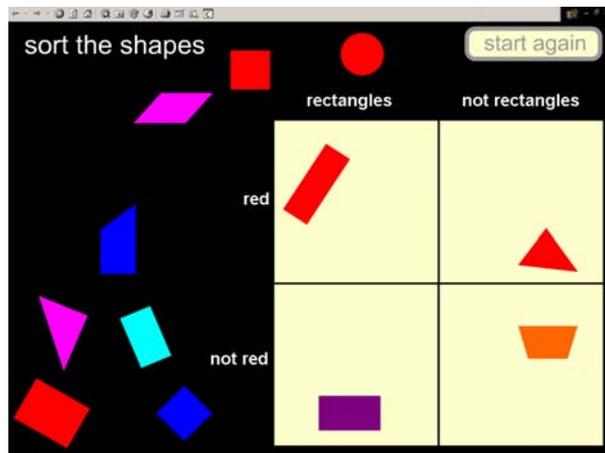
They make and compare **block graphs using ICT**. They use their block graphs to answer questions such as:

What was the **most popular** choice? What was the **least popular** choice? Are these the same when you have two votes each?

How many more people voted for pony rides than voted for hoopla?

Handy graph ICT program can be found in the library section of the Primary Framework.

Sort the shapes



Children continue to sort objects on a Carroll diagram, to extend their understanding of 'not'. For example, they sort shapes into 'red'/'not red' and 'rectangles'/'not rectangles'.

Sort the shapes ICT program can be found in the library section of the Primary Framework.