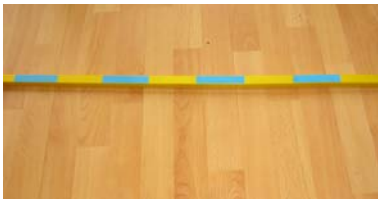
Year 2 Block A

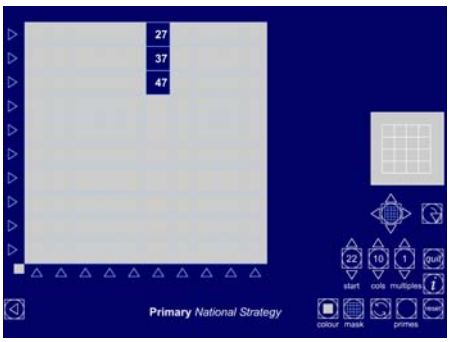
The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the Planning tab in the Framework. Select: Planning–Year group–Block, then click on the Unit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



Increasing number grids spreadsheet

1	6	11	16
21	26	31	36
41	46	51	56
61	66	71	76

Number grid ITP

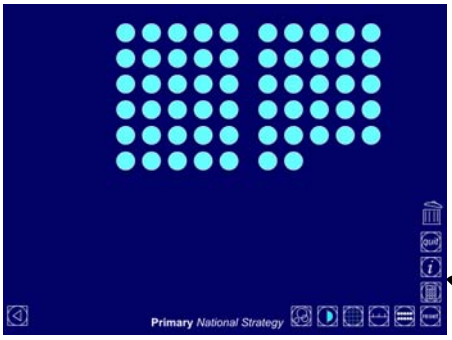


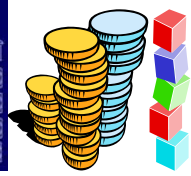
*Children **count on and back from any two-digit number** in steps of 1, 2, 5 and 10. They notice patterns in the count, including those involving odd and even numbers. They find the number that is 1 or 10 more or less than any given number.*

Increasing number grids spreadsheet can be found in the library section of the Primary Framework. Any type of grid can be used.

Number grid ITP can be found in the library section of the Primary Framework.

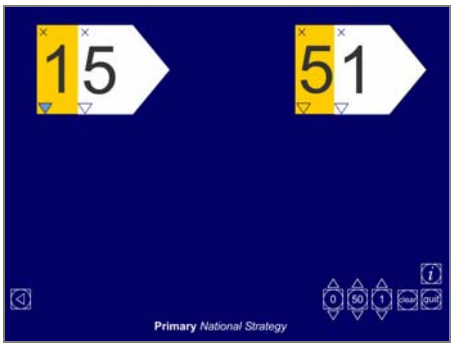
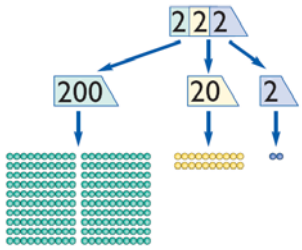
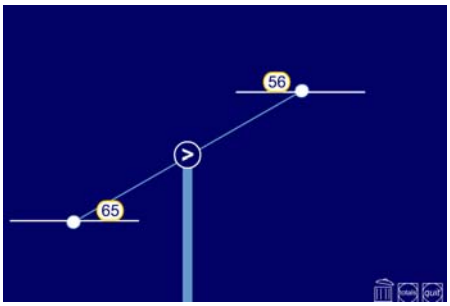
Counting ITP

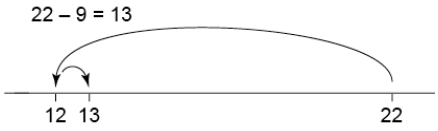
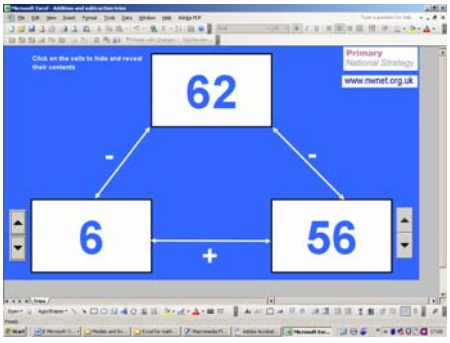


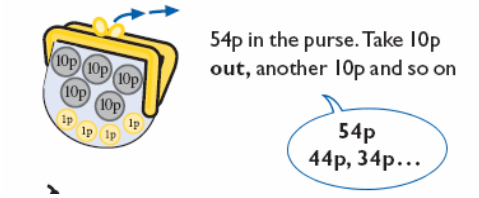


Children count a large set of objects efficiently, for example grouping them into twos, fives or tens. They understand that it is more reliable, and can be quicker, to group the objects rather than count them in ones.

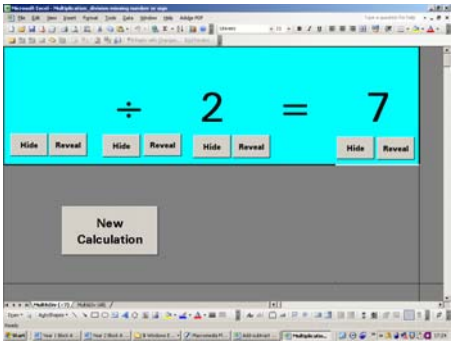
Counting ITP can be found in the library section of the Primary Framework. This should be used alongside a wide variety of practical equipment.

Place value ITP    	*Children **read and write two-digit numbers**, recognising the difference between, for example, 'fifty' and 'fifteen'. They know what each digit in a two-digit number represents. When shown numbers using the ITP 'Place value' they explain why, for example, the 5 in 25 has a different value from the 5 in 50. They discuss why it is necessary to write 0 in the units place for the number 40.* Place value ITP can be found in the library section of the Primary Framework. It can be used alongside practical equipment such as place-value cards. *Children build on their knowledge of **reading and writing two- and three-digit numbers**. They know that 300, for example, has a zero in the tens and units columns. They understand that when they write three hundred and sixty-five in numerals the zeros are replaced: in the tens column by 6, to give sixty, and in the units column by 5, giving 365.*
 Number scales ITP  	*Children **order numbers** by discussing the value of their digits and by considering their relative positions on a number line. They know that when they order two-digit numbers the tens digit is more significant than the units digit. They use this to explain how to identify the larger or smaller of two numbers. They compare the size of two numbers and use the < and > symbols to record their comparison.* Number scales ITP can be found in the library section of the Primary Framework.

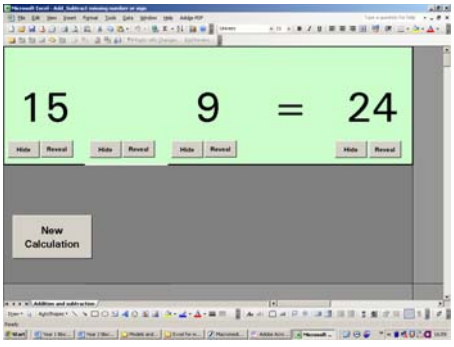
	*Children **partition two-digit numbers** and use this to solve problems. For example, they show that 53 = 50 + 3 or 40 + 13 or 30 + 23, and so on. They establish, for example, how many different numbers can be made with the place-value cards 20, 40, 3 and 5. They record their solutions in an organised way using pictures or symbols. Children know which two-digit numbers are multiples of 10. They recognise which two multiples of 10 any two-digit number lies between. They use this to place two-digit numbers on a number line and to round numbers to the nearest 10 by considering which of the two multiples of 10 is closer.*
	*Children **add or subtract a one-digit number to or from any two-digit number** by counting in ones, taking particular care when counting over a tens boundary. They begin to use their knowledge of number facts to 10 and partitioning to add and subtract numbers crossing the tens boundary, for example:* *48 + 7 = 48 + 2 + 5 = 55* *34 – 6 = 34 – 4 – 2 = 28* *They demonstrate their calculations on a number line.*
Addition and subtraction trios spreadsheet 	*They explore what happens when, for example, you add 7 to any number and then subtract 7. They understand that addition and subtraction are **inverse operations**, i.e. that subtraction 'undoes' an addition and vice versa. They record related addition and subtraction sentences such as:* *48 + 7 = 55 55 – 7 = 48* *62 – 6 = 56 56 + 6 = 62* Addition and subtraction trios spreadsheet can be found in the library section of the Primary Framework.



Multiplication and division missing number or sign spreadsheet



Add and subtract missing number or sign spreadsheet



*Children **solve word problems** using notes, number lines and number grids to support and explain methods. For example, given that a purse contains 54p, they explain how much money is left inside when 10p is taken out. They **solve number puzzles** such as:*

Put + or – in each circle to make these calculations correct:

27 ○ 8 = 35 *62 ○ 55 = 7*

38 ○ 2 ○ 5 = 41

Multiplication and division missing number or sign and Add and subtract missing number or sign spreadsheets can be found in the library section of the Primary Framework. They provide a flexible resource to explore missing numbers and signs with children, solving puzzles to make calculations correct.