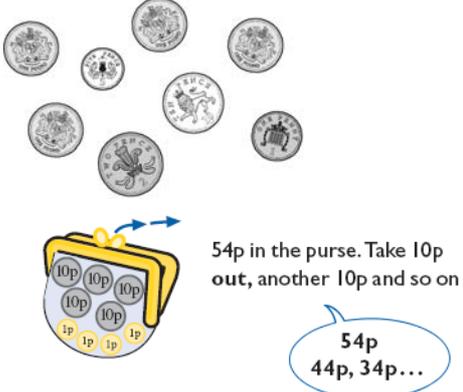
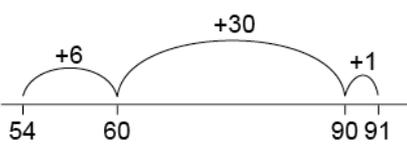
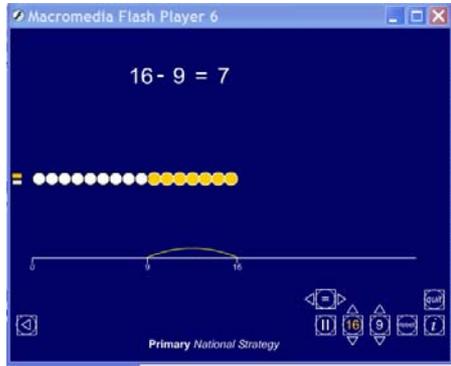
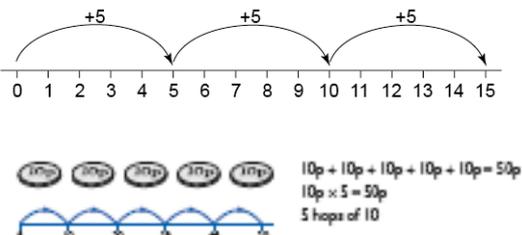
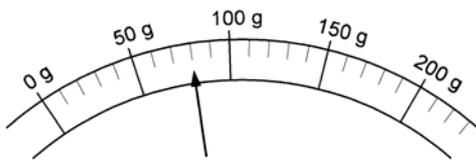
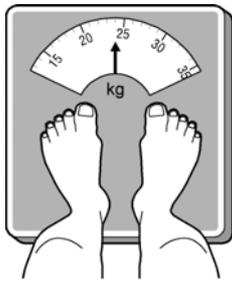


Year 2 Block D

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>54p in the purse. Take 10p out, another 10p and so on</p> <p>54p 44p, 34p...</p>	<p>Children continue to count in ones, twos, fives and tens. They use these skills to help them to tot up a mixed set of 10p, 5p, 2p and 1p coins.</p> <p>Using money, they know that £1 is equal to 100p. They answer problems involving finding change and know that this is linked to subtraction.</p>
<p>Jumping to the next multiple of 10</p>  <p>Number grid ITP</p>  <p>Primary National Strategy</p>	<p>Children use mental strategies to add or subtract one-digit numbers to or from two-digit numbers, bridging through a multiple of 10 where appropriate. They use a 100-square to add or subtract a multiple of 10 to or from any two-digit number by counting on or back in tens. They begin to make use of number facts to partition the number being added or subtracted.</p> <p>Number grid ITP can be found in the library section of the Primary Framework.</p>

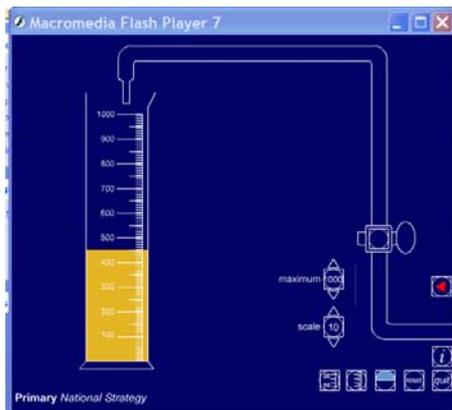
<p>Difference ITP</p> 	<p><i>Children add or subtract multiples of 10, find the sum or difference of one- and two-digit numbers and use doubling and halving in the context of money or measures.</i></p> <p>Difference ITP can be found in the library section of the Primary Framework.</p>
<p>5×3</p> 	<p><i>They transfer their calculation skills from the context of number and apply them to measures and money, and vice versa. They use their new skills to count on from zero in steps of 3 or 4. They use informal recording, pictures and diagrams where appropriate to support calculation.</i></p>



Measuring scales ITP



Measuring cylinder ITP



Children undertake **practical measurement** activities, *estimating first*. For example, they use a balance to find how many pencils or counters weigh the same as a 100 g weight.

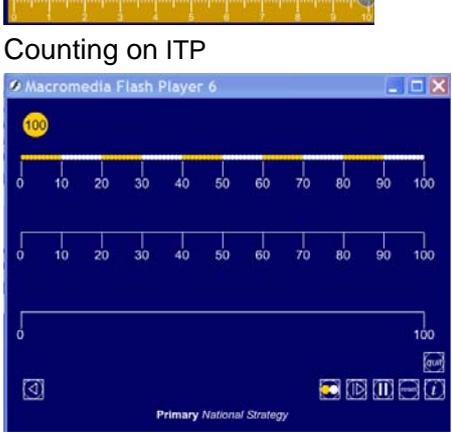
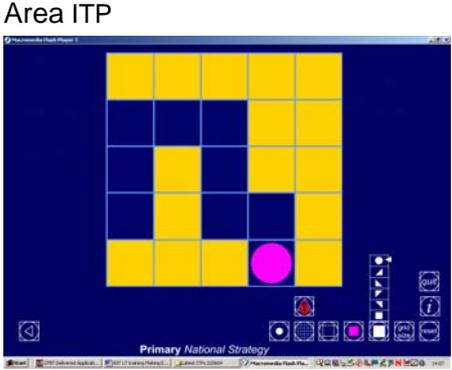
They add 10 g weights to a balance scale, and see that 10 of the weights balance a 100 g weight.

They use a measuring jug to measure a litre of water to find out how many yogurt-pots could be filled from a litre of water.

They **read a range of scales**.

They **suggest suitable units and measuring instruments** to measure.

Measuring scales and Measuring cylinder ITPs can be found in the library section of the Primary Framework.

 <p>Counting on ITP</p>	<p>Children position numbers on a number line or scale numbered in 2s, 5s or 10s. They read a measurement to the nearest centimetre on a metre stick numbered in 10 cm intervals or a ruler numbered in 5 cm intervals, using the numbered divisions. They use metre sticks to measure distances up to 10 metres and a measuring tape to measure longer distances in metres. They use a ruler to draw lines and measure to the nearest centimetre.</p> <p>Counting on ITP can be found in the library section of the Primary Framework.</p>
 <p>Area ITP</p> <p>Which of these shapes has a right angle?</p>	<p>Children follow and give instructions involving position, direction and movement, including those that involve turn. For example, they give instructions for a partner to follow a maze drawn on squared paper or describe how to get to an object that is hidden in the classroom.</p> <p>Area ITP – set here as a 5 × 5 grid – can be found in the library section of the Primary Framework. A variety of practical equipment can be used to make mazes.</p> <p>They give instructions to a simple floor robot to follow a route marked out on the floor.</p> <p>They use whole, half and quarter turns and recognise that a quarter turn produces a right angle.</p> <p>They make and draw half and quarter turns from the same starting point using, for example, two geostrips.</p>

<p>Tell time ITP</p> 	<p>Children become familiar with minutes and seconds and tell the time to the quarter hour. Children recognise that as the minute hand of a clock turns through a quarter turn that represents a quarter of an hour. They use this to tell the time to the quarter hour. They use the time line or clock face to explain how they work out time intervals, pointing to appropriate divisions to support their explanation.</p> <p>Tell time ITP can be found in the library section of the Primary Framework.</p>
	<p>They know that one hour is the same as 60 minutes, that a quarter of 60 (found by halving and halving again) is 15, and that a quarter past 3 is also said as 'three fifteen'. They look at a digital clock and read the time 3:15.</p>