

Year 2 – Mrs Keating, Miss Holmes, Miss Patterson		
Objectives	When it will be studied*	Suggested Activity
<p>Numbers within 100</p> <p>-Children will learn about the value of 'tens' and 'ones'</p> <p>- Children will partition 2 digit numbers into tens and ones</p> <p>- Compare and order numbers up to 99.</p> <p>- Read and write numbers to 100 using numerals and letters.</p>	<p>Week 2+3 of HT1</p>	<p>Spellings of number words are very important in this stage of Year 2.</p> <p>73 = seventy three</p> <p>18 = eighteen</p> <p>When reading numbers, ask children how many tens are in the number and how many ones... e.g. 54 has five tens and four ones. Be careful not to confuse the language. For example, there are not 50 tens – 50 lots of ten would equal 500.</p>
<p>Addition and Subtraction within 100.</p> <p>- Confidently use number bonds to 20.</p> <p>- Add and subtract tens and ones from a number WITHOUT exchanging.</p> <p>- To add 3 one digit numbers.</p>	<p>Week 4+5 of HT1</p>	<p>Children should practise counting forwards and backwards to 100. Children should be given any number between 0 and 99 and be expected to count forward and backwards. This will help them with adding and subtracting.</p> <p>Try and get children to do as many real life applications as possible. <i>Your shoes cost £27 and your T-shirt costs £12. How much will it cost in total?</i></p>
<p>Word problems</p> <p>- To use bar models to solve problems relating to addition and subtraction</p> <p>This unit of work focuses on children's understanding of the relationship between parts and wholes in a problem.</p>	<p>Week 6+7 of HT1</p>	<p>This piece of reading will help you understand the approach that teachers will be using in school. There are some helpful videos to watch as well.</p> <p>https://www.theschoolrun.com/what-is-the-bar-model-method</p>

*Please note that this is the planned time for coverage. Teachers will adapt the amount of time spent on objectives depending on the children's areas of need. Your child should be able to articulate which objective/area they are currently working on.

Things to note:

- Exchanging used to be known as *borrowing*. If I did the number sentence $45 - 9 = ?$ You would need to exchange 1 from the tens column for 10 ones. This is quite complex. For now, children can use the counting on/counting back strategy rather than focus on the value of exchanging.