Mathematics Stage 2＊

| $\begin{aligned} & \frac{0}{ح} \\ & \frac{1}{N} \\ & \stackrel{U}{0} \\ & \frac{0}{\square} \end{aligned}$ | Count in steps of 2，3，and 5 from 0，and in tens from any number，forward or backward． | Whack a mole | Count small objects（eg，pasta，Lego bricks） in $2 \mathrm{~s}, 3 \mathrm{~s} \& 5 \mathrm{~s}$ ．Count in 10 s using no square |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Partition 2－digit numbers into different combinations of 10 s and 1s．（e．g．， 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones）． | SharkNumbers | Place value charts | Use arrow cards to partition 2－digit nos． |
|  | Identify，represent and estimate numbers using different representations，inc． the number line． | Number line | Estimate \＆count sets of objects． | Maths Frame |
|  | Compare and order numbers from 0 up to 100；use＜，＞and＝signs． | Caterpillar－ ordering | Ordering games | Order digit cards or playing cards． |
|  | Read and write numbers to at least 100 in numerals and in words． | Thinking of a number | Read \＆write nos on digit cards． | Read nos seen when driving or walking． |
|  | Solve problems with addition and subtraction：using concrete objects and pictorial representations；applying their increasing knowledge of mental and written methods． | Calc．methods videos | Add \＆subtract groups of objects （pasta，Lego etc） | Quick fire questions using wide range of vocab．eg：What＇s 8 more than 12？ 14 subtract 6？ |
|  | Recall and use addition and subtraction facts to 20 fluently，and derive and use related facts up to 100 ． | Waterslide | Number bonds |  |
|  | Add \＆subtract two 2－digit numbers（mentally when no regrouping req．，e．g． 74－33）or three 1－digit nos．（showing method with concrete objects \＆pics．） | Addition－and－ subtraction <br> Add 10 | Take turns to turn over 3 playing cards and add the numbers together．Picture cards＝ 10．Roll 3 dice and add the numbers． |  |
|  | Show that addition of two numbers can be done in any order（commutative） and subtraction of one number from another cannot． | BBC video | Demo．with sets of objects and／or digit cards． | Puppies Problem solving |
|  | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems． | Number fact families |  |  |
|  | Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables，including recognising odd and even numbers． | Chant／test times tables（in car）． | Multiplication \＆ Division games | Multiplication \＆ Division problems |
|  | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication $(\times)$ ，division（ $\div$ ） and equals（＝）signs． | Write number ＇sentences＇based on real－life probs． |  |  |
|  | Show that multiplication of two numbers can be done in any order （commutative）and division of one number by another cannot． | Arrays demo |  |  |
|  | Solve problems involving multiplication and division，using materials，arrays， repeated addition，mental methods，and multiplication and division facts， including problems in contexts． | Calc．methods videos |  |  |
| 䒾 | Find，name，write \＆identify： $1 / 3,1 / 4,1 / 2,2 / 4 \& 3 / 4$ of a length，shape，set of objects or quantity；know all parts must be equal parts of the whole． | Fold piece of paper in half several times and shade fractional amounts． | Find fractions of amounts of objects （Lego，matches）or cut fruit／pizza etc． | Fraction problems |
|  | Write simple fractions e．g． $1 / 2$ of $6=3$ ． Recognise equivalence of $2 / 4 \& 1 / 2$ ． |  |  |  |
|  | Choose／use appropriate stand．units to estimate／measure length／height （ $\mathrm{m} / \mathrm{cm}$ ）；mass（ $\mathrm{kg} / \mathrm{g}$ ）；temp $\left({ }^{\circ} \mathrm{C}\right)$ ；cap（litres $/ \mathrm{ml}$ ）to nearest unit，using rulers， scales，thermometers and measuring vessels． | Measure \＆compare items around the home．Recording comparison with＜， $>$ and $=$ ． | Cooking activities． | Water／sand play with measuring jugs etc． |
|  | Compare and order lengths，mass，volume／capacity and record the results using $>,<$ and $=$ ． |  |  |  |
|  | Recognise and use symbols for pounds（ $£$ ）and pence（p）；combine amounts to make a particular value．Find different combinations of coins that equal the same amounts of money． | Shopping－in reality or role－play． | Money games | Toy shop |
|  | Solve simple problems in a practical context involving addition and subtraction of money of the same unit，including giving change． |  |  |  |
|  | Compare and sequence intervals of time．Know the number of minutes in an hour and the number of hours in a day． | Talk about how long activities take． | Time games | Telling the time |
|  | Tell and write the time to five minutes，including quarter past／to the hour and draw the hands on a clock face to show these times． | Interactive clock |  | Wear and use a watch and have clock in bedroom． |
|  | Identify and describe the properties of 2D shapes，including the number of sides and symmetry in a vertical line． | BBC shape lab | Look for and discuss 2D \＆3D shapes around the home． <br> Play guess the shape（with yes／no answers about properties）． | Shapes games |
|  | Identify and describe the properties of 3D shapes，inc the no．of edges， vertices and faces． | Make 3D shapes from nets and discuss． |  |  |
|  | Identify 2D shapes on the surface of 3D shapes，e．g．circle on a cylinder；a triangle on a pyramid． |  |  |  |
|  | Compare and sort common 2D and 3D shapes and everyday objects． | Shape sorter |  |  |
|  | Order and arrange combinations of mathematical objects in patterns and sequences． | Order cutout shapes by sides，sym．etc． |  |  |
|  | Describe position，direction \＆movement，inc．rotation as a turn \＆in terms of right angles for $1 / 4,1 / 2 \& 3 / 4$ turns（clockwise \＆anti－clockwise）． | Turning | BBC video－ <br> Clockwise／anti－ clockwise |  |
| 先 | Ask and answer simple questions by counting objects and sorting by quantities． | Draw a pictogram etc．about a favourite topic． |  | Pictogram problems |
| に | Ask and answer questions about totalling and comparing categorical data． | Answer questions about own pictogram etc． |  |  |

＊Stages relate to year group expectations，however，it will be appropriate for some children to be working at stages higher or lower than their year group．
Please note，some online activities will require a browser supporting Flash content．

