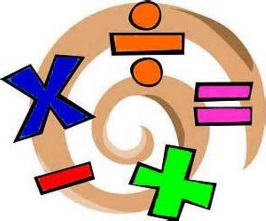
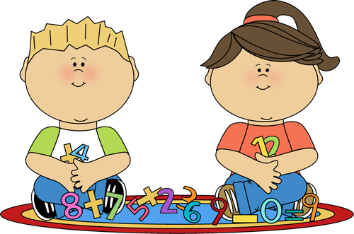
**Learn Its**

**Year 2 Autumn term 1**

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| The aim of these **‘Learn Its’**, which are focused on in school and for **Home Learning** is to give the children **regular** but **short practice** at key maths facts and skills. This will help them develop their **confidence** and **recall**, which will in turn help the children to **apply** them in their maths learning.  Wherever we can we want to make this **practice fun** and **practical**, but with increasing opportunities to record their thinking using **visual models** and **number sentences**. There should continue to be lots of opportunities to **talk** about the maths and to show we as adults **enjoy** it too. |

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| **To count forwards and backwards from any number in 1’s, within 100.**   * *Counting forwards and backwards in games involving dice rolls (e.g. Snakes and Ladders)* * *Counting cars that drive past during a journey, points scored in a quiz or a sport that is being watched.* |

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| **To partition 2 digit numbers within 100 into 10’s and 1’s in different ways and know the value of each digit.**   * *Given a verbal 2 digit number (e.g. 45) the child can explain that this could be partitioned into 40 and 5. (It could also be partitioned into 30 and 15 or 20 and 25)* * *Given a written 2 digit number the child can draw an arrow from each digit and right what the number is (e.g. 27 is 20 and 7).* |

Bar Model

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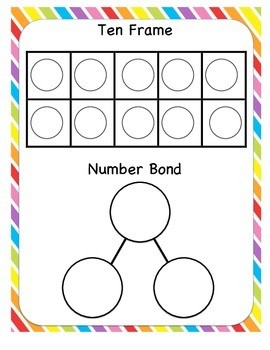
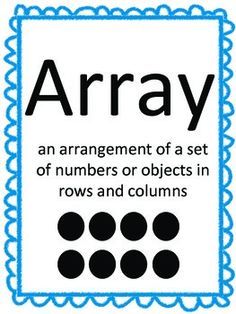
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| **To write and order numerals to 100, using 0 as a place holder accurately.**   * *Given any 2 or 3 numbers verbally, children can say them back in order either starting with the lowest or with the largest. Explaining why they have put them in this order.* * *Given more than 3 numbers written down, children can write them in order. Again explaining why they have put them in this order* |

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| **To find 1 and 10 more / 1 and 10 less from any number, mentally, within numbers to 100.**   * *“Speed response”. Given a number verbally and an instruction to find 1 or 10 more or less, the child answers as quickly as possible. How many can they answer in 1 minute?* * *Given 1 number work out 1 and 10 more and less. What is pattern they can spot? Can a 100 square help?* |

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| **To add and subtract mentally a 1 digit number or a multiple of 10 to / from a 2 digit number (e.g. 23 + 30 = or 34 – 20 = ).**   * *When considering sports scores ask what the score would have been if they had scored 10, 20 or 30 more or less.* * *Given a 2 digit number ask how many you would need to add or takeaway to get to the next multiple of ten (e.g. 67 – 7 = 70 or 67 +3 = 70)* * *When reading a book, record the number of the page read up to and discuss what page will be reached after another 10, or 20 pages. How many pages were read today?* |

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| **To count forwards and backwards accurately in steps of 2, 5 and 10 and start to relate to multiplication and division, solve simple X and ÷ problems pictorially.**   * *Chant the multiples of 2, 5 or 10 as you climb a set of stairs.* * *Explore real life problems (e.g. we have 4 people coming for tea and we need to cook 3 sausages for them each? How many sausages in total? We have a bag of 20 sweets to share between 5 people, how many will they each get? Use an array to draw it.* * *Play on the “Times Tables Rockstars” online game.* |

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| **To add and subtract mentally 2 digit numbers that do not involve bridging through the 10’s boundary. (e.g. 23 + 45 or 87 – 24 = )**   * *Look for pairs of 2 digit numbers on car registrations.* * *How much would two sweets or chocolate bars cost in total? (e.g. 40 + 35 = )* * *Which house numbers in your street can you add or subtract?* |

**100 Square**

