

## Red Rose Mastery Maths Year 2 Unit Overviews: Autumn Term 1

Prior to term starts, set up a date board to use as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers. The date board should contain:

- ordinal numbers 1<sup>st</sup> to 31<sup>st</sup>
- days of the week
- months of the year

If possible, display the days of the week and months of the year in a circular arrangement to support children to understand that they are continuous.

Autumn 1 Unit 1 (Weeks 1 & 2): Number and Place Value		
Lesson	Starter	Lesson Focus
1	Count in steps of ten from 0 forwards using base 10 equipment	Identify and make a two-digit number up to 50 using concrete materials (straws, base 10, arrow cards) (straightforward representations)
2	Sort shapes according to their properties	Identify and make a two-digit number up to 100 using concrete materials (straws, base 10, arrow cards) (straightforward representations)
3	Recognise and use language related to dates	Identify and make a two-digit number up to 100 using concrete materials (straws, base 10, arrow cards) (more complex representations)
4	Make number in words when given in numerals	Exchange 10 ones for 1 ten and vice versa Exchange 10 tens for 1 hundred and vice versa
5	Exchanging ones for tens and tens for ones	Identify and make a two-digit number up to 100 using concrete materials (PV counters, abacus, arrow cards) (more complex representations)
6	Recognise and name 2-D shapes	Partition a two-digit number in different ways where one group is a multiple of 10
7	One more and one less/fewer with no bridging	1 more and 1 less/fewer with bridging 10 more and 10 less/fewer with bridging
8	Exchanging ones for tens and tens for ones	Compare two numbers Include numbers represented in block graphs and tables
9	Sort numbers according to properties	Identify most/least, greatest/least value from a selection Include numbers represented in block graphs and tables
10	Counting in tens	Identify the multiple of 10 either side of a number and which is closest

<b>Autumn 1 Unit 2 (Week 3): Measurement (length and mass/weight)</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Exchanging ones for tens and tens for ones	Measure and record length and height using standard units (m)
<b>2</b>	Writing number in words	Measure and record length and height using standard units (cm)
<b>3</b>	Ordering numbers	Measure and record mass/weight using standard units (kg)
<b>4</b>	Telling the time (o'clock)	Measure and record mass/weight using standard units (g)
<b>5</b>	Sort shapes according to their properties	Compare the values of two lengths or masses

<b>Autumn 1 Unit 3 (Weeks 4 &amp; 5): Addition and Subtraction</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Bonds for ten – ten frame, addition and subtraction facts relationships Part – part – whole language	Add a one-digit number to a two-digit number (no bridging) – concrete and pictorial Part – part – whole
<b>2</b>	Bonds for ten – ten frame, addition and subtraction facts relationships Part – part – whole language	Subtract a one-digit number from a two-digit number (no bridging) – concrete and pictorial Part – part – whole
<b>3</b>	Exchanging ones for tens and tens for ones	Solve missing number problems using inverse and part – part – whole
<b>4</b>	Bonds to 100 – multiples of ten related place value knowledge	Add a multiple of 10 to a two-digit number (two strategies: add tens and combine ones; conserve number and count on in tens)
<b>5</b>	Number bonds to 100	Subtract a multiple of 10 from a two-digit number (two strategies: subtract tens and combine ones; conserve number and count back in tens)
<b>6</b>	Recall addition and subtraction facts for each number up to 10	Derive and reason about bonds to numbers within 10 If I know that $5 + 2 = 7$ then what is $15 + 2$
<b>7</b>	Writing numbers in words	Add TU + TU no bridging concrete and pictorial
<b>8</b>	One more, one less/fewer	Subtract TU - TU no bridging concrete and pictorial
<b>9</b>	Exchanging ones for tens and tens for ones	Derive and reason about bonds totalling 20 $1U + U$ with bridging using 10 frames
<b>10</b>	Counting in different steps	Add three single digit numbers

<b>Autumn 1 Unit 4 (Week 6): Geometry 2-D and 3-D shapes</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Addition facts to 60	Identify and make (circles,) triangles, square rectangles, oblong rectangles and introduce quadrilaterals by counting their sides and vertices – different sizes, orientations, colours, examples and non-examples
<b>2</b>	Round numbers to the nearest 10	Identify and make pentagons, hexagons and octagons by counting their sides and vertices – different sizes, orientations, colours, examples and non-examples
<b>3</b>	Exchanging ones for tens and tens for ones	Know face, edge and vertex Identify and name 3-D shapes with faces (flat surfaces): cube, cuboid, pyramid, triangular prism by counting their faces and vertices and recognising the shape of their faces - different sizes, orientations, colours, examples and non-examples
<b>4</b>	Writing numbers in words	Know face, edge and vertex Identify and name 3-D shapes with faces and curved surfaces: sphere, cylinder, cone by counting their surfaces and vertices and recognising the shape of their faces - different sizes, orientations, colours, examples and non-examples
<b>5</b>	<b>Learning Check of Autumn 1</b>	