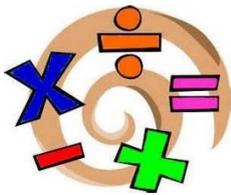


# Learn Its



## Year 2

## Autumn term 1

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.

**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.*

**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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**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*

**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?*

**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  $34 - 20 =$  ).**

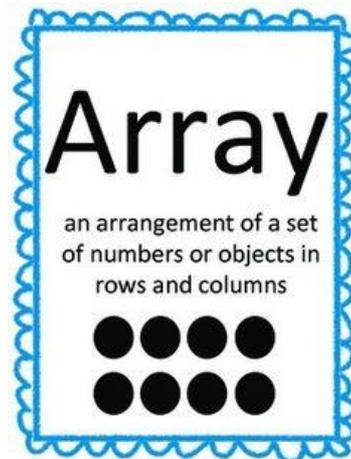
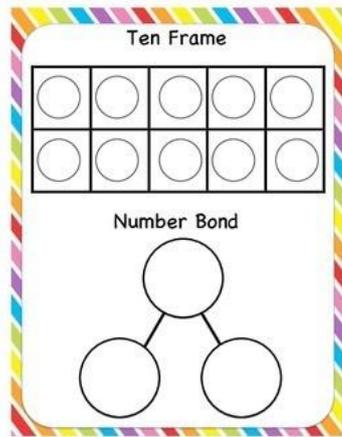
- *When considering sports scores ask what the score would have been if they had scored 10, 20 or 30 more or less.*
- *Given a 2 digit number ask how many you would need to add or takeaway to get to the next multiple of ten (e.g.  $67 - 7 = 70$  or  $67 + 3 = 70$ )*
- *When reading a book, record the 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?*

**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  $\div$  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.*

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

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100