

Number sense 2.6	Length of unit: 2 weeks	Week beg:	Year: 2	Teacher:
<p>Success criteria</p> <p>Pupils can use their understanding of counting in twos, fives and tens to interpret data. They can represent and explain the difference between odd and even numbers and use this understanding to identify large multiples of two.</p>	<p>Prior Learning:</p> <p>Check that children can already</p> <ul style="list-style-type: none"> ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ● given a number, identify one more and one less ● identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ● read and write numbers from 1 to 20 in numerals and words ● compare, describe and solve practical problems for: <ul style="list-style-type: none"> ● lengths and heights [for example, long / short, longer / shorter, tall / short, double / half] ● mass or weight [for example, heavy / light, heavier than, lighter than] ● capacity / volume [for example, full / empty, more than, less than, half, half full, quarter] ● time [for example, quicker, slower, earlier, later] ● recognise and use language relating to dates, including days of the week, weeks, months and years ● sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ● recognise and know the value of different denominations of coins and notes ● measure and begin to record the following: <ul style="list-style-type: none"> ● lengths and heights ● mass / weight ● capacity and volume ● time (hours, minutes, seconds) 		<p>Resources</p> <p>Maths vocabulary book</p> <p>Using and Applying in every maths lesson</p> <p>Assessment through guided maths</p> <p>Think Maths!</p> <p>Pitch and Expectations Y2</p> <p>Models and Images</p> <p>Overcoming Barriers to learning Level 1 to 2/Level 2 to 3</p> <p>Securing Level 1/Level 2/Level 3</p>	
<p>Guidance</p> <p>Pupils record, interpret, collate, organise and compare information (for example using many-to-one correspondence in pictograms with simple ratios – 2, 5, 10)</p> <p>Also see guidance from 2.1.</p>				

Learning objectives

Pupils should be taught to:

Number and place value

- count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward

Multiplication and division

- recognise odd and even numbers

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Pupil outcomes:

I can use my counting in twos to help me draw a pictogram to show flowers with different numbers of petals growing in the school grounds, using one picture to represent two flowers.

I can explain why, when sorting 137 socks into pairs, there will be one sock left over.