

# Overview

## Small Steps

Notes for 2020/21

- Compare lengths and heights R
- Measure lengths (1) R
- Measure lengths (2) R
- Measure length (cm)
- Measure length (m)
- Compare lengths
- Order lengths
- Four operations with lengths

It is important to spend time recapping what is meant by length and height.

Children should revisit the idea of measuring length with non-standard units such as cubes before moving on to measure length in centimetres and metres.

# Overview

## Small Steps

## Notes for 2020/21

- Counting forwards and backwards within 20 R
- Tens and ones within 20 R
- Counting forwards and backwards within 50 R
- Tens and ones within 50 R
- Compare numbers within 50 R
- Count objects to 100 and read and write numbers in numerals and words
- Represent numbers to 100
- Tens and ones with a part-whole model
- Tens and ones using addition
- Use a place value chart
- Compare objects
- Compare numbers
- Order objects and numbers

It is important to spend time early on recapping numbers within 20 and 50 before moving onto numbers to 100.

Many children will need this recap as they may not be secure in their understanding of tens and ones from Y1, even though they may have met it.

# Overview

## Small Steps

### Notes for 2020/21

Count in 2s	R
Count in 5s	R
Count in 10s	R
Count in 3s	

We have separated the step counting in 2s, 5s and 10s into three recap steps in order to explore them in more detail.

# Overview

## Small Steps

## Notes for 2020/21

- Fact families – addition and subtraction bonds to 20
- Check calculations
- Compare number sentences
- Related facts
- Bonds to 100 (tens)
- Add and subtract 1s
- 10 more and 10 less
- Add and subtract 10s
- Add by making 10 R
- Add a 2-digit and 1-digit number – crossing ten
- Subtraction - crossing 10 R
- Subtract a 1-digit number from a 2-digit number – crossing ten
- Add two 2-digit numbers – not crossing ten – add ones and add tens
- Add two 2-digit numbers – crossing ten – add ones and add tens


Adding by making 10 can be a difficult concept for children to grasp therefore we have included this as a recap from Year 1.

Similarly subtraction crossing 10 is recapped before children move onto more formal subtraction.

# Overview

## Small Steps

### Notes for 2020/21


- ▶ Subtract a 2-digit number from a 2-digit number – not crossing ten
- ▶ Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens
- ▶ Find and make number bonds 
- ▶ Bonds to 100 (tens and ones)
- ▶ Add three 1-digit numbers

Number bonds are an important aspect of mathematics. Extra time is devoted to this to help children become fluent.

# Overview

## Small Steps

Notes for 2020/21

- ▶ Recognising coins and notes 
- ▶ Count money – pence
- ▶ Count money – pounds (notes and coins)
- ▶ Count money – notes and coins
- ▶ Select money
- ▶ Make the same amount
- ▶ Compare money
- ▶ Find the total
- ▶ Find the difference
- ▶ Find change
- ▶ Two-step problems

Children may have missed learning on money in Year 1.

Before starting this block ensure that children are familiar with coins and notes.

# Overview

## Small Steps

### Notes for 2020/21

- Make equal groups 
- Add equal groups 
- Make arrays 

Use this time to recap the basics of multiplication. Year 2 multiplication will be covered in the Spring term.

# Overview

## Small Steps

## Notes for 2020/21

- ▶ Recognise equal groups
- ▶ Make equal groups
- ▶ Add equal groups
- ▶ Multiplication sentences using the  $\times$  symbol
- ▶ Multiplication sentences from pictures
- ▶ Use arrays
- ▶ Make doubles R
- ▶ 2 times-table
- ▶ 5 times-table
- ▶ 10 times-table
- ▶ Make equal groups – sharing R
- ▶ Make equal groups – sharing
- ▶ Make equal groups – grouping R
- ▶ Make equal groups – grouping
- ▶ Divide by 2
- ▶ Odd & even numbers
- ▶ Divide by 5
- ▶ Divide by 10

Some of this content was previously in the Year 2 Autumn term. It has been moved over to Spring to allow more time on place value and addition and subtraction.

Prior to this block children had the opportunity to recap making equal groups, adding equal groups and making arrays from Year 1. Children can now build on this in the Spring term.

Concrete manipulatives are vital to introduce this topic and support children's conceptual understanding of the concept.



# Overview

## Small Steps

Notes for 2020/21

- Make tally charts
- Draw pictograms (1-1)
- Interpret pictograms (1-1)
- Draw pictograms (2, 5 and 10)
- Interpret pictograms (2, 5 and 10)
- Block diagrams

This block leads on really nicely from multiplication and division.

Have fun with the children, gaining information about each other and creating pictograms and block diagrams practically.

# Overview

## Small Steps

Notes for 2020/21

- Recognise 2-D and 3-D shapes
- Count sides on 2-D shapes
- Count vertices on 2-D shapes
- Draw 2-D shapes
- Lines of symmetry
- Sort 2-D shapes
- Make patterns with 2-D shapes
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes
- Sort 3-D shapes
- Make patterns with 3-D shapes

Children have briefly covered 2-D and 3-D shapes in Year 1. Now there is an opportunity to delve deeper into this concept.

Ensure correct mathematical language is used throughout to help equip children for the future. From this point on 'vertices' should be used to describe corners of shapes.

Try to make this block as practical as possible and use outdoor space to explore shapes in nature.

# Overview

## Small Steps

Notes for 2020/21

Make equal parts

Recognise a half

Find a half

Recognise a quarter

Find a quarter

Recognise a third

Find a third

Unit fractions

Non-unit fractions

Equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$

Find three quarters

Count in fractions

Concrete manipulatives and real life representations are important in these early stages of learning with fractions.

Don't worry too much about formal learning at this stage, instead focus on activities and play based learning.

All of this content will be formalised and built upon in Year 3.

# Overview

## Small Steps

-  Describe position (1) 
-  Describe position (2) 
-  Describe movement
-  Describe turns
-  Describe movement and turns
-  Making patterns with shapes

## Notes for 2020/21

Time should be spent ensuring that children are able to confidently describe position before moving on to look at movements and turns.

The concept of position is quite difficult to grasp especially when taught remotely so children might need to spend a little longer on the basics.

# Overview

## Small Steps

## Notes for 2020/21

▶	Telling time to the hour	R
▶	Telling time to the half hour	R
▶	O'clock and half past	
▶	Quarter past and quarter to	
▶	Telling time to 5 minutes	
▶	Writing time	R
▶	Hours and days	
▶	Find durations of time	
▶	Compare durations of time	

Children may have missed the time block in Year 1 making this their first formal experience of telling the time.

Children should revisit the basics specifically focusing on telling the time to the hour and half hour before looking at the two combined.

# Overview

## Small Steps

Notes for 2020/21

Introduce weight and mass	R
Measure mass	R
Compare mass	
Measure mass in grams	
Measure mass in kilograms	
Introduce capacity and volume	R
Measure capacity	R
Compare volume	
Millilitres	
Litres	
Temperature	

Children should revisit the idea of mass and capacity initially focusing on non-standard units such as cubes and jugs respectively. They will then look more formally at measuring using standard units.

Practical activities are encouraged to support understanding.