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

Continue to use the date board as part of daily routine. This will support children with developing their knowledge of time, as well as ordinal numbers.
At some point in each day, not necessarily the maths lesson, times tables facts should be rehearsed following guidance provided.

Autumn 2 Unit 5 *(Week 1)*: Counting, Multiplication and Sorting		
Lesson	**Starter**	**Lesson Focus**
1	Exchanging ones for tens and tens for ones	Represent adding the same number twice using concrete materials and understand this shows double the number.
2	Counting in steps of 10 using arrays – begin 10x table	Represent adding the same number two or more times using concrete materials in equal groups and record as repeated addition sentence.
3	Counting in steps of 5 using arrays – begin 5x table	Adapt equal groups into an array formation and identify the multiplication sentence.
4	Counting in steps of 2 using arrays – begin 2x table	Identify the two multiplication sentences from a given array and understand the commutativity of multiplication.
5	Recall understanding of doubles (link to 2x)	Explore and reason about patterns and sequences of counting involving 2s, 5s and 10s – include sorting.

Autumn 2 Unit 6 *(Week 2)*: Statistics		
Lesson	**Starter**	**Lesson Focus**
1	Bonds within 10	Interpret simple tables and answer questions which ask how many…, most/least common/popular.
2	Exchanging ones for tens and tens for ones	Interpret simple block graphs and answer questions which ask how many…, most/least common/popular, how many more/fewer…, how many altogether *(children should be encouraged to solve these problems using calculation strategies they have learned in Unit 3).*
3	Name and identify 2-D shapes	Interpret simple pictograms (each symbol worth 1) and answer questions which ask how many…, most/least common/popular, how many more/fewer…, how many altogether *(children should be encouraged to solve these problems using calculation strategies they have learned in Unit 3).*
4	Count in fives and ones	Collect data using a tally chart and interpret tally charts.
5	Double numbers from 1 to 10	Transfer data from one form to another: table, block graph, pictogram, tally chart.

Autumn 2Unit 7 *(Week 3)*: Fractions		
Lesson	**Starter**	**Lesson Focus**
1	Count on and back in steps of $\frac{1}{2}$ (as in one half, two halves, three halves, four halves, five halves, six halves etc.) using images to support.	Recap what one half means. Model one half using shapes and objects. Relate to one quarter to understand denominator, numerator and what a fraction is. Split the same shape or object into different numbers of equal parts and compare the sizes of the denominators. Use language of whole and part accurately.
2	Count on and back in steps of $\frac{1}{2}$ as in $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, 3 etc. using images to support.	Split the same set of objects into different numbers of equal parts and compare the sizes of the answers. Use equations to represent the fractions of amounts being calculated, e.g. $\frac{1}{4}$ of 8 = 2. Use language of whole and part accurately.
3	Double multiples of 10 from 10 to 50	Find a quarter of a set of objects. Use equations to represent the fractions of amounts being calculated $\frac{1}{4}$ of 8 = 2. Use language of whole and part accurately.
4	Exchanging ones for tens and tens for ones	Recognise that $\frac{2}{4}$ is the same as one half Use equations to represent the fractions of amounts being calculated $\frac{1}{4}$ of 8 = 2. Use language of whole and part accurately.
5	Number bonds within 10	Find one half and one quarter of a range of shapes or amounts; identify images to match given fractions.

Autumn 2 Unit 8 *(Week 4)*: Capacity and Volume		
Lesson	**Starter**	**Lesson Focus**
1	Name and identify 3-D shapes	Understand the difference between the units millilitres and litres. Understand that very large containers will have their capacity measured in litres and smaller containers will have their capacity measured in millilitres. Know that capacity is the amount a container can hold when it is full; volume is how much a container is holding which could be any amount from nearly empty to nearly full. Measure and record volume/capacity using standard units (ml, l).
2	Count on and back in tens from any number	Measure, record and compare volume/capacity using standard units (ml, l).

Autumn 2 Unit 9 *(Week 4)*: Money		
Lesson	**Starter**	**Lesson Focus**
1	Exchanging ones for tens and tens for ones	Exchange the correct number of 1p coins for 2p, 5p, 10p and 20p. Exchange the correct number of 10p coins for 20p, 50p, £1 and £2.
2	Partition a two-digit number in different ways	Add two prices together to find the total cost where bridging is not required *(children should be encouraged to solve these problems using calculation strategies they have learned in Unit 3).*
3	Number bonds within 10	Add two prices together to find the total cost where bridging is required *(children should be encouraged to solve these problems using calculation strategies they have learned in Unit 3).*

Autumn 2 Unit 10 *(Week 5)*: Time		
Lesson	**Starter**	**Lesson Focus**
1	Know that there are 24 hours in 1 day	Recap telling the time to the hour and half past the hour.
2	Put units of time in order (second, minute, hour, day, week, month, year) from shortest to longest and vice versa	Tell the time to quarter past the hour and draw hands on the clock to show the time (noticing that the hour hand will be slightly past the number).
3	Problem solving: identify the operation (+ and –)	Tell the time to quarter to the hour and draw hands on the clock to show the time (noticing that the hour hand will be slightly before the number).
4	Number bonds within 10	Tell the time to quarter to the hour and draw hands on the clock to show the time (noticing that the hour hand will be slightly before the number).
5	Exchanging ones for tens and tens for ones	Tell the time to o'clock, half past, quarter past the hour and quarter to the hour.

Autumn 2 *(Week 6)*: Assess and Review		
Lesson	**Starter**	**Lesson Focus**
1	Use Starters this week to revisit and rehearse any of the Starters from the previous two half terms that the children have found difficult.	During this week, administer the end of term Arithmetic and Reasoning Tests. These can be administered in whatever way the teacher feels is most beneficial to the children, e.g. as a class, in groups, over multiple days etc. When answering the questions, children should have access to the full kit boxes they have used throughout the term. Any other time this week should be spent revisiting and rehearsing any aspects form the term that children have found difficult.
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