

# Year 2, Autumn 1.

Week	Mon	Tues	Weds	Thurs	Fri
1	Count up and back. Counting to 100 in 1s.	<b>Fishy, fishy fingers.</b> Number bonds to 10.	Clapping multiples.  Counting in 5s.	Counting stick. 2s	<b>Buzz off</b>  Counting in 10s from any number.
2	<b>Fishy, fishy fingers.</b> Number bonds to 20.	<b>Buzz off</b> Counting in 10s from any number.	<b>Show me</b>  10 more/ 10 less	<b>Slap, clap, click.</b> Number bonds to 20.	<b>How much money is in my pot?</b> Counting is 2s.
3	Count up and back. Counting to 100 in 5s.	<b>Fishy, fishy fingers.</b> Number bonds to 20.	<b>How much money is in my pot?</b> Counting is 10s	<b>Buzz off</b>  starting from any 5s number.	Counting stick. 5s
4	<b>Show me</b> $\frac{1}{2}$ of a number (to 20).	<b>Throw to me.</b> Doubles.	Counting stick. 2s	<b>Buzz off</b>  Counting in 10s from any number.	Clapping multiples.  Counting in 2s.
5	Clapping multiples.  Counting in 10s.	<b>Buzz off</b>  Counting in 2s from any number.	<b>Throw to me.</b> Doubles.	<b>How much money is in my pot?</b> Range of counting.	<b>Fishy, fishy fingers.</b> Number bonds to 20.
6	<b>Buzz off</b>  Counting in 10s from any number.	<b>Slap, clap, click.</b> Number bonds to 20.	Count up and back. Counting to 100 in 5s.	<b>Show me</b>  10 more/ 10 less	Counting stick. 2s
7	<b>Show me.</b> Range of questions.	<b>Buzz off</b>  Counting in 2s from any number.	<b>How much money is in my pot?</b> Range of counting.	Counting stick. 5s	Clapping multiples.  Counting in 10s.

## Activities for Year 2 autumn 1.

### Counting stick:

Using the counting stick ask children where to place the numbers- ask what  $\times$  are we looking at? Children to say where the numbers should go, why? As a class/ tables chant the  $\times$  table.

### Count up and back (count to 100)

Count up and back around the circle

In 1's to 50 raise one hand in turn and everyone says number, arms down as we all count backwards. How quick can we get?

0 1 2 3 4 5 6 7 8 9 10- 10 9 8 7 6 5 4 3 2 1 0

In 2's to hold 2 hands up each turn, or hold hands with person next to you and raise hands together.

0 2 4 6 8 10 12 14 16 18 20- 20 18 16 14 12 10 8 6 4 2 0

In 10's to 120 raise ten fingers (Start to do from any number in 10s)

### Clapping multiples:

Children to face partner, clap their hands with partners hands whilst counting in wither 2s, 5s, or 10s- Counting to at least 12 $\times$  the number.

### Fishy fishy fingers:

Say fishy, fishy fingers and a number eg 6 (show number with your fingers). Class then reply with fishy, fishy fingers and the answer to make 10. (4). Repeat with a range of numbers to make 10.

### How much money is in my pot?

Have a pot and coins (either 1, 2 or 10s). Children to close their eyes and listen to you drop the coins in your pot. How much money is in there? Children to use counting skills to work out how much money is in pot (good time for questioning)

### Buzz off:

Children in large circle- choose a number to count in and a target number to get to in this count- children count around the circle until they reach the target number, then buzz, off, you, are, out is said (no children out) carry on playing- can get children to come up with target numbers and starting numbers.

### Show me:

Give missing answer questions for number bonds, using white boards or fans children to say answer.

### Throw to me:

Have an object that can be thrown, throw the object to a child they then have to answer a question that you give them. Examples: continue the sequence- give 6, 8, 10, can they finish it? What is it? Give children missing number calculations ie  $7 + \underline{\quad} = 10$  what is double 8? (doubles to 20)

# Year 2, Autumn 2.

Week	Mon	Tues	Weds	Thurs	Fri
1	Clap and chant 2x table.	Fishy, fishy fingers. Number bonds to 10.	Clapping multiples. Counting in 5s.	Counting stick. 2s	Buzz off Counting in 10s from any number.
2	Fishy, fishy fingers. Number bonds to 20.	Buzz off Counting in 10s from any number.	Show me 10 more/ 10 less	Slap, clap, click. Number bonds to 20.	How much money is in my pot? Counting is 2s.
3	Clap and chant 5x table.	Fishy, fishy fingers. Number bonds to 20.	How much money is in my pot? Counting is 10s	Buzz off starting from any 5s number.	Counting stick. 5s
4	Show me $\frac{1}{2}$ of a number (to 20).	Throw to me. Doubles.	Counting stick. 2s	Buzz off Counting in 10s from any number.	Clap and chant 10x table.
5	Clapping multiples. Counting in 10s.	Buzz off Counting in 2s from any number.	Throw to me. Doubles.	How much money is in my pot? Range of counting.	Fishy, fishy fingers. Number bonds to 20.
6	Buzz off Counting in 10s from any number.	Slap, clap, click. Number bonds to 20.	Count up and back. Counting to 100 in 5s.	Show me 10 more/ 10 less	Counting stick. 2s
7	Show me. Range of questions.	Buzz off Counting in 2s from any number.	How much money is in my pot? Range of counting.	Counting stick. 5s	Clapping multiples. Counting in 10s.

## Activities for Year 2 Autumn 2.

### Counting stick:

Using the counting stick ask children where to place the numbers- ask what x are we looking at? Children to say where the numbers should go, why? As a class/ tables chant the x table.

### Count up and back (count to 100)

Count up and back around the circle

In 1's to 50 raise one hand in turn and everyone says number, arms down as we all count backwards. How quick can we get?

0 1 2 3 4 5 6 7 8 9 10- 10 9 8 7 6 5 4 3 2 1 0

In 2's to hold 2 hands up each turn, or hold hands with person next to you and raise hands together.

0 2 4 6 8 10 12 14 16 18 20- 20 18 16 14 12 10 8 6 4 2 0

In 10's to 120 raise ten fingers (Start to do from any number in 10s)

### Clapping multiples:

Children to face partner, clap their hands with partners hands whilst counting in wither 2s, 5s, or 10s- Counting to at least 12x the number.

### Fishy fishy fingers:

See previous term.

### How much money is in my pot?

Have a pot and coins (either 1, 2 or 10s). Children to close their eyes and listen to you drop the coins in your pot. How much money is in there? Children to use counting skills to work out how much money is in pot (good time for questioning)

### Buzz off:

Children in large circle- choose a number to count in and a target number to get to in this count- children count around the circle until they reach the target number, then buzz, off, you, are, out is said (no children out) carry on playing- can get children to come up with target numbers and starting numbers.

### Show me:

Give missing answer questions for number bonds, using white boards or fans children to say answer.

### Throw to me:

Have an object that can be thrown, throw the object to a child they then have to answer a question that you give them. Examples: continue the sequence- give 6, 8, 10, can they finish it? What is it? Give children missing number calculations ie  $7 + \underline{\quad} = 10$  what is double 8? (doubles to 20)

### Chant and clap:

Children to chant the times table whilst clapping as whole class/ partners.

# Year 2, Spring 1

Week	Mon	Tues	Weds	Thurs	Fri
1	Count up and back. Counting to 100 in 5s.	<b>Fishy, fishy fingers.</b> Number bonds to 20.	<b>Quick draw</b> Doubles	<b>Counting stick.</b> 3x	<b>Buzz off</b>  Counting in 10s from any number.
2	<b>Fishy, fishy fingers.</b> Number bonds to 100.	<b>Buzz off</b> Counting in 10s from any number bridging 100.	<b>Show me</b>  Doubles and halves to 50.	<b>Slap, clap, click.</b> Number bonds to 20.	<b>How much money is in my pot?</b> Counting is 2s.
3	Count up and back. Counting to 36 in 3s.	<b>Fishy, fishy fingers.</b> Number bonds to 20.	<b>How much money is in my pot?</b> Counting is 10s	<b>Buzz off</b>  starting from any 5s number.	<b>Counting stick.</b> 5x.
4	<b>Show me</b> $\frac{1}{2}$ of a number (to 20).	<b>Throw to me.</b> Doubles.	<b>Counting stick.</b> 5x	<b>Buzz off</b> Counting in 3s forwards and back.	<b>Quick draw</b>  Finishing sequence.
5	<b>Quick draw</b> Number bonds	<b>Buzz off</b>  Counting in 2s from any number.	<b>Throw to me.</b> Doubles.	<b>How much money is in my pot?</b> Range of counting.	<b>Fishy, fishy fingers.</b> Number bonds to 100.
6	<b>Buzz off</b>  Counting in 10s from any number.	<b>Slap, clap, click.</b> Number bonds to 20.	Count up and back. Counting to 100 in 5s.	<b>Show me</b>  10 more/ 10 less	<b>Counting stick.</b> Counting to 100 in 2s.
7	<b>Show me.</b> Range of questions.	<b>Buzz off</b>  Counting in 2s from any number.	<b>How much money is in my pot?</b> Range of counting.	<b>Counting stick.</b> Counting to 100 in 5s.	<b>Quick draw</b> multiplication

## Activities for Year 2 Spring 1.

### Counting stick:

Using the counting stick ask children where to place the numbers- ask what  $\times$  are we looking at? Children to say where the numbers should go, why? As a class/ tables chant the  $\times$  table.

### Count up and back (count to 100)

See Autumn term 2.

### Clapping multiples:

Children to face partner, clap their hands with partners hands whilst counting in wither 2s, 5s, or 10s- Counting to at least  $12\times$  the number.

### Fishy fishy fingers:

Say fishy, fishy fingers and a number eg 6 (show number with your fingers). Class then reply with fishy, fishy fingers and the answer to make 10. (4). Repeat with a range of numbers to make 10.

### How much money is in my pot?

Have a pot and coins (either 1, 2 or 10s). Children to close their eyes and listen to you drop the coins in your pot. How much money is in there? Children to use counting skills to work out how much money is in pot (good time for questioning)

### Buzz off:

Children in large circle- choose a number to count in and a target number to get to in this count- children count around the circle until they reach the target number, then buzz, off, you, are, out is said (no children out) carry on playing- can get children to come up with target numbers and starting numbers.

### Show me:

Give missing answer questions for number bonds, using white boards or fans children to say answer.

### Throw to me:

Have an object that can be thrown, throw the object to a child they then have to answer a question that you give them. Examples: continue the sequence- give 6, 8, 10, can they finish it? What is it? Give children missing number calculations ie  $7 + \underline{\quad} = 10$  what is double 8? (doubles to 20).

# Year 2, Spring 2

Week	Mon	Tues	Weds	Thurs	Fri
1	<b>Chant and clap.</b> 5x	<b>Roll the dice</b> Number bonds to 20.	<b>Quick draw</b> Doubles	<b>Counting stick.</b> 3x	<b>Buzz off</b> Counting in 10s from any number.
2	<b>Fishy, fishy fingers.</b> Number bonds to 100.	<b>Buzz off</b> Counting in 10s from any number bridging 100.	<b>Show me</b> Doubles and halves to 50.	<b>Slap, clap, click.</b> Number bonds to 20.	<b>How much money is in my pot?</b> Counting is 2s.
3	<b>Count up and back.</b> Counting to 36 in 3s.	<b>Counting stick.</b> 5x.	<b>How much money is in my pot?</b> Counting is 10s	<b>Buzz off</b> starting from any 5s number.	<b>Roll the dice</b> Number bonds to 20.
4	<b>Chant and clap.</b> 5x	<b>Show me</b> $\frac{1}{2}$ of a number (to 20).	<b>Counting stick.</b> 5x	<b>Buzz off</b> Counting in 3s forwards and back.	<b>Chant and clap.</b> 2x
5	<b>Quick draw</b> Number bonds	<b>Buzz off</b> Counting in 2s from any number.	<b>Throw to me.</b> Doubles.	<b>How much money is in my pot?</b> Range of counting.	<b>Fishy, fishy fingers.</b> Number bonds to 100.
6	<b>Buzz off</b> Counting in 10s from any number.	<b>Slap, clap, click.</b> Number bonds to 20.	<b>Chant and clap.</b> 3x	<b>Show me</b> 10 more/ 10 less	<b>Counting stick.</b> 3x.
7	<b>Show me.</b> Range of questions.	<b>Buzz off</b> Counting in 2s from any number.	<b>Chant and clap.</b> 10x	<b>Counting stick.</b> Counting to 100 in 5s.	<b>Quick draw</b> multiplication

## Activities for Year 2 Spring 2.

### Counting stick:

Using the counting stick ask children where to place the numbers- ask what x are we looking at? Children to say where the numbers should go, why? As a class/ tables chant the x table.

### Count up and back (count to 100)

See Year 2 Spring 1.

### Clapping multiples:

Children to face partner, clap their hands with partners hands whilst counting in wither 2s, 5s, or 10s- Counting to at least 12x the number.

### Fishy fishy fingers:

See Year 2 Spring 1.

### How much money is in my pot?

Have a pot and coins (either 1, 2 or 10s). Children to close their eyes and listen to you drop the coins in your pot. How much money is in there? Children to use counting skills to work out how much money is in pot (good time for questioning)

### Buzz off:

Children in large circle- choose a number to count in and a target number to get to in this count- children count around the circle until they reach the target number, then buzz, off, you, are, out is said (no children out) carry on playing- can get children to come up with target numbers and starting numbers.

### Show me:

Give missing answer questions for number bonds, using white boards or fans children to say answer.

### Throw to me:

Have an object that can be thrown, throw the object to a child they then have to answer a question that you give them. Examples: continue the sequence- give 6, 8, 10, can they finish it? What is it? Give children missing number calculations ie  $7 + \underline{\quad} = 10$  what is double 8? (doubles to 20).

### Chant and clap:

Children to chant the x tables whilst clapping.  $1 \times 2 = 2$

### Roll the dice:

Roll a dice/ use Smart board interactive dice (Might be good to use your own) children to say the number that goes with it to make the number bond.



# Year 2, Summer 1 and 2:

Week	Mon	Tues	Weds	Thurs	Fri
1 8	Show me Missing digits.	<b>Fishy, fishy fingers.</b> Number bonds to 20.	<b>Quick draw</b> Doubles	<b>Counting stick.</b> 3x	<b>Buzz off</b>  Range of counting.
2 9	<b>Clap and pat</b> 2-4 x table	<b>Buzz off</b> <b>Counting in 10s from any number bridging 100.</b>	<b>Show me</b>  Doubles and halves to 50.	<b>Slap, clap, click.</b> Number bonds to 100.	<b>How much money is in my pot?</b> Counting is 2s.
3 10	<b>Fishy, fishy fingers.</b> Number bonds to 20.	<b>Clap and pat</b> 2-4 x table	<b>How much money is in my pot?</b> Counting is 10s	<b>Buzz off</b>  starting from any 5s number.	<b>Counting stick.</b> 5x.
4 11	<b>Show me</b> $\frac{1}{2}$ of a number (to 50).	<b>Counting stick.</b> 4x	<b>Counting stick.</b> 3x	<b>Buzz off</b>  Counting in 3s forwards and back.	<b>Quick draw</b>  Finishing sequence.
5 12	<b>Quick draw</b> Number bonds	<b>Buzz off</b>  Counting in 3s from any number in 3s count.	<b>Clap and pat</b> 2-4 x table	<b>How much money is in my pot?</b> Range of counting.	<b>Fishy, fishy fingers.</b> Number bonds to 100.
6 13	<b>Buzz off</b>  Counting in 10s from any number.	<b>Clap and pat</b> 2-4 x table	<b>Slap, clap, click.</b> Number bonds to 20.	<b>Show me Missing digits</b>	<b>Counting stick.</b> 4x
7 14	<b>Show me.</b> Range of questions.	<b>Buzz off</b>  Counting in 2s from any number.	<b>How much money is in my pot?</b> Range of counting.	<b>Counting stick.</b> 3x	<b>Quick draw</b> multiplication

## Activities for Year 2 Summer 1 and 2.

### Counting stick:

See year 2 spring.

### Count up and back (count to 100)

See year 2 spring.

### Quick draw:

2 children standing in a circle back to back, teachers says a question, children walk 2 paces and fire the other with the answer. First one with correct answer wins, other play sits down. Carry one with different people. All children whispering answer to person next to them.

### Fishy fishy fingers:

See spring year 2.

### How much money is in my pot?

See year 2 spring.

### Buzz off:

See year 2 Spring.

### Show me:

Give missing answer questions for number bonds, using white boards or fans children to say answer, numbers to 100.

### Clap and pat:

Clap and pat multiples- 2-4 x table

Clap hands as you say 2, pat knees to say 4, clap for 6, pat for 8 etc  
Then only say the multiples of 4 as you pat, Clap, 4, clap, 8 etc.

### Slap knees, Clap hands, Click fingers whilst chanting bonds

E.g. Clap, Slap, Click

$$20 + 0 = 20$$

$$19 + 1 = 20 \text{ etc}$$