



PROGRAMME OF WORK FOR SECOND CLASS

<p>NUMBER WORK AND COUNTING</p>	<p>Counting forwards and backwards: RANGE 1-200 What number comes before/after ___? Read and write numbers 0 - 200 Counting in 2's, 5's and 10's Adding 10 using different starting number. Odd and even numbers. Rhyme: I'm a number cruncher and my name is Steven. I like numbers if they're even. All even numbers taste just great, and they end in 0, 2, 4, 6, 8 Number games such as behind the wall, counting choir etc..</p>
<p>STRUCTURING NUMBER 1 TO 20</p>	<p>Use of arithmetic rack.  Focus on doubles/ near doubles. Focus on ten plus combinations(10 on lower and 3 on upper -10+3) Focus on numbers that make 10 e.g. 7+3 Focus on adding 9(1 less than 10)</p>
<p>ADVANCED COUNTING, ADDITION AND SUBTRACTION</p>	<p>Children use empty number line for addition and subtraction e.g. $45+11=$</p> <div style="text-align: center;">  <p>45 55 56</p> </div> <p>Number track activities</p>
<p>PLACE VALUE WORK</p>	<p>Work on 100 square- 100 square jigsaws, games, filling in missing numbers , looking at patterns on 100 square. Read and write the numbers 0–200 and put them in order. Recognise patterns in numbers. To understand the value of numbers ∴ For example, in 132 the 1 stands for 1 hundred, the 3 stands for 3 tens (30) and the 2 stands for 2 units</p>
<p>ADDITION (WITH A TOTAL LESS THAN 100) (Sometimes extended for good</p>	<ol style="list-style-type: none"> 1. Addition within 20 2. Addition of bigger numbers without renaming e.g. $\begin{array}{r} 23 \\ +35 \\ \hline \end{array}$ 3. Addition of bigger numbers with renaming