Year 2 Planning Guidance

These plans guide you through teaching a daily 15-minute Number Fact Fluency session in Year 2. They are for classes who have already been taught the programme in Year 1. If your class are new to the programme, use our 'Getting Going' plans for Year 2 which include explicit teaching of the early stages.

To use these plans you will need to be familiar with the three-part number fact fluency session structure of review, teaching and practice. This is explained in the daily number fact session guidance in the Number Fact Fluency programme support section.

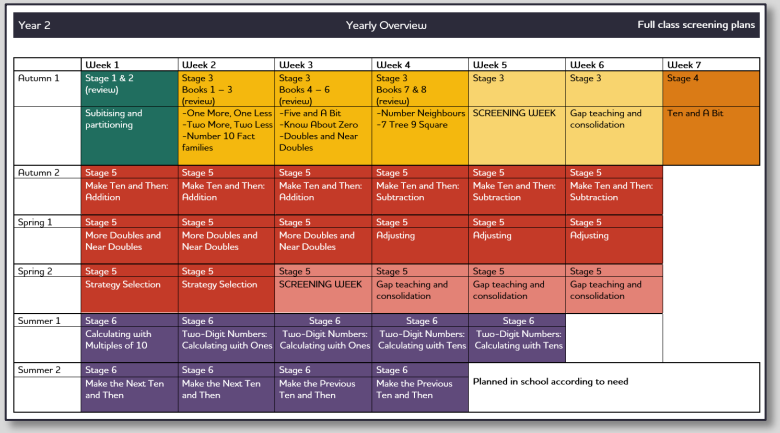
These plans start with a yearly overview.

In Year 2, you will review Stages 1 – 4 of the programme through Autumn 1. This is so that:

- The children consolidate addition and subtraction within 10
- Year 2 staff all get to understand the Stage 3 strategies

You will then teach Stages 5 and 6.

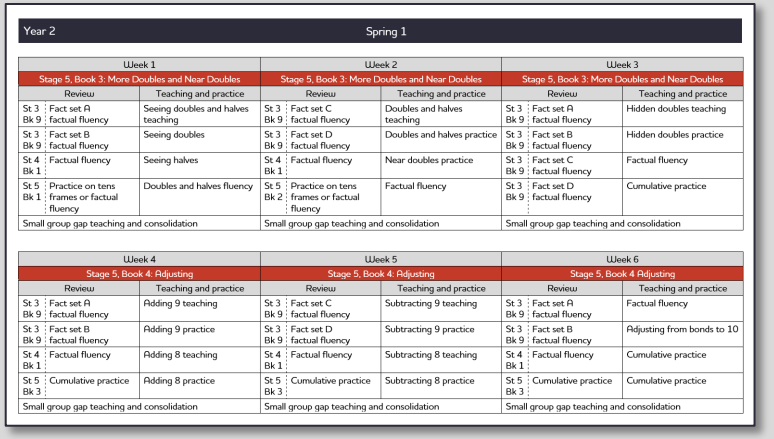
There are screening weeks for Stages 3 and 5 built into the plans. To screen all of the children in the class (which we recommend) you will need to use two main maths lessons in addition to your daily fluency time.*



Year 2 — Yearly Overview — Full class screening plans

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Stage 1 & 2 (review) Subitising and partitioning	Stage 3 Books 1 – 3 (review) -One More, One Less -Two More, Two Less -Number 10 Fact families	Stage 3 Books 4 – 6 (review) -Five and A Bit -Know About Zero -Doubles and Near Doubles	Stage 3 Books 7 & 8 (review) -Number Neighbours -7 Tree 9 Square	Stage 3 SCREENING WEEK	Stage 3 Gap teaching and consolidation	Stage 4 Ten and A Bit
Autumn 2	Stage 5 Make Ten and Then: Addition	Stage 5 Make Ten and Then: Addition	Stage 5 Make Ten and Then: Addition	Stage 5 Make Ten and Then: Subtraction	Stage 5 Make Ten and Then: Subtraction	Stage 5 Make Ten and Then: Subtraction	
Spring 1	Stage 5 More Doubles and Near Doubles	Stage 5 More Doubles and Near Doubles	Stage 5 More Doubles and Near Doubles	Stage 5 Adjusting	Stage 5 Adjusting	Stage 5 Adjusting	
Spring 2	Stage 5 Strategy Selection	Stage 5 Strategy Selection	Stage 5 SCREENING WEEK	Stage 5 Gap teaching and consolidation	Stage 5 Gap teaching and consolidation	Stage 5 Gap teaching and consolidation	
Summer 1	Stage 6 Calculating with Multiples of 10	Stage 6 Two-Digit Numbers: Calculating with Ones	Stage 6 Two-Digit Numbers: Calculating with Ones	Stage 6 Two-Digit Numbers: Calculating with Tens	Stage 6 Two-Digit Numbers: Calculating with Tens		
Summer 2	Stage 6 Make the Next Ten and Then	Stage 6 Make the Next Ten and Then	Stage 6 Make the Previous Ten and Then	Stage 6 Make the Previous Ten and Then	Planned in school according to need		

There is a plan for each half term showing you how to move through the programme on a day by day basis.



Year 2 — Spring 1

Week 1 — Stage 5, Book 3: More Doubles and Near Doubles		Week 2 — Stage 5, Book 3: More Doubles and Near Doubles		Week 3 — Stage 5, Book 3: More Doubles and Near Doubles	
Review	Teaching and practice	Review	Teaching and practice	Review	Teaching and practice
St 3 Bk 9 Fact set A factual fluency	Seeing doubles and halves teaching	St 3 Bk 9 Fact set C factual fluency	Doubles and halves teaching	St 3 Bk 9 Fact set A factual fluency	Hidden doubles teaching
St 3 Bk 9 Fact set B factual fluency	Seeing doubles	St 3 Bk 9 Fact set D factual fluency	Doubles and halves practice	St 3 Bk 9 Fact set B factual fluency	Hidden doubles practice
St 4 Bk 1 Factual fluency	Seeing halves	St 4 Bk 1 Factual fluency	Near doubles practice	St 3 Bk 9 Fact set C factual fluency	Factual fluency
St 5 Bk 1 Practice on tens frames or factual fluency	Doubles and halves fluency	St 5 Bk 2 Practice on tens frames or factual fluency	Factual fluency	St 3 Bk 9 Fact set D factual fluency	Cumulative practice
Small group gap teaching and consolidation		Small group gap teaching and consolidation		Small group gap teaching and consolidation	

Week 4 — Stage 5, Book 4: Adjusting		Week 5 — Stage 5, Book 4: Adjusting		Week 6 — Stage 5, Book 4 Adjusting	
Review	Teaching and practice	Review	Teaching and practice	Review	Teaching and practice
St 3 Bk 9 Fact set A factual fluency	Adding 9 teaching	St 3 Bk 9 Fact set C factual fluency	Subtracting 9 teaching	St 3 Bk 9 Fact set A factual fluency	Factual fluency
St 3 Bk 9 Fact set B factual fluency	Adding 9 practice	St 3 Bk 9 Fact set D factual fluency	Subtracting 9 practice	St 3 Bk 9 Fact set B factual fluency	Adjusting from bonds to 10
St 4 Bk 1 Factual fluency	Adding 8 teaching	St 4 Bk 1 Factual fluency	Subtracting 8 teaching	St 4 Bk 1 Factual fluency	Cumulative practice
St 5 Bk 3 Cumulative practice	Adding 8 practice	St 5 Bk 3 Cumulative practice	Subtracting 8 practice	St 5 Bk 3 Cumulative practice	Cumulative practice
Small group gap teaching and consolidation		Small group gap teaching and consolidation		Small group gap teaching and consolidation	

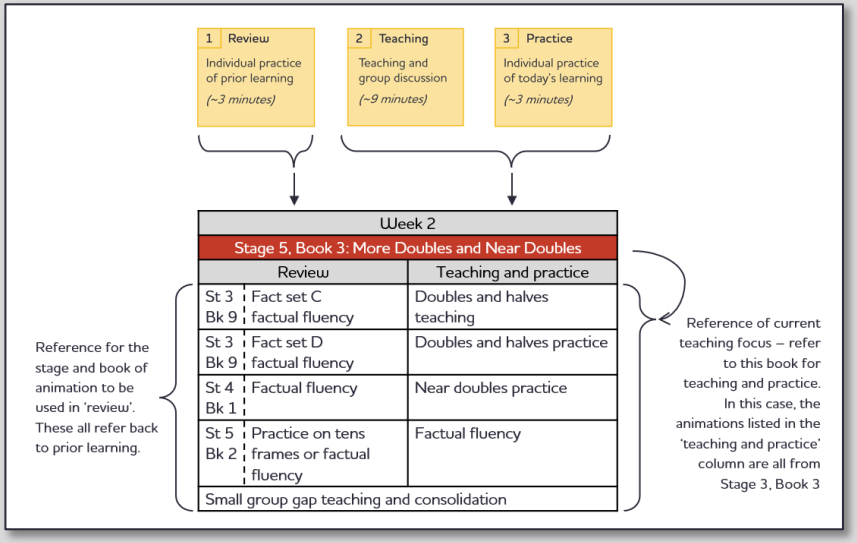
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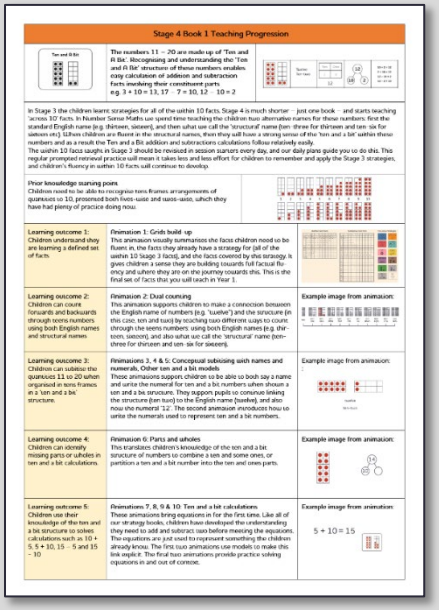
*If you can't find any suitable main maths lessons to drop, decide on a subset of children to screen just using your number fact time that week – either a representative sample, or focused on children you feel may have gaps.

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For each day we indicate one animation to use in the review section of the session, and a second animation to use in the teaching and practice parts of the session.

Small group gap teaching and consolidation




Stage 4 Book 1 Teaching Progression

Within the Teaching Resources section of the Teacher Portal there is a teaching progression summary for each book.

This provides pedagogical guidance for the book, and outlines learning outcomes for the children, matched to the teaching animations. This tells you what to focus on as you progress through the teaching animations for each book.

To be ready to teach, we suggested you have printed out and to hand:

- The relevant half termly overview from these plans so you know what animations to use each day
- The progression summary for the book you are teaching that week so you know what mathematics to draw out of them.

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Year 2 — Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Stage 1 & 2 (review)	Stage 3 Books 1 – 3 (review)	Stage 3 Books 4 – 6 (review)	Stage 3 Books 7 & 8 (review)	Stage 3	Stage 3	Stage 4
	Subitising and partitioning	-One More, One Less -Two More, Two Less -Number 10 Fact families	-Five and A Bit -Know About Zero -Doubles and Near Doubles	-Number Neighbours -7 Tree 9 Square	SCREENING WEEK	Gap teaching and consolidation	Ten and A Bit
Autumn 2	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	
	Make Ten and Then: Addition	Make Ten and Then: Addition	Make Ten and Then: Addition	Make Ten and Then: Subtraction	Make Ten and Then: Subtraction	Make Ten and Then: Subtraction	
Spring 1	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	
	More Doubles and Near Doubles	More Doubles and Near Doubles	More Doubles and Near Doubles	Adjusting	Adjusting	Adjusting	
Spring 2	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	
	Strategy Selection	Strategy Selection	SCREENING WEEK	Gap teaching and consolidation	Gap teaching and consolidation	Gap teaching and consolidation	
Summer 1	Stage 6	Stage 6	Stage 6	Stage 6	Stage 6		
	Calculating with Multiples of 10	Two-Digit Numbers: Calculating with Ones	Two-Digit Numbers: Calculating with Ones	Two-Digit Numbers: Calculating with Tens	Two-Digit Numbers: Calculating with Tens		
Summer 2	Stage 6	Stage 6	Stage 6	Stage 6	Planned in school according to need		
	Make the Next Ten and Then	Make the Next Ten and Then	Make the Previous Ten and Then	Make the Previous Ten and Then			

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Year 2 — Autumn 1

Note: This term is review. Read progression summaries for each book although only two days on each. The children will get continued practice within 10 through Year 2.

Week 1				Week 2				Week 3			
Stage 1 (review) Stage 2 (review)				Stage 3, Books 1 – 3 (review)				Stage 3, Books 4 – 6 (review)			
Review		Teaching and practice		Review		Teaching and practice		Review		Teaching and practice	
St 1 Bk 2	Subitising 1 - 10	St 2 Bk 3	Arrangements of 10 dots*	St 1 Bk 2	Subitising 1 - 10	St 3 Bk 1	Factual fluency	St 3 Bk 3	Cumulative practice	St 3 Bk 4	Practice animation
St 1 Bk 3	Tens frames 1 - 10 twos-wise	St 2 Bk 4	Arrangements of 6 dots*	St 1 Bk 3	Tens frames 1 - 10	St 3 Bk 2	Practice animation	St 3 Bk 3	Cumulative practice	St 3 Bk 4	Factual fluency
St 1 Bk 3	Tens frames fives-wise	St 2 Bk 5	Arrangements of 7 dots*	St 1 Bk 3	Tens frames 1 - 10	St 3 Bk 2	Factual fluency	St 3 Bk 4	Cumulative practice	St 3 Bk 5	Factual fluency
St 1 Bk 3	Tens frames 1 - 10	St 2 Bk 6	Arrangements of 8 dots*	St 3 Bk 2	Cumulative practice	St 3 Bk 3	Practice animation	St 3 Bk 5	Cumulative practice	St 3 Bk 6	Practice animation
St 1 Bk 3	Tens frames 1 - 10 with gaps	St 2 Bk 7	Arrangements of 9 dots*	St 3 Bk 2	Cumulative practice	St 3 Bk 3	Factual fluency	St 3 Bk 5	Cumulative practice	St 3 Bk 6	Factual fluency

* These animations are open ended without one correct answer, so we suggest you return to using the Stage 1 'review' animation in the practice section at the end of your session, rather than using these animations.

Week 4				Weeks 5 and 6	Week 7		
Stage 3, Books 7 & 8 (review)				Stage 3: Screening, gap teaching and consolidation	Stage 4, Book 1: Ten and A Bit (review)		
Review		Teaching and practice			Review		Teaching and practice
St 3 Bk 6	Cumulative practice	St 3 Bk 7	Practice animation	It will take 3 hours to screen the whole class using our Year 2 Stage 3 screener, which you can find in Stage 3 alongside the teaching materials. We suggest you do this in Week 5, using your number facts session time, plus two main maths lessons (clawing back time from some of the parts of the Year 2 curriculum which are less important that factual fluency).* Then, use your number fact sessions in Week 6 to gap teach. There is guidance on this in the screening pack. The Targeted Support and Screening section of the teacher portal provides additional information about supporting all children to make good progress.	St 3 Bk 9	Fact set A factual fluency	Conceptual subitising with names
St 3 Bk 6	Cumulative practice	St 3 Bk 7	Factual fluency		St 3 Bk 9	Fact set B factual fluency	Conceptual subitising with numerals
St 3 Bk 7	Cumulative practice	St 3 Bk 8	Practice animation		St 3 Bk 9	Fact set C factual fluency	Practice animation
St 3 Bk 7	Cumulative practice	St 3 Bk 8	Factual fluency		St 3 Bk 9	Fact set D factual fluency	Story contexts
St 3 Bk 2	Factual fluency	St 3 Bk 9	Fact set A with strategy prompts		St 3 Bk 9	Any	Factual fluency

The aim by the end of this term is that children are fluent in the facts within 10 (Stage 3 facts) and the Ten and A Bit facts (Stage 4 facts). Children will continue to practise these everyday into Autumn 2 in the 'review' part of the daily number facts session. *If you can't find any suitable main maths lessons to drop, decide on a subset of children to screen just using your number fact time that week – either a representative sample, or focused on children you feel may have gaps.

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Year 2	Autumn 2

Week 1			Week 2			Week 3		
Stage 5, Book 1: Make 10 and Then Addition			Stage 5, Book 1: Make 10 and Then Addition			Stage 5, Book 1: Make 10 and Then Addition		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 9	Fact set A factual fluency*	*Grids build-up* Addend of 9 teaching	St 3 Bk 9	Fact set A factual fluency*	Practice on tens frames**	St 3 Bk 9	Fact set A factual fluency*	Factual fluency
St 3 Bk 9	Fact set B factual fluency*	Addend of 9 practice	St 3 Bk 9	Fact set B factual fluency*	Practice on tens frames**	St 3 Bk 9	Fact set B factual fluency*	Factual fluency
St 3 Bk 9	Fact set C factual fluency*	Addend of 8 or 7 teaching	St 3 Bk 9	Fact set C factual fluency*	Practice on tens frames**	St 3 Bk 9	Fact set C factual fluency*	Factual fluency
St 3 Bk 9	Fact set D factual fluency*	Addend of 8 or 7 practice	St 3 Bk 9	Fact set D factual fluency*	Practice on tens frames **	St 3 Bk 9	Fact set D factual fluency*	Make 10 and Then on a Number line
Small group gap teaching and consolidation			Small group gap teaching and consolidation			St 4 Bk 1	Factual fluency	Make 10 and Then on a Number line

Week 4			Week 5			Week 6		
Stage 5, Book 2: Make 10 and Then Subtraction			Stage 5, Book 2: Make 10 and Then Subtraction			Stage 5, Book 2: Make 10 and Then Subtraction		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 9	Fact set A factual fluency*	*Grids build-up* Subtracting 9 teaching	St 3 Bk 9	Fact set A factual fluency*	Practice on tens frames**	St 3 Bk 9	Fact set A factual fluency*	Factual fluency
St 3 Bk 9	Fact set B factual fluency*	Subtracting 9 practice	St 3 Bk 9	Fact set B factual fluency*	Practice on tens frames**	St 3 Bk 9	Fact set B factual fluency*	Factual fluency
St 3 Bk 9	Fact set C factual fluency*	Subtracting 8 or 7 teaching	St 3 Bk 9	Fact set C factual fluency*	Practice on tens frames**	St 3 Bk 9	Fact set C factual fluency*	Factual fluency
St 3 Bk 9	Fact set D factual fluency*	Subtracting 8 or 7 practice	St 3 Bk 9	Fact set D factual fluency*	Practice on tens frames **	St 3 Bk 9	Fact set D factual fluency*	Make 10 and Then on a Number line
Small group gap teaching and consolidation			Small group gap teaching and consolidation			St 4 Bk 1	Factual fluency	Make 10 and Then on a Number line

* If you think your class need more scaffolding, you can use the 'strategy prompt' animations from Stage 3 Book 9 instead of the factual fluency ones.

**Follow the progression guidance sheet (Learning Outcomes 3 and 4), considering whether you want to introduce alternative models.

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Year 2	Spring 1

Week 1			Week 2			Week 3		
Stage 5, Book 3: More Doubles and Near Doubles			Stage 5, Book 3: More Doubles and Near Doubles			Stage 5, Book 3: More Doubles and Near Doubles		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 9	Fact set A factual fluency	Seeing doubles and halves teaching	St 3 Bk 9	Fact set C factual fluency	Doubles and halves teaching	St 3 Bk 9	Fact set A factual fluency	Hidden doubles teaching
St 3 Bk 9	Fact set B factual fluency	Seeing doubles	St 3 Bk 9	Fact set D factual fluency	Doubles and halves practice	St 3 Bk 9	Fact set B factual fluency	Hidden doubles practice
St 4 Bk 1	Factual fluency	Seeing halves	St 4 Bk 1	Factual fluency	Near doubles practice	St 3 Bk 9	Fact set C factual fluency	Factual fluency
St 5 Bk 1	Practice on tens frames or factual fluency	Doubles and halves fluency	St 5 Bk 2	Practice on tens frames or factual fluency	Factual fluency	St 3 Bk 9	Fact set D factual fluency	Cumulative practice
Small group gap teaching and consolidation			Small group gap teaching and consolidation			Small group gap teaching and consolidation		

Week 4			Week 5			Week 6		
Stage 5, Book 4: Adjusting			Stage 5, Book 4: Adjusting			Stage 5, Book 4 Adjusting		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 9	Fact set A factual fluency	Adding 9 teaching	St 3 Bk 9	Fact set C factual fluency	Subtracting 9 teaching	St 3 Bk 9	Fact set A factual fluency	Factual fluency
St 3 Bk 9	Fact set B factual fluency	Adding 9 practice	St 3 Bk 9	Fact set D factual fluency	Subtracting 9 practice	St 3 Bk 9	Fact set B factual fluency	Adjusting from bonds to 10
St 4 Bk 1	Factual fluency	Adding 8 teaching	St 4 Bk 1	Factual fluency	Subtracting 8 teaching	St 4 Bk 1	Factual fluency	Cumulative practice
St 5 Bk 3	Cumulative practice	Adding 8 practice	St 5 Bk 3	Cumulative practice	Subtracting 8 practice	St 5 Bk 3	Cumulative practice	Cumulative practice
Small group gap teaching and consolidation			Small group gap teaching and consolidation			Small group gap teaching and consolidation		

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Year 2	Spring 2

<table>
<tr><th colspan="3">Week 1</th><th colspan="3">Week 2</th><th>Weeks 3 - 6</th></tr>
<tr><td colspan="3">Stage 5, Book 5: Strategy selection</td><td colspan="3">Stage 5, Book 5: Strategy selection</td><td>Stage 5: Screening, gap teaching and consolidation</td></tr>
<tr><td colspan="2">Review</td><td>Teaching and practice</td><td colspan="2">Review</td><td>Teaching and practice</td><td rowspan="6">It will take 3 hours to screen the whole class using our Year 2 Stage 5 screener, which you can find in Stage 5 alongside the teaching materials.
We suggest you do this in Week 3, using your number facts session time, plus two main maths lessons (clawing back time from some of the parts of the Year 2 curriculum which are less important that factual fluency).*
Then, use your number fact sessions in Weeks 4-6 to gap teach. There is guidance on this in the screening pack.
The Targeted Support and Screening section of the teacher portal provides additional information about supporting all children to make good progress.</td></tr>
<tr><td>St 3
Bk 9</td><td>Fact set C
factual fluency</td><td>Strategy reminder
Fact set A</td><td>St 3
Bk 9</td><td>Fact set A
factual fluency</td><td>Strategy reminder
Fact set A</td></tr>
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Bk 9</td><td>Fact set D
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Bk 9</td><td>Fact set B
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Bk 1</td><td>Factual fluency</td><td>Fact set C</td><td>St 4
Bk 1</td><td>Factual fluency</td><td>Fact set C</td></tr>
<tr><td>St 5
Bk 3</td><td>Cumulative practice</td><td>Fact set D</td><td>St 5
Bk 3</td><td>Cumulative practice</td><td>Fact set D</td></tr>
<tr><td colspan="3">Small group gap teaching and consolidation</td><td colspan="3">Small group gap teaching and consolidation</td></tr>
</table>

The aim by the end of this term is that children are getting relatively fluent in their Stage 5 across 10 facts.

For Stage 3 within 10 facts, you will find that over time your children stop needing to consciously think about strategies, and will start to just know that 2 + 7 – 9 or 8 – 5 = 3 for example. For Stage 5 this is not the case. Even among numerate adults there are very few people who 'just know' facts like 8 + 9 = 17. Most people continue to use strategies for at least some, and in some cases most, of the facts across 10. So your aim for these facts is to make sure that children can quickly and fluently apply a strategy to get a correct answer with low cognitive load.

*If you can't find any suitable main maths lessons to drop, decide on a subset of children to screen just using your number fact time that week – either a representative sample, or focused on children you feel may have gaps.

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Year 2	Summer 1

Week 1			Week 2			Week 3		
Stage 6, Book 1: Calculating with multiples of 10			Stage 6, Book 2: Calculating with ones			Stage 6, Book 2: Calculating with ones		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 5 Bk 7	Factual fluency	Enumerating tens	St 6 Bk 1	Factual fluency	Adding ones	St 3 Bk 9	Fact Set D factual fluency	Factual fluency
St 5 Bk 7	Factual fluency	Adding tens	St 3 Bk 9	Fact Set A factual fluency	Adding ones	Use these extra days to do whatever you feel necessary to meet the needs of your class. This might include: - Using some of the written exercises from Stage 6 Book 2 which consolidation adding ones - Working with a small group for targeted support on this		
St 5 Bk 7	Factual fluency	Subtracting tens	St 3 Bk 9	Fact Set B factual fluency	Subtracting ones			
St 5 Bk 7	Factual fluency	Factual fluency	St 3 Bk 9	Fact Set C factual fluency	Subtracting ones			
St 5 Bk 7	Factual fluency	Factual fluency						

Week 4			Week 5			Week 6
Stage 6, Book 3: Calculating with tens			Stage 6, Book 3: Calculating with tens			
Review		Review	Review		Teaching and practice	
St 6 Bk 1	Factual fluency	Adding tens	St 5 Bk 7	Factual fluency	Factual fluency	
St 6 Bk 2	Factual fluency	Adding tens	Use these extra days to do whatever you feel necessary to meet the needs of your class. This might include: - Using some of the written exercises from Stage 6 Book 3 which consolidation subtracting ones - Working with a small group for targeted support on this			
St 5 Bk 7	Factual fluency	Subtracting tens				
St 5 Bk 7	Factual fluency	Subtracting tens				

*Follow the progression guidance sheet, considering how your class respond to the part part whole model as an alternative model

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Year 2	Summer 2

Week 1			Week 2			Week 3		
Stage 6, Book 4: Make the Next Ten and Then			Stage 6, Book4: Make the Next Ten and Then			Stage 6, Book 5: Make the Previous Ten and Then		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 6 Bk 1	Factual fluency	Practice on number lines	St 3 Bk 9	Fact Set B factual fluency	Factual fluency	St 6 Bk 1	Factual fluency	Practice on number lines
St 6 Bk 2	Factual fluency	Practice on number lines	Use these extra days to do whatever you feel necessary to meet the needs of your class. This might include: - Using some of the written exercises from Stage 6 Book 4 which consolidation addition by bridging through a 10 - Working with a small group for targeted support on this			St 6 Bk 2	Factual fluency	Practice on number lines
St 6 Bk 3	Factual fluency	Practice on part part whole models*				St 6 Bk 3	Factual fluency	Practice on part part whole models*
St 3 Bk 9	Fact Set A factual fluency	Factual fluency				St 6 Bk 4	Factual fluency	Factual fluency

Week 4			Weeks 5 - 7
Stage 6, Book 5: Make the Previous Ten and Then			Plan in school according to need
Review		Teaching and practice	By the end of Year 2 you want to be sure that children can - Add and subtract within 10 fluently (Stage 3), increasingly moving beyond needing to consciously think of a strategy, and starting to move to recall of these fact - Calculate with teens numbers (breaking into/making from the Ten and a Bit parts) (Stage 4) - Add and subtract across 10 fluently (Stage 5). Even numerate adults very often continue to use strategies for across 10 calculation, so your aim is here for the children to confidently apply a strategy rather than recall (other than for doubles/halves which do need to be recalled) - Calculate mentally by adding ones, or adding tens (Stage 6). This covers a decent part of the Year 2 additive curriculum. The Number Facts Fluency programme is intentionally taught until the end of the Autumn Term in Year 3. Children need this additional teaching and practice to maintain and embed fluency. Make sure you cover this as part of your end of year transition meetings with the Year 3 teacher.
St 5 Bk 7	Factual fluency	Factual fluency	
Use these extra days to do whatever you feel necessary to meet the needs of your class. This might include: - Using some of the written exercises from Stage 6 Book 5 which consolidation subtraction by bridging through a 10 - Working with a small group for targeted support on this			

*Follow the progression guidance sheet, considering how your class respond to the part part whole model as an alternative model

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