## Activities

## Chant A Whole Table

## $2 \times$ table

Tap 2 fingers on the palm of your hand as you chant
E.g. $1 \times 2=2,2 \times 2=4$...
$5 \times$ table
Tap one hand on the palm of the other as you chant
E.g. $1 \times 5=5,2 \times 5=10$...
$10 \times$ table
Hold up a finger each time we move a line, follow as teacher points to 10's on the 100 square
E.g. $1 \times 10=10,2 \times 10=20 \ldots$

Chant B Multiples Only
Count up and down in 1's, 2's, 5's etc. Hold a hand up each time we count Chant C Multiples Only
Count in 1's, 2's, 5 's etc. Whisper and shout alternate multiples
5101520253035404550556065707580859095100

## Chant D

Number Bond Rap (See Y1 Autumn 1)

## Chant E

Slap knees, Clap hands, Click fingers whilst chanting bonds to 20
E.g. Clap, Slap, Click
$20+0=20$
$19+1=20$ etc

## Circle Game A

Count up and back around the circle
In 1's to 10 raise one hand in turn and everyone says number, arms
down as we all count backwards. How quick can we get?
0123456789 10-10 9876543210
In 2's to $\mathbf{2 0}$ hold 2 hands up each turn, or hold hands with person next to you and raise hands together.
024681012141618 20-20 181614121086420
In 10's to 100 raise ten fingers
0 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0

## Show Me A

Give question, e.g. $5 \times 2=?, 3+?=10$, children respond on whiteboards or number fans

## Year 2 Autumn 1

* New This Term *

| Week | Mon | Tues | Wed | Thurs | Fri |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Chant D <br> Bonds to 10 | Chant D <br> Bonds to 10 | Chant D <br> Bonds to 10 | Chant D <br> Bonds to 10 | Show Me A <br> Bonds to 10 |
| 2 | Chant B <br> 1 | Chant B <br> 1 | Chant C <br> 1 | Chant C <br> 1 | Circle A |
| 3 | $\underset{2}{\text { Chant } B}$ | Chant B | $\underset{2}{\text { Chant } \mathrm{C}}$ | $\underset{2}{\text { Chant } C}$ | Chant A |
| 4 | $\operatorname{Chant}_{2} \mathrm{~A}$ | $\underset{2}{\text { Chant } A}$ | $\operatorname{Chant}_{2} \mathrm{~A}$ | $\underset{2}{\mathrm{Circle}} \mathrm{~A}$ | Show me A 2 |
| 5 | Chant D <br> Bonds to 10 | Chant D <br> Bonds to 10 | Chant D <br> Bonds to 10 | Chant D <br> Bonds to 10 | Show Me A <br> Bonds to 10 |
| 6 | $\text { Chant B }_{10}$ | Chant B <br> 10 | $\text { Chant }_{10} \mathrm{~A}$ | $\text { Chant }_{10} \mathrm{~A}$ | $\underset{10}{\text { Circle A }}$ |
| 7 | Chant E <br> Bonds to 20 | Chant E <br> Bonds to 20 | Chant E <br> Bonds to 20 | Chant E <br> Bonds to 20 | Show Me A Bonds to 20 |

## Activities

## Chant A Whole Table

$2 \times$ table
Tap 2 fingers on the palm of your hand as you chant
E.g. $1 \times 2=2,2 \times 2=4$...
$5 \times$ table
Tap one hand on the palm of the other as you chant
E.g. $1 \times 5=5,2 \times 5=10$...
$10 \times$ table
Hold up a finger each time we move a line, follow as teacher points to 10's on the 100 square
E.g. $1 \times 10=10,2 \times 10=20 \ldots$

Chant B Multiples Only
Count up and down in 1's, 2's, 5's etc. Hold a hand up each time we count Chant C Multiples Only
Count in 1's, 2's, 5 's etc. Whisper and shout alternate multiples
5101520253035404550556065707580859095100

## Chant D

Number Bond Rap (See Y1 Autumn 1)

## Chant E

Slap knees, Clap hands, Click fingers whilst chanting bonds to 20
E.g. Clap, Slap, Click

$$
\begin{aligned}
& 20+0=20 \\
& 19+1=20 \text { etc }
\end{aligned}
$$

## Circle Game A

Count up and back around the circle
In 1's to 10 raise one hand in turn and everyone says number, arms
down as we all count backwards. How quick can we get?
0123456789 10-109876543210
In 2's to $\mathbf{2 0}$ hold 2 hands up each turn, or hold hands with person next to you and raise hands together.
$02468101214161820-20181614121086420$
In 10's to 100 raise ten fingers
0 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
$100,90,80,70,60,50,40,30,20,10,0$

## Show Me A

Give question, e.g. $5 \times 2=$ ?, $3+$ ? $=10$, children respond on whiteboards or number fans

## Year 2 Autumn 1

* New This Term *

| Week | Mon | Tues | Wed | Thurs | Fr |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | $\underset{10}{\text { Chant B }}$ | $\text { Chant }_{10} \mathrm{~A}$ | $\text { Chant }_{10} \mathrm{~A}$ | $\text { Chant }_{10} \mathrm{~A}$ | $\underset{10}{\mathrm{Circle}} \mathrm{~A}$ |
| 9 | Chant E <br> Bonds to $20$ | Chant E <br> Bonds to <br> 20 | Chant E <br> Bonds to 20 | Chant E <br> Bonds to $20$ | Show Me A Bonds to 20 |
| 10 | $\underset{5}{\text { Chant B }}$ | $\underset{5}{\text { Chant B }}$ | $\underset{5}{\text { Chant }^{2}}$ | ${\underset{5}{C h a n t}}^{C}$ | Chant A 5 |
| 11 | $\operatorname{Chant}_{5} \mathrm{~A}$ | $\text { Chant A }_{5}$ | $\operatorname{Chant}_{5} \mathrm{~A}$ | Show Me A 5 | $\underset{5}{\text { Circle }} \mathrm{A}$ |
| 12 | Chant D <br> Bonds to 10 | Chant D <br> Bonds to 10 | Chant E <br> Bonds to 20 | Chant E <br> Bonds to <br> 20 | Show Me A Bonds to 20 |
| 13 | Chant B 1 | $\underset{2}{\text { Chant B }^{2}}$ | $\text { Chant B }_{10}$ | $\underset{5}{\text { Chant }^{\prime}}$ | $\begin{gathered} \text { Circle/5 } \end{gathered}$ |
| 14 | Chant D <br> Bonds to 10 | $\mathrm{Chant}_{2} \mathrm{~A}$ | $\operatorname{Chant}_{10} \mathrm{~A}$ | Chant A 5 | Super Show Me A 2/5/10 |

## Activities

Chant A Whole Table
As Y2 Autumn

## Chant B Multiples Only

Count in 1's, 2's, 5's etc
Whisper and shout alternate multiples
5101520253035404550556065707580859095100
Chant C
Number Bond Rap (see Y1 Autumn 1)
Chant D
Slap knees, Clap hands, Click fingers whilst chanting bonds to 20
E.g. Clap, Slap, Click
$20+0=20$
$19+1=20$ etc

## Circle Game A

Count up and back around the circle
In 2's to $\mathbf{2 0}$ raise two hands in turn and everyone says number, arms down as we all count backwards. How quick can we get?
02468101214161820,20181614121086420
In 5's to 50 raise five fingers in turn and everyone says number, arms down as we all count backwards. How quick can we get?
051015202530354045 50, 50454035302520151050
In 10's to 100 raise ten fingers
0102030405060708090100 , 1009080706050403020100
Circle Game B
Round the world
Children can either be in a circle or standing behind their chairs. 2 children stand up (teacher's choice, can be differentiated). Teacher asks tables question to the 2 children. First with correct response stays standing. Teacher chooses another child from the group. The rest of the class can be included by responding on whiteboards. The winner is the child who defeats most opponents.
Show Me A
Give question, e.g. $5 \times 2=$ ?, $3+?=10$, children respond on whiteboards/ number fans
Show Me B
Doubles/Halves
Double my multiple - teacher says a x2 and class say back the double /half Teacher: $5 \times 2=10$ and $5 \times 4=$
Class: 20
Teacher: $3 \times 4=12$ and $3 \times 2=$
Class: 6
Bonds to 100
If $3+7=10,30+?=100$. Children respond on whiteboards/ number fans

## Year 2 Spring 1

\author{

* New This Term *
}

| Week | Mon | Tues | Wed | Thurs | Fri |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | Chant B <br> 10 | Chant A <br> 10 | Chant A <br> 10 | Chant A <br> 10 | Circle A <br> 10 |
| $\mathbf{2}$ | Chant D <br> Bonds to 20 | Chant D <br> Bonds to 20 | Chant D <br> Bonds to 20 | Chant D <br> Bonds to 20 | Show Me <br> A <br> Bonds to 20 |
| $\mathbf{3}$ | Chant B <br> 5 | Chant B <br> 5 | Chant A <br> 5 | Chant A <br> 5 | Circle A <br> 5 |
| $\mathbf{4}$ | Chant C <br> Bonds to 10 | Chant C <br> Bonds to 10 | Chant D <br> Bonds to 10 | Chant D <br> Bonds to 10 | Show Me <br> A <br> Bonds to 20 |
| $\mathbf{5}$ | Chant B <br> 1 | Chant B <br> 2 | Chant B B <br> Bonds to 10 | Chant B <br> 5 | Circle A <br> $10 / 5$ |
|  | Chant A <br> 10 | Chant A <br> 5 | Super <br> Show Me <br> A <br> $2 / 5 / 10$ |  |  |

## Activities

Chant A Whole Table
As Y2 Autumn

## Chant B Multiples Only

Count in 1's, 2's, 5's etc
Whisper and shout alternate multiples
5101520253035404550556065707580859095100
Chant C
Number Bond Rap (see Y1 Autumn 1)
Chant D
Slap knees, Clap hands, Click fingers whilst chanting bonds to 20
E.g. Clap, Slap, Click
$20+0=20$
$19+1=20$ etc

## Circle Game A

Count up and back around the circle
In 2's to $\mathbf{2 0}$ raise two hands in turn and everyone says number, arms down as we all count backwards. How quick can we get?
024681012141618 20, 20181614121086420
In 5's to 50 raise five fingers in turn and everyone says number, arms down as we all count backwards. How quick can we get?
051015202530354045 50, 50454035302520151050
In 10's to 100 raise ten fingers
0102030405060708090100 , 1009080706050403020100
Circle Game B
Round the world
Children can either be in a circle or standing behind their chairs. 2 children stand up (teacher's choice, can be differentiated). Teacher asks tables question to the 2 children. First with correct response stays standing. Teacher chooses another child from the group. The rest of the class can be included by responding on whiteboards. The winner is the child who defeats most opponents.
Show Me A
Give question, e.g. $5 \times 2=$ ?, $3+?=10$, children respond on whiteboards/ number fans
Show Me B
Doubles/Halves
Double my multiple - teacher says a x2 and class say back the double /half Teacher: $5 \times 2=10$ and $5 \times 4=$
Class: 20
Teacher: $3 \times 4=12$ and $3 \times 2=$
Class: 6
Bonds to 100
If $3+7=10,30+?=100$. Children respond on whiteboards/ number fans

## Year 2 Spring 2

\author{

* New This Term *
}

| Week | Mon | Tues | Wed | Thurs | Fri |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | $\underset{5}{\text { Chant } A}$ | Circle A 5 | $\text { Chant B }_{5}$ | Circle A 5 | Show Me A 5 |
| 8 | Chant C <br> Bonds to 10 | Chant C Bonds to 10 | Chant D <br> Bonds to 20 | Chant D <br> Bonds to 20 | Circle B Bonds to 10/20 |
| 9 | Chant C <br> Bonds to 10 | Show Me B Bonds to 100 | Show Me B Bonds to 100 | Show Me B Bonds to 100 | Circle B <br> Bonds to 100 |
| 10 | Chant A | Chant A <br> 2 | $\text { Chant }_{10} \mathrm{~A}$ | $\text { Chant }_{10} \mathrm{~A}$ | Chant A <br> 5 |
| 11 | $\operatorname{Chant}_{5} \mathrm{~A}$ | Show Me <br> A <br> 2/5/10 | $\underset{2 / 5 / 10}{\text { Circle B }}$ | Chant C <br> Bonds to 10 | Chant C <br> Bonds to 10 |
| 12 | Chant D <br> Bonds to 20 | Chant D Bonds to 20 | Show Me B Bonds to 100 | Circle B <br> Bonds to 100 | Super Show Me A Bonds to 10/20/100 |

## Activities

Chant A Multiples Only then Whole Table
Follow teacher pointing and moving forwards and backwards on counting stick. E.g.
2,4,6,8,10,8,6,4 etc
$5,10,15,20,25,30,25,20,15$ etc
$10,20,30,40,50,60,50,40,30,20$ etc
Repeat, chanting whole table $-1 \times 2=2,2 \times 2=4$ etc
Chant B Multiples Only
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
5-10 x table
Clap hands as you say 5 , pat knees to say 10 , clap for 15 , pat for 20 etc
Then only say the multiples of 10 as you pat,
Clap, 10, clap, 20 etc
Chant C
Number Bond Rap (see Y1 Autumn 1)
Chant D
Slap knees, Clap hands, Click fingers whilst chanting bonds to 20
E.g. Clap, Slap, Click

$$
\begin{array}{ll}
20+0= & 20 \\
19+1= & 20 \text { etc }
\end{array}
$$

## Circle Game A

Roll or throw a beachball or bean bag. As you catch it you have to either-
Continue the sequence. E.g. 2,4,6,8,10.
Answer the teacher. E.g. $3 \times 5=, 100=40+$ ?, Double $6=$ ? etc
Circle Game B
Round the world (see Y2 Spring 2)

## Show Me A

Give question, e.g. $5 \times 2=$ ?, $3+?=10$, children respond on whiteboards/ number fans
Show Me B
Doubles/ Halves
Double my multiple - teacher says a x2 and class say back the double.
Teacher: $5 \times 2=10$ and $5 \times 4=$
Class: 20
Teacher: $3 \times 2=6$ and $3 \times 4=$
Class: 12
Reverse for halves.
Bonds to 100
If $3+7=10,30+?=100$. Children respond on whiteboards/ number fans

## Year 2 Summer 1

* New This Term *

| Week | Mon | Tues | Wed | Thurs | Fri |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | Chant A <br> 2 | Chant A <br> 2 | Chant A <br> 2 | Circle A <br> 2 | Show Me <br> A <br> 2 |
| $\mathbf{2}$ | Chant B <br> $2 / 4$ | Chant B <br> $2 / 4$ | Chant A <br> $\mathbf{4}$ | Chant A <br> $\mathbf{4}$ | Chant A <br> $\mathbf{4}$ |
| $\mathbf{3}$ | Chant A <br> $\mathbf{4}$ | Chant A <br> 5 | Chant A <br> 5 | Circle A <br> 5 | Show Me <br> A <br> 5 |
| $\mathbf{4}$ | Chant B <br> $5 / 10$ | Chant B <br> $5 / 10$ | Chant A <br> 10 | Circle A <br> 10 | Show Me <br> A <br> 10 |
| $\mathbf{5}$ | Chant C <br> Bonds to 10 | Chant A <br> 4 | Chant A <br> 4 | Chant A <br> 4 | Chant C <br> Bonds to 10 |
| $\mathbf{6}$ | Chant D <br> Bonds to 20 | Chant D <br> Bonds to 20 | Chant D <br> Bonds to 20 | Circle B <br> Bonds to 20 | Show Me <br> A <br> Bonds to 10/20 |

## Activities

Chant A Multiples Only then Whole Table
Follow teacher pointing and moving forwards and backwards on counting stick. E.g.
2,4,6,8,10,8,6,4 etc
$5,10,15,20,25,30,25,20,15$ etc
$10,20,30,40,50,60,50,40,30,20$ etc
Repeat, chanting whole table- $1 \times 2=2,2 \times 2=4$ etc
Chant B Multiples Only
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
5-10 x table
Clap hands as you say 5 , pat knees to say 10 , clap for 15 , pat for 20 etc
Then only say the multiples of 10 as you pat,
Clap, 10, clap, 20 etc
Chant C
Number Bond Rap (see Y1 Autumn 1)
Chant D
Slap knees, Clap hands, Click fingers whilst chanting bonds to 20
E.g. Clap, Slap, Click

$$
\begin{aligned}
& 20+0=20 \\
& 19+1=20 \text { etc }
\end{aligned}
$$

## Circle Game A

Roll or throw a beachball or bean bag. As you catch it you have to either-
Continue the sequence. E.g. 2,4,6,8,10.
Answer the teacher. E.g. $3 \times 5=, 100=40+$ ?, Double $6=$ ? etc
Circle Game B
Round the world (see Y2 Spring 2)

## Show Me A

Give question, e.g. $5 \times 2=$ ?, $3+?=10$, children respond on whiteboards/ number fans
Show Me B
Doubles/ Halves
Double my multiple - teacher says a x2 and class say back the double.
Teacher: $5 \times 2=10$ and $5 \times 4=$
Class: 20
Teacher: $3 \times 2=6$ and $3 \times 4=$
Class: 12
Reverse for halves.
Bonds to 100
If $3+7=10,30+?=100$. Children respond on whiteboards/ number fans
" Sandwell
Metropolitan Borough Council

## Year 2 Summer 2

* New This Term *

| Week | Mon | Tues | Wed | Thurs | Fri |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | Circle A Bonds to 100 | Circle A Bonds to 100 | Show Me B Bonds to 100 | Show Me B <br> Bonds to 100 | Show Me A Bonds to 100 |
| 8 | Show Me B Doubles/ halves | Show Me B Doubles/ halves | Circle A Doubles/ halves | Circle A Doubles/ halves | Circle Doubles/ halves |
| 9 | Chant A $4$ | Chant A $4$ | Circle A <br> 4 | Circle B 4 | $\begin{gathered} \text { Show Me } \\ \text { A } \\ 4 \end{gathered}$ |
| 10 | Chant A <br> 2 | $\underset{2}{\mathrm{Circle}} \mathrm{~A}$ | Show Me A 2 | Chant A <br> 10 | $\underset{10}{\text { Circle A }}$ |
| 11 | Show Me <br> A <br> 10 | $\text { Chant }_{5}$ | Circle A | Show Me A 5 | Chant A 4 |
| 12 | Circle A 5 | Show Me A 5 | Circle B Bonds to 10/20/100 | Show Me B Bonds to 10/20/100 | Super Show Me A 2/5/10/4 |

