

## Maths Medium Term Plan: Year 2

## Autumn – second half (Term 1b)

Wk	Topics	Objectives
1	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>addition and subtraction,</li> <li>understanding + and -,</li> <li>money problems,</li> <li>exchanging money for equivalent amounts</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to experiment with addition and subtraction to find a total.</li> <li>Understanding that when adding the number becomes larger, and when subtracting the numbers becomes smaller.</li> <li>Using mathematical apparatus to support problem solving</li> <li>Begin to understand the relationship between addition and subtraction, whereby subtraction is the inverse of addition</li> <li>Use the + , - and = signs to record mental additions in a number sentence.</li> <li>Use the fewest coins to buy an object, exchanging groups of coins for the same amount</li> <li>Recognise the relationship between sets of coins (1p to £2) and to exchange a coin for its equivalent amount in smaller coins, within £1.00</li> <li>Rewrite repeated addition sentences as simplified multiplication sentences</li> </ul>
2	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>odd &amp; even numbers</li> <li>place value</li> <li>partitioning into tens and units</li> <li>sorting numbers using &lt; and &gt;</li> <li>in between numbers</li> <li>rounding to the nearest 10</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the odd and even numbers within 30, based on a developing understanding of the number system</li> <li>Begin to recognise the relationship between even numbers and multiples of 2</li> <li>Partitioning 2-digit numbers into tens and units to supporting the ordering of numbers</li> <li>Beginning to use the signs &lt; , &gt; to sort numbers using the terms 'greater than' and 'less than', based on a developing understanding of the number system</li> <li>Using mathematical materials to identify all the numbers that lie between two numbers.</li> <li>Recognise multiples of 10</li> <li>Rounding 2-digit numbers to the nearest multiple of 10, within 100 (extending to rounding to the nearest 100, for more able children)</li> <li>Using recall of number pairs for 10 to support rounding</li> </ul>
3	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>number bonds for 20</li> <li>bridging 10</li> <li>multiplication of 2s, 5s, 10s</li> </ul>	<ul style="list-style-type: none"> <li>Know by heart all pairs of numbers with a total of 20 and all pairs of multiples of 10 with a total of 100</li> <li>Recognise the use of the _ symbol to represent the unknown number</li> <li>Knowledge of counting in 10s to identify multiples of 10 within 100</li> <li>Addition of TU + U, by adding to the next multiple of 10 and adding on what's left (bridging through 10)</li> <li>Understand multiplication as grouping in sets of 2s, 5s and 10s</li> <li>Understand the operation of multiplication as repeated addition or as describing an array</li> <li>Use and begin to read the related vocabulary</li> <li>Use the x and = signs to record mental calculations in a number sentence</li> <li>Solve multiplication problems presented as word problems</li> </ul>

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4	<b>Number</b> <ul style="list-style-type: none"> <li>• fractions of shapes</li> <li>• fractions of amounts</li> <li>• equivalent fractions</li> <li>• finding multiple fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name a range of 2D shapes</li> <li>• Talk about the properties of 2D shapes</li> <li>• Fold 2D shapes into equal parts and recognise these parts as fractions of a whole, using the terms <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math></li> <li>• Recognise that some shapes can be divided into halves, quarters and thirds, and that others cannot</li> <li>• Understand that some combinations of fractions look the same, for example <math>2 \times \frac{1}{4} = \frac{1}{2}</math> (equivalent fractions)</li> <li>• Use sharing to find <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> of amounts</li> <li>• Know that in order to divide a whole number into equal fractions, each fraction must contain the same number of parts</li> <li>• Relate knowledge of the multiplication system as support for solving multiple fractions, eg <math>\frac{3}{4}</math> of 12, <math>\frac{2}{3}</math> of 9</li> </ul>
5	<b>Statistics</b> <ul style="list-style-type: none"> <li>• collecting, presenting and analysing data</li> <li>• frequency tables</li> <li>• bar charts</li> <li>• pictograms</li> </ul>	<ul style="list-style-type: none"> <li>• Solve a given problem by carrying out activities relating to statistics</li> <li>• Collecting data using a frequency chart, using knowledge of multiples of 5</li> <li>• Presenting data in the form of a bar chart</li> <li>• Be able to accurately read a scale in divisions of 1, 2 or 5, where not all numbers are shown</li> <li>• Begin to make decisions when drawing an accurate scale, using increments of 2, 5, 10</li> <li>• Begin to analyse data displayed in different forms and to understand what it shows</li> <li>• Draw and interpret a pictogram</li> <li>• Answer questions about statistics</li> <li>• Use a Carroll Diagram to sort numbers</li> <li>• Compare and group numbers based on a range of different properties</li> </ul>
6	<b>Measurement</b> <ul style="list-style-type: none"> <li>• read and write analogue and digital time</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use and read the vocabulary related to time.</li> <li>• Understand the relationship between minutes, hours and days</li> <li>• Understand when certain events happen within the day</li> <li>• To know that there are 60 seconds within a minute, 60 minutes within an hour and 24 hours in a day</li> <li>• Read the time to the hour, half hour and quarter hour on analogue and digital clocks</li> <li>• Counting on and back in fives to support time telling</li> <li>• Use this learning to solve time word problems</li> </ul>

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7	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• temperature</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• calculating change</li> <li>• adding 11, 12 and multiples of 10</li> <li>• adding amounts of money</li> <li>• repeated addition</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use a thermometer to accurately measure temperature</li> <li>• Be able to read a scale shown on a thermometer to the nearest degree, including scales shown in increments of 1, 2 and 5, where not all numbers are shown</li> <li>• Recognise 0°C as freezing point</li> <li>• Begin to read temperatures in negative form and that these temperatures represent frozen liquids</li> <li>• To order temperatures from coldest to warmest, based on an understanding of the number system</li> <li>• Make estimations based on prior knowledge, in relation to temperature</li> <li>• Find change within £1.00 using subtraction</li> <li>• Use materials to subtract in steps of 10 and 1</li> <li>• Add 11, 12 and multiples of 10 to a 2-digit numbers by counting on in steps of 10 and 1</li> <li>• Know that when adding a multiple of 10, the number in the tens column will change, and that this is the same for the units column when adding ones</li> <li>• Use a number square to support calculations</li> <li>• Find the total of a set of coins starting with the largest amount</li> <li>• To count in steps of 2, 5 and 10 when solving addition sums involving repeated addition</li> </ul>