

Maths Medium Term Plan: Year 2

Spring – second half (Term 2b)

Wk	Topics	Objectives
1	<p>Number</p> <ul style="list-style-type: none"> • missing number problems • addition and subtraction (bridging through 10) • fractions • division 	<ul style="list-style-type: none"> • Recall the number pairs for 20 • Use number pairs for 10 to find the missing number, when making the next multiple of 10 • Use mental calculation to solve $TU + U$ by making the next multiple of 10 and adding on what's left (bridging through ten) • Use this process when subtracting across 10 • Recognise a fraction as sharing • Find fractions of amounts using a sharing method • Find multiple fractions of amounts, eg $\frac{3}{4}$ of 12 • Use this method to solve division sums • Count in steps of 2, 3, 5 and 10 to quickly solve division sums
2	<p>Geometry</p> <ul style="list-style-type: none"> • 2D & 3D shapes – sorting and constructing • reflection in a mirror line • reflective symmetry • right angles • repeating patterns 	<ul style="list-style-type: none"> • Rehearse the names & properties of common 2D and 3D shapes, including regular and irregular polygons • Sort 2D shapes by their properties, to include the terms sides and vertices • Extend this learning to 3D shapes, using the terms edges, faces and vertices • Construct and describe 3D shapes and their properties. • Recognise that 3D shapes are constructed using 2D shapes • Begin to recognise symmetry as reflection within a mirror line • Understand that some 2D shapes can be divided equally through lines of symmetry • Use a mirror to locate lines of symmetry in 2D shapes • Reflect a 2D shape in a mirror line by measuring the length of each side and reflecting this appropriately • Sort and order simple patterns and shapes through reflection within a mirror line • Be able to reflect a pattern within a 4-quadrant axis (more able) • Review recognising a right angle and making a right-angle measure • Arrange mathematical objects to complete a repeating pattern

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3	<p>Number</p> <ul style="list-style-type: none"> addition and subtraction (bridging through 10) mental recall of number facts inverse operations 	<ul style="list-style-type: none"> Partition a 2-digit number into tens and units Add 2-digit numbers together (bridging through 10), using the following 2-step process: <ul style="list-style-type: none"> $25 + 13 = ?$ $25 + 10 = 35$ $35 + 3 = 38$ Use this process to support subtraction of 2-digit number across 10 Use knowledge of place value to mentally add and subtract 2-digit numbers (not bridging 10): <ul style="list-style-type: none"> $43 + 25 = ?$ $(4 + 2 = 6)$ $(3 + 5 = 8)$ $43 + 25 = 68$ Know that addition is the inverse of subtraction, and use this rule to solve missing number problems
4	<p>Number</p> <ul style="list-style-type: none"> multiplication commutativity division inverse operations <p>Measurement</p> <ul style="list-style-type: none"> time 'real life' word problems 	<ul style="list-style-type: none"> Count in steps of 2, 3, 5 and 10 to solve multiplication sums Use mental recall to solve multiplication sums Know that multiplication sums can be written and solved in either order (commutativity) Know that division is the inverse of multiplication Understand that multiplication can be calculated in either order, but that division sums must begin with the larger number Use and read the vocabulary related to time. Begin to use this understanding to solve 'real life' problems involving time Read and write the time to half past, quarter past and quarter to the hour on analogue and digital clocks Read and write the time to the nearest 5 minutes
5	<p>Number</p> <ul style="list-style-type: none"> fractions addition and subtraction word problems 2-step word problems 	<ul style="list-style-type: none"> Explain the role of the numerator and denominator in fraction notation Confidently find fractions of amounts using sharing Be able to compare fractions of amounts, being able to say if a fraction of an amount is more or less than another Extend this learning to solving fraction investigations Recognise and show equivalent fractions of shapes – understand that $\frac{1}{4}$s equivalent to $\frac{2}{4}$ Use a range of mental and written strategies to solve addition and subtraction word problems Understand the meaning of mathematical language (eg 'altogether' requires the use of addition) Begin to solve 2-step addition and subtraction word problems

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6	<p>Number –</p> <ul style="list-style-type: none"> • ordering • addition • multiplying larger numbers • multiplying 3 numbers • calculating change 	<ul style="list-style-type: none"> • Use words and numerals to read and write numbers above 100 • Sort numbers from smallest to largest based on a secure knowledge of the number system to above 100, including 3-digit numbers • Understand that more than two numbers can be added together. To add three one-digit numbers (totals up to 20) or three two-digit numbers with the help of apparatus (totals up to 100). • Add three small numbers by putting the largest number first and/or find a pair totalling ten. • Choose and use appropriate operations and efficient calculation strategies to solve problems. • Repeat addition in a different order. • Partition larger 2-digit numbers into their relevant parts and use this to multiply larger numbers, using the following process: <div style="margin-left: 20px;"> $3 \times 15 = ?$ $10 \quad 5$ $10 \quad 5$ $10 \quad 5$ $30 + 10 + 5 = 45$ </div> • Multiply 3 numbers together using 2-steps (eg $5 \times 2 \times 3$) • Recall that multiplication can be calculated in any order • Make decisions about problem solving • Use a diagram to calculate change • Find the difference between 2 numbers by counting on, using knowledge of number pairs for 10 and 100