Maths Medium Term Plan: Year 2   Autumn – first half (Term 1a)

Wk	Topics	Objectives
1	**Number** • Place value, • Partitioning 2-digit numbers into tens and units, • Addition (money), • Ordering numbers from smallest to largest	• Say the number names in order to at least 100 from and back to zero. • Count reliably up to 100 objects • Read and write whole numbers to at least 100 in figures • Use the + and = signs to record addition sentences. • Extend this understanding of addition when finding the total value of a set of coins (adding 1p, 2p, 5p & 10p coins) • Use mathematical apparatus to support problem solving; a numberline or number square for addition • Know that addition can be written and calculated in any order to give the same answer (commutativity) • Know what each digit in a two-digit number represents, including 0 as a placeholder and partition two-digit numbers into a multiple of tens and ones. • Use deines materials to represent partitioning • Order 2-digit numbers within 100 by recognising the number of tens within a number and comparing that with other numbers in a set. • Use units to order numbers where the tens equal the same value • Use appropriate language relating to ordering (larger, smaller)
2	**Number** • Place value, • Number pairs for 10, • Addition (money), • Using the fewest coins, • Exchanging coins for equal amounts	• Use recall of addition pairs to ten, and use this knowledge to calculate addition pairs for 20 • Recognise the use of a symbol such as □ or _ to stand for an unknown number. • Use the + and = signs to record addition sentences. • Extend this understanding of addition when finding the total value of a set of coins (adding 1p, 2p, 5p & 10p coins) • Use and begin to read the related vocabulary. • Use the + and = signs to record mental additions in a number sentence. • Use knowledge that addition can be done in any order to do mental calculations more efficiently, eg. put the larger number first. • Repeat addition in a different order to check results. • Use the fewest coins to buy an object, exchanging groups of coins for the same amount • Use mental addition to solve simple word problems involving numbers in 'real life' money situations. Explain how the problem was solved. • Recognise the relationship between the coins (1p to £2) and to exchange a coin for its equivalent amount in smaller coins within 50p

Wk	Topics	Objectives
3	Number – • Reading and writing numbers to 100, • Addition & subtraction, • Adding 10, 20, 30, 11 & 12 using a number square	• Say the number names in order to at least 100 from and back to zero. • Read and write whole numbers to at least 100 in figures and words. • Extend understanding of addition and subtraction. • Subtraction supported by the understanding that the smaller number must be taken from the larger number. • Rapid recall of addition and subtraction facts – begin to know by heart all addition and subtraction facts for each number to at least 10. • Use and begin to read related vocabulary. • Use the +, - and = signs to record mental additions in a number sentence. • Recognise the use of a symbol such as □ or _ to stand for an unknown number. • Add 10, 20 or 30 to a 2-digit number and add 11 or 12 to a number by adding 10 and adjusting. • Use mental addition and subtraction to solve simple word problems involving numbers in 'real life' money situations. Explain how the problem was solved.
4	Measurement • Measure, read, write and estimate length/height & temperature, • Compare and order different measures, • Measure word problems	• Use and begin to read the vocabulary related to length. • Measure length using standardised equipment to the nearest centimetre. • Measure lengths in different orientations, including height • Estimate and compare lengths using standard units (m, cm) • Suggest suitable units and equipment for such measurements. • Use and begin to read the vocabulary related to temperature. • Use recall of number facts (2s, 5s, 10s) to read a temperature scale on a thermometer, to the nearest degree • Use addition and subtraction to solve simple word problems involving measures.
5	Geometry • 2D & 3D shapes, • Sorting and building shapes, • Following and giving directions, • Clockwise & anti-clockwise turns	• Use the mathematical names for common 2-d shapes, including regular and irregular polygons. • Sort shapes and describe some of their features, using the correct mathematical terms (sides, faces & vertices). • Be able to recognise and name 2D shapes in different orientations, including flat faces visible on 3D shapes. • Investigate a general statement about familiar shapes, e.g. by finding examples that satisfy that statement. • Use mathematical vocabulary to describe position, direction and movement (forwards, backwards, left, right), including giving and following directions • Recognise clockwise and anti-clockwise turns and begin to recognise smaller turns as parts of a whole turn

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6	**Number** • Number pairs for 10 & 20, • Partitioning, • Subtraction through giving change, • Multiplication by grouping in 2s, 5s, 10s and extending to word problems	• Know what each digit in a two-digit number represents, including 0 as a placeholder and partition two-digit numbers into a multiple of tens and ones. • Begin to recall by heart number pairs for 10, and use this knowledge to calculate number pairs for 20. • Use mental addition to solve simple one/two-step word problems involving numbers in 'real life' money situations. Explain how the problem was solved. • Extend subtraction by giving change within 20p. • Understand that when calculating subtraction problems, the smaller number is subtracted from the larger number • Count reliably up to 100 objects by grouping them; for example, in ones, twos, fives, and tens • Translate this understanding when solving 'real life' problems