

Oral mental starters (ongoing, throughout the term):

- Count forwards from 0, and backwards in twos, fives and tens to the 10th multiple
- Recall multiplication and division facts for the 2, 5 and 10 times tables
- Count forwards from 0, and backwards in threes to the 10th multiple
- Recognise odd/even numbers and relate to multiples/groups of two
- Say the number that is 10 more/less than any number within 100 (refer to the hundred square)
- Count on and back in 10s from any one or two digit number (refer to the hundred square)
- Add three one-digit numbers, using knowledge of number pairs e.g. $7 + 3 + 5 = 10 + 5 = 15$
- Recall and use all pairs of numbers with a total of 20 and all pairs of numbers within 20; give addition and subtraction facts for the pair of numbers
- Make estimates of quantities within 50 (and beyond) by grouping objects into 2s, 5s or 10s
- Recall the doubles of multiples of 10 to 100 (e.g. double 20 is 40) and recall the related halves (e.g. half of 40 is 20)
- Read the time to the hour, the half hour and the quarter hour (past and to) using an analogue clock

NB Also see the **Mental Maths Policy** for further guidance

Areas of Study	No of days	Statutory requirements and non-statutory guidance	Suggested Key Vocabulary
<p>Number</p> <p>Number and place value</p>	<p>5</p>	<p>Read and write numbers to 100 in numerals and words Given a number, say/ identify the number that is 10 more or less within 100 Say the number that comes between two numbers within 100</p> <p>Count on and back in tens from any one- or two-digit number (refer to hundred square)</p> <p>Recognise the place value of each digit in a two-digit number to 100 using practical apparatus e.g. straws, cubes, ten sticks and units, Unifix, arrow/ place value cards</p> <p>Partition two-digit numbers into tens and ones/units e.g. $56 = 50 + 6$; $38 = \square + 8$; $63 = 60 + \square$</p> <p>Order numbers from 0 up to 100 and position them on a number line and/or a 100 square Compare numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p>	<p>Number, numerals Zero, one, two.....to one hundred Ten more, ten less Between, before, after Place value Digit, tens, ones/units</p> <p>Order, compare Greater than ($>$) Less than ($<$)</p>

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<p>Number</p> <p>Addition and subtraction</p>	<p>5</p>	<p>Add numbers mentally and by using empty number lines and/or a hundred square - a two-digit number and ones; a two-digit number and tens and begin to add two two-digit numbers within 100 (See Calculation Policy) Solve one- step word problems, which involve addition</p> <p>Subtract numbers mentally and by using empty number lines and/or a hundred square - a two-digit number and ones; a two-digit number and tens and begin to subtract two two-digit numbers within 100 (See Calculation Policy) Solve one- step word problems, which involve subtraction</p>	<p>Addition, +, add, plus, more, put together, altogether, total, Count on, empty number line =, equals, is the same as Subtraction, -, take away, subtract, minus How many are left? Count back Problem, solution, calculate</p>
<p>Measurement</p> <p>Mass</p>	<p>5</p>	<p>Use kilogram (kg) as a unit of measurement for mass e.g. find everyday objects that weigh more than/ less than/ about a kilogram (relate to everyday objects)</p> <p>Introduce gram (g) as a unit of measurement e.g. What weighs about 1g? What weighs about 100g?</p> <p>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using weighing scales</p> <p>Compare and order mass using comparative language and symbols <, > and =</p> <p>Follow a line of enquiry relating to mass e.g. Is an apple heavier than a pear? How will you find out? Is this true or false? A pair of trainers is heavier than a kilogram. How will you find out?</p>	<p>Estimate, compare, measure, weigh Mass Gram (g), kilogram (kg) Heavier than, lighter than Heaviest, lightest <, > Weighing scales</p>
<p>Number</p> <p>Multiplication and Division</p>	<p>5</p>	<p>Count forwards and backwards to and from 0 in twos, fives and tens to the 10th multiple</p> <p>Represent multiplication as repeated addition and as arrays using known multiples e.g. twos, fives and tens (See Calculation Policy)</p> <p>Recall and use multiplication facts for the 2, 5 and 10 multiplication tables Calculate mathematical statements for multiplication and write them using the x and = signs</p> <p>Solve one -step multiplication problems using practical resources, informal written methods (including pictures and arrays) and related vocabulary and signs</p>	<p>Lots of, groups of, repeated addition, times, multiply, multiplied by, multiplication x, array, row, column Multiple Problem, answer/solution</p>

		<p>Represent division as sharing, grouping, repeated subtraction and/or arrays (See Calculation Policy)</p> <p>Recall and use division facts for the 2, 5 and 10 multiplication tables Calculate mathematical statements for division and write them using the \div and = signs</p> <p>Solve one- step division problems using practical resources, informal written methods (including pictures and arrays) and related vocabulary and signs</p>	<p>Share, groups of, divide, divided by, shared equally, repeated subtraction \div, = Count forwards/backwards</p>
<p>Number</p> <p>Addition</p>	3	<p>Begin to use the partitioning method to add two two-digit numbers with totals within 100, initially with calculations that do not bridge tens e.g. $34 + 25$ (See Calculation Policy)</p> <p>Solve one- step word problems, which involve addition</p>	<p>Addition +, add, plus, more, put together, altogether, total, sum of Count on =, equals, is the same as Partition, digit, tens, ones, units</p>
<p>Measurement</p> <p>Money</p>	2	<p>Consolidate recognising different coins (including £2) and notes (£5, £10, £20) and understand their value; use the symbols (£) and pence (p)</p> <p>Introduce relationship between pounds and pence (£1 = 100p)</p> <p>Find different combinations of coins that equal the same amount of money in practical contexts e.g. Which coins could you use to pay for the book that costs 40p? I have five coins in my purse that total 25p. What are the five coins? Is there more than one solution?</p> <p>Solve one step word problems involving addition in contexts of money to £1 e.g. shopping problems</p>	<p>Problem, answer/solution Calculate</p> <p>Coins Pence (p), penny Pound (£)</p> <p>Buy, spend, pay, costs, how much? Calculate, calculation How did you work it out?</p>
<p>Geometry</p> <p>Properties of 2D and 3D shapes</p>	3	<p>Identify and describe the properties of 2D shapes, including the number of sides and corners, line symmetry and recognise 2D shapes in different orientations</p> <p>Introduce right angles and identify them in 2D shapes and in the environment</p> <p>Compare and sort common 2D shapes according to their properties (using vocabulary from previous term) using simple Venn or Carroll diagrams e.g. shapes with right angles/shapes with no right angles</p>	<p>All vocabulary related to 2D shape from previous terms including: pentagon, hexagon, symmetry, symmetrical, line of symmetry</p> <p>Extend with right angle</p>

	2	<p>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces</p> <p>Identify 2D shapes on the surface of 3D shapes and use 'circular', 'rectangular', 'triangular' to describe faces</p> <p>Compare and sort 3D shapes (including everyday objects) according to their properties using simple Venn diagrams. e.g. shapes that have square faces; shapes that have circular faces; shapes that have triangular faces</p>	<p>All related to 3D shapes from previous terms including: prism, edges, faces, vertices</p> <p>Extend with: circular, rectangular, triangular (faces)</p> <p>Venn diagram Carrol diagram</p>
<p>Statistics</p> <p>Data handling</p> <p>Number</p> <p>Addition</p>	<p>3</p> <p>2</p>	<p>Use tally charts to collect information; interpret tally charts; construct block diagrams using the information; interpret block diagrams and answer simple questions by counting the number of objects in each category</p> <p>(Link to the Science curriculum – gathering and recording data to help in answering questions; sorting and classifying data)</p> <p>Add three one-digit numbers, using knowledge of number pairs e.g. $7 + 3 + 5 = 10 + 5 = 15$ (See Mental Maths policy)</p> <p>Recall and use all pairs of numbers with a total of 20 and all pairs of numbers within 20; give addition facts e.g. $12 + \square = 20$; $\square + 3 = 16$</p> <p>Show that addition of two numbers can be done in any order</p> <p>Solve problems that involve recall of facts and that addition of numbers can be done in any order e.g. Use number cards to find pairs that total 12; how many different ways could we put 20 fish into two ponds?</p>	<p>Block diagram Tally chart Data Collect (data)</p> <p>Addition +, add, plus, more, put together, altogether, total, sum of</p> <p>=, equals, is the same as</p> <p>Problem, answer/solution Calculate</p>

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<p>Number</p> <p>Division and fractions</p>	<p>5</p>	<p>Consolidate recognising, naming and writing fractions $\frac{1}{2}$ and $\frac{1}{4}$ using words and fraction notation</p> <p>Find $\frac{1}{2}$ and $\frac{1}{4}$ of familiar shapes, a set of objects and quantities (link unit fractions to equal sharing, grouping and division)</p> <p>Recognise, name and write fractions $\frac{2}{4}$, $\frac{3}{4}$ using words and fraction notation Find $\frac{2}{4}$, $\frac{3}{4}$ of a familiar shapes</p> <p>Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ using diagrams and resources and through practical activities</p> <p>Solve problems, which involve fractions, using concrete objects and pictorial representations to support e.g. I have 20 biscuits and give half of them to my friend. How many biscuits do I give her? There are 20 apples in a bag. I eat $\frac{1}{4}$ of the apples. How many do I eat? How many are left in the bag?</p>	<p>Share, groups of, divide, divided by, shared equally \div, = Problem, solution Fraction Half, quarter $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$</p>
<p>Measurement</p> <p>Time</p> <p>Geometry Position and direction</p>	<p>3</p> <p>2</p>	<p>Read the time to the hour, the half hour and the quarter hour (past and to) using an analogue clock Begin to tell the time to the nearest five minutes using an analogue clock; draw hands on a clock face to show these times Use units of time (minutes & hours) and know the relationships between them; know that there are 60 minutes in an hour and 24 hours in a day</p> <p>Use mathematical language to describe movement using half, quarter and three quarter turns, clockwise and anti-clockwise (relate to telling the time)</p> <p>Apply rotations in practical contexts and relate quarter turns to right angles e.g. giving instructions to other pupils, programming robots</p>	<p>O'clock, half past, quarter past, quarter to Analogue clock, minutes, hours Days of week (Monday, Tuesday...) Months of year (January, February...)</p> <p>Turn, whole turn, half turn, quarter turn, three-quarter turn Clockwise, anti-clockwise Right angles</p>

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<p>Measurement</p> <p>Capacity</p> <p>Temperature</p>	<p>5</p>	<p>Introduce litre (l) as a unit of measurement e.g. find containers that hold more than/less than a litre; find containers that hold about a litre/ half a litre (relate to everyday objects)</p> <p>Compare and order capacity using comparative language and symbols $<$, $>$ and $=$ (using everyday objects)</p> <p>Follow a line of enquiry relating to capacity e.g. Is it true that my flask holds more tea than my mug? How could you find out? Using a litre of apple juice, how many cups can you fill?</p> <p>Introduce $^{\circ}\text{C}$ as a unit of measurement for temperature; read a thermometer to the nearest appropriate unit; relate temperature to the months/seasons of the year</p>	<p>Estimate, compare, measure Capacity/ volume litre (l) More than, less than</p> <p>$^{\circ}\text{C}$, temperature, thermometer</p>
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Additional weeks

To be used for:

- assessment, consolidation and responding to AfL
- additional using and applying activities