

Year 2 Maths Medium Term Plan 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	<p>Number and place value To represent 2 digit numbers (concrete) To count within 100 by making tens first. To recognise the place value of each digit in a 2 digit number. To compare numbers from 0 – 100. To order numbers from 0-100.</p>	<p>Number and place value To partition and recombine 2 digit numbers into 10s and 1s. To partition and recombine 3 digit numbers into 100s, 10s and 1s. To partition numbers in different ways.</p>	<p>Addition/subtraction To use the counting on strategy (with number line, Dienes or mentally) To add/ subtract a one to a tens number mentally with no regrouping. To use making ten strategy to add (see y1 progression) To use partitioning to add</p>	<p>Addition/subtraction To add a two digit number and tens To add a two digit number and ones without regrouping To add 2 two-digit numbers without regrouping To regroup and rename</p>	<p>Addition/subtraction To break numbers into parts To use the number bond strategy to subtract To subtract a one digit number from a two digit number without regrouping To subtract 2 two-digit numbers without regrouping</p>	<p>Measure – Time To compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day. To tell and write the time to quarter past/to and five minutes.</p>	<p>Review skills taught based on assessment for learning.</p>
Term 2	<p>Geometry – properties of shape To identify and describe the properties of 2-D shapes. To identify the line symmetry in a 2-D shape.</p>	<p>Multiplication To identify odd and even numbers To understand multiplication as repeated addition To use arrays Can recall doubles to 20 Count in steps 2, 5, and 10</p>	<p>Division To use number bonds for factor and products (using multiples of 2, 5 and 10) To identify missing factors To use concrete apparatus to solve division problems (sharing) To use concrete apparatus to solve division problems (grouping) $20 \div 5 = 4$ Can recall halves to 20</p>	<p>Fractions To divide shapes into equal parts. To know that and is equal to a whole. To identify fractions of a shape. (using halves, thirds and quarters) To identify all the different ways to make To recognise of a length, shape and object.</p>	<p>Statistics To replace accordingly with pictograms/tally charts/block diagrams/simple tables To interpret _____ To count the number of objects in each category and sort the categories by quantity, To compare categorical data To construct a _____ To make pictograms and graphs where one symbol represents more than one unit.</p>	<p>Measure – money To recognise and use coins and notes and compare amounts. To select different combinations of coins to make a particular value. To calculate giving change up to and including £1.00. To exchange pence for pounds.</p>	<p>Addition and subtraction – money To solve problems for money with addition and subtraction</p>
Term 3	<p>Number and place value Identify numbers on a number line including estimating numbers. To use the greater than, less than and equals signs (<, >, =) To begin to round numbers less than 100 to the nearest 10. Read and write numbers in numerals and words up to 100.</p>	<p>Addition/subtraction To add three one-digit numbers To add numbers with regrouping (in ones) To add numbers with regrouping (in tens.) Use the inverse to solve missing number problems To solve one step word problems using ‘part, whole’ and adding on.</p>	<p>Addition/subtraction To use the counting backwards strategy to subtract Use the ‘take away’ strategy to subtract To subtract a one digit number from a two digit number with regrouping To subtract 2 two-digit numbers with regrouping To solve one step word problems using ‘part, whole’ Can you estimation to check their answers</p>	<p>Multiplication/division To know 2, 5, 10 times tables. To multiply using partitioning To understand the commutative property of multiplication. To interpret multiplication sentences (The first factor referring to the number of groups and the second factor as the number of items in each group.)</p>	<p>Multiplication/division To divide with remainders (in concrete) To use pictorial representations to solve division problems (sharing) To use pictorial representations to solve division problems (grouping) To know all corresponding multiplication and division facts (i.e. $2 \times 4 = 8$, $4 \times 2 = 8$ and $8 \div 4 = 2$, $8 \div 2 = 4$)</p>	<p>Measure – Time To tell and write the time to quarter past/to and five minutes.</p>	
Term 4	<p>Measure – Length To measure and compare lengths and</p>	<p>Addition and subtraction – length context</p>	<p>Multiplication and division – length context</p>	<p>Fractions</p>	<p>Geometry – position and direction</p>	<p>Review skills taught based on assessment for learning.</p>	

	heights in metres ($>$ $<$ $=$) . To measure and compare lengths and heights in centimetres.	To solve length problems using the four operations .	To solve length problems using the four operations . To break a number into factors To connect the 10 times table with place value To use arrays to help solve division problems	To identify fractions of a length. (using halves, thirds and quarters) To identify fractions of a set of objects by sharing equally. (between two, three and four) To identify fractions of a quantity. (using halves, thirds and quarters)	To order and arrange objects in patterns and sequences. To describe the position of objects. To give directions.		
Term 5	Geometry – properties of shape To identify and describe properties of a 3-D shape (edges, vertices and faces) To identify 2-D shapes on the surface of 3-D shapes. To compare and sort common 2-D and 3-D shapes and everyday objects. Can describe similarities and differences of shape properties e.g. finds 2 different 2d shapes that only have 1 line of symmetry	Number and place value	Measure – capacity and mass To measure and compare masses in kilograms ($>$ $<$ $=$) . To measure and compare masses in grams ($>$ $<$ $=$) . To measure and compare temperature ($>$ $<$ $=$) . To measure and compare volume ($>$ $<$ $=$) .	Addition and subtraction – mass and capacity context To solve mass problems using the four operations.	Multiplication and division - mass and capacity context To solve mass problems using the four operations.	Measure – time	
Term 6	Measure – length To measure and compare lengths and heights in metres ($>$ $<$ $=$) . To measure and compare lengths and heights in centimetres.	Four operations – context measure To solve length, mass, capacity questions using 4 operations	Four operations – context money To solve money questions using 4 operations	Fractions To recognise equivalent fractions. To place fractions on a number line To count in fractions To use the bar model to show fractions	Statistics To read and interpret a simple key To ask and answer questions about categorical data. To read the scale on a graph. To sort objects using more than one criteria (Carroll diagrams) To sort objects using more than one criteria (Venn diagrams)	Geometry – position and direction To describe and control movement. To describe movement in terms of right angles for turns. To programme robots to turn.	Four operations – context measure

Throughout (and when children are ready): To use the bar model to represent word problems, Problem solving (4 types)

- Addition and subtraction facts up to 20 fluently