

## Medium-term plan: autumn term 1st half

Year 2

Sequence and Theme	Weeks	Pages	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.1  NUMBER SENSE	1–3	<i>Planning Framework</i> p23	<p><b>Number, place value and rounding</b></p> <ul style="list-style-type: none"> <li>● <u>count in steps of 2 and 5 from 0 and in tens from any number, forward and backward</u></li> <li>● <u>recognise the place value of each digit in a two-digit number (tens, ones)</u></li> <li>● <u>identify, represent and estimate numbers using different representations, including the number line</u></li> <li>● <u>compare and order numbers from 0 up to 100</u></li> <li>● <u>read and write numbers to at least 100 in numerals</u></li> <li>● <u>use place value and number facts to solve problems</u></li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● <u>compare and order lengths, mass, volume / capacity</u></li> <li>● <u>compare and sequence intervals of time</u></li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>● <u>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</u></li> </ul>	
		<i>Assessment Tasks</i> <i>Years 1 and 2</i> pp36–37	<p><b>Success criteria</b></p> <p>Pupils can represent and explain what happens when counting forwards and backwards in tens and can compare and order two-digit numbers in different contexts.</p>	TASK: The Three Little Pigs USE WITH: Groups of 3
2.2  ADDITIVE REASONING	4–6	<i>Planning Framework</i> p23	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>● <u>count in tens from any number, forward and backward</u></li> <li>● <u>recognise the place value of each digit in a two-digit number (tens, ones)</u></li> <li>● <u>use place value and number facts to solve problems</u></li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>● <u>solve problems with addition and subtraction:</u> <ul style="list-style-type: none"> <li>– <u>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</u></li> <li>– <u>applying their increasing knowledge of mental methods</u></li> </ul> </li> <li>● <u>recall and use addition and subtraction facts to 20 fluently</u></li> <li>● <u>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</u> <ul style="list-style-type: none"> <li>– <u>a two-digit number and ones</u></li> <li>– <u>a two-digit number and tens</u></li> <li>– <u>adding three one-digit numbers</u></li> </ul> </li> </ul>	
		<i>Assessment Tasks</i> <i>Years 1 and 2</i> pp38–39	<p><b>Success criteria</b></p> <p>Pupils can represent and solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting.</p>	TASK: In The Bank USE WITH: Groups of 3
ASSESSMENT TASK 2.1				
ASSESSMENT TASK 2.2				

## Medium-term plan: autumn term 2nd half

Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.3 <b>GEOMETRIC REASONING</b>	7–8	<i>Planning Framework</i> p24	<p><b>Geometry: properties of shapes</b></p> <ul style="list-style-type: none"> <li>● <u>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</u></li> <li>● <u>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</u></li> <li>● <u>identify 2-D shapes on the surface of 3-D shapes. [for example, a circle on a cylinder and a triangle on a pyramid]</u></li> <li>● <u>compare and sort common 2-D and 3-D shapes and everyday objects</u></li> </ul> <p><b>Geometry: position and direction</b></p> <ul style="list-style-type: none"> <li>● <u>order and arrange combinations of mathematical objects in patterns and sequences</u></li> </ul>	
		<i>Assessment Tasks</i> <i>Years 1 and 2</i> pp40–41	<p><b>Success criteria</b></p> <p>Pupils can recognise and identify shapes in their environment and explain the properties of the shapes including lines of symmetry.</p>	TASK: Curious Quadrilaterals USE WITH: Groups of 3
2.4 <b>NUMBER SENSE</b>	9–10	<i>Planning Framework</i> p24	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>● <i>count in steps of 2 and 5 from 0 and in tens from any number, forward and backward</i></li> <li>● <i>recognise the place value of each digit in a two-digit number (tens, ones)</i></li> <li>● <i>identify, represent and estimate numbers using different representations, including the number line</i></li> <li>● <i>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</i></li> <li>● <i>read and write numbers to at least 100 in numerals</i></li> <li>● <i>use place value and number facts to solve problems</i></li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● <i>compare and order lengths, mass, volume / capacity and record the results using &gt;, &lt; and =</i></li> <li>● <i>compare and sequence intervals of time</i></li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>● <i>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</i></li> </ul>	
		<i>Assessment Tasks</i> <i>Years 1 and 2</i> pp42–43	<p><b>Success criteria</b></p> <p>Pupils can represent and explain how they know ten more and ten less than any given number and read, compare and record comparison of numbers up to 100.</p>	TASK: Rotten Potions USE WITH: Groups of 3

## Medium-term plan: autumn term 2nd half (cont.)

Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
<b>2.5</b>  <b>ADDITIVE REASONING</b>	11–12	<i>Planning Framework</i> p25	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>● count in tens from any number, forward and backward</li> <li>● recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>● use place value and number facts to solve problems</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>● solve problems with addition and subtraction:               <ul style="list-style-type: none"> <li>– using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>– applying their increasing knowledge of mental methods</li> </ul> </li> <li>● recall and use addition and subtraction facts to 20 fluently, <u>and derive and use related facts up to 100</u></li> <li>● add and subtract numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>– a two-digit number and ones</li> <li>– a two-digit number and tens</li> <li>– adding three one-digit numbers</li> </ul> </li> <li>● <u>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</u></li> <li>● <u>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</u></li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● <u>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</u></li> <li>● <u>find different combinations of coins to equal the same amounts of money</u></li> <li>● solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>● ask and answer questions about totalling and comparing categorical data.</li> </ul>	
		<i>Assessment Tasks</i> <i>Years 1 and 2</i> pp44–45	<p><b>Success criteria</b></p> <p>Pupils can represent, explain and record the relationship between addition and subtraction. They can represent and solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting.</p>	<p>TASK: Toy Sale USE WITH: Groups of 3</p>
<b>ASSESSMENT TASK</b> <b>2.5</b>				