

Medium-term plan: spring term 1st half

Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.6 NUMBER SENSE	13–15	<i>Planning Framework</i> p25	<p>Number and place value</p> <ul style="list-style-type: none"> count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward <p>Multiplication and division</p> <ul style="list-style-type: none"> <u>recognise odd and even numbers</u> <p>Statistics</p> <ul style="list-style-type: none"> <u>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</u> ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. 	
		<i>Assessment Tasks</i> <i>Years 1 and 2</i> pp46–47	<p>Success criteria</p> <p>Pupils can use their understanding of counting in twos, fives and tens to interpret data. They can represent and explain the difference between odd and even numbers and use this understanding to identify large multiples of two.</p>	TASK: Plant Pairs and Pictograms USE WITH: Groups of 3
2.7 MULTIPLICATIVE REASONING	16–18	<i>Planning Framework</i> p26	<p>Number and place value</p> <ul style="list-style-type: none"> count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward <p>Multiplication and division</p> <ul style="list-style-type: none"> <u>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</u> <u>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</u> <u>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</u> <u>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</u> <p>Measurement</p> <ul style="list-style-type: none"> <u>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</u> <u>find different combinations of coins to equal the same amounts of money</u> <u>tell and write the time to five minutes</u> <u>know the number of minutes in an hour and the number of hours in a day.</u> 	
		<i>Assessment Tasks</i> <i>Years 1 and 2</i> pp48–49	<p>Success criteria</p> <p>Pupils can represent and explain how to use their multiplication facts to solve division problems. They can represent and solve multiplication and division problems in different contexts.</p>	TASK: All The Fives USE WITH: Individuals

Medium-term plan: spring term 2nd half

Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.8 NUMBER SENSE	19-21	Planning Framework p26	<p>Number and place value</p> <ul style="list-style-type: none"> ● count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward ● recognise the place value of each digit in a two-digit number (tens, ones) ● identify, represent and estimate numbers using different representations, including the number line ● compare and order numbers from 0 up to 100; use <, > and = signs ● read and write numbers to at least 100 in numerals ● use place value and number facts to solve problems <p>Measurement</p> <ul style="list-style-type: none"> ● <u>choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature (°C); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</u> ● compare and order lengths, mass, volume / capacity and record the results using >, < and = ● compare and sequence intervals of time. 	
		Assessment Tasks Years 1 and 2 pp50–51	<p>Success criteria</p> <p>Pupils can measure in different contexts, choosing the appropriate unit and equipment and reading the scales to the nearest number.</p>	
ASSESSMENT TASK 2.8				

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

Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.9 ADDITIVE REASONING	22–23	<i>Planning Framework</i> p27	<p>Number and place value</p> <ul style="list-style-type: none"> ● count in tens from any number, forward and backward ● recognise the place value of each digit in a two-digit number (tens, ones) ● use place value and number facts to solve problems <p>Addition and subtraction</p> <ul style="list-style-type: none"> ● solve problems with addition and subtraction: <ul style="list-style-type: none"> – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental methods ● recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ● add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> – a two-digit number and ones – a two-digit number and tens – two two-digit numbers – adding three one-digit numbers ● show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ● recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Measurement</p> <ul style="list-style-type: none"> ● recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ● find different combinations of coins to equal the same amounts of money ● solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Statistics</p> <ul style="list-style-type: none"> ● ask and answer questions about totalling and comparing categorical data. 	
ASSESSMENT TASK 2.9		<i>Assessment Tasks</i> Years 1 and 2 pp52–53	<p>Success criteria</p> <p>Pupils can represent and solve addition and subtraction problems involving two two-digit numbers in different contexts, appropriately choosing and using number facts, understanding of place value and counting.</p>	TASK: Three Billy Goats Gruff USE WITH: Groups of 3

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

Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.10 GEOMETRIC REASONING	24–26	<i>Planning Framework</i> p27	Geometry: properties of shape <ul style="list-style-type: none"> ● identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ● identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ● identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ● compare and sort common 2-D and 3-D shapes and everyday objects Geometry: position and direction <ul style="list-style-type: none"> ● order and arrange combinations of mathematical objects in patterns and sequences ● use mathematical vocabulary to describe position, direction and movement. 	
		<i>Assessment Tasks</i> Years 1 and 2 pp54–55	Success criteria Pupils can identify different possible 3-D shapes from seeing one of the faces and describe the properties of the face (2-D shape) and the 3-D shapes.	