Medium-term plan: summer term 1st half — Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.11 **NUMBER SENSE**	27–29	*Planning Framework* p28	**Number and place value** ● *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 and in words* ● *use place value and number facts to solve problems* **Measurement** ● *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* ● *compare and order lengths, mass, volume / capacity and record the results using >, < and =* ● *compare and sequence intervals of time* **Statistics** ● *interpret and construct simple pictograms, tally charts, block diagrams and simple tables* ● *ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.*	
ASSESSMENT TASK 2.11		*Assessment Tasks Years 1 and 2* pp56–57	**Success criteria** Pupils can measure in different contexts, choosing the appropriate unit and equipment and reading the scales to the nearest number.	TASK: Rainy Days USE WITH: Individuals

Medium-term plan: summer term 1st half (cont.) Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.12 **ADDITIVE REASONING**	30–32	*Planning Framework* p28	**Number and place value** ● *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* **Addition and subtraction** ● *solve problems with addition and subtraction:* – *using concrete objects and pictorial representations, including those involving numbers, quantities and measures* – *applying their increasing knowledge of mental methods and written 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:* – *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* **Statistics** ● *ask and answer questions about totalling and compare categorical data*	
ASSESSMENT TASK 2.12		*Assessment Tasks Years 1 and 2* pp58–59	**Success criteria** Pupils can represent and solve addition and subtraction problems involving two, two-digit numbers in different contexts, appropriately choosing and using number facts, understanding place value and counting.	TASK: Play Trays USE WITH: Groups of 3

Medium-term plan: summer term 2nd half — Year 2

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.13 **MULTIPLICATIVE REASONING**	33–35	*Planning Framework* p29	**Number and place value** ● *count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward* **Multiplication and division** ● *recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers* ● *calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs* ● *show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot* ● *solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts* **Fractions** ● recognise, find, name and write fractions ⅓, ¼, ²⁄₄ and ³⁄₄ of a length, shape, set of objects or quantity ● write simple fractions for example ½ of 6 = 3 and recognise the equivalence of ²⁄₄ and ½. **Measurement** ● *tell and write the time to five minutes*, including quarter past / to the hour and draw the hands on a clock face to show these times ● *know the number of minutes in an hour and the number of hours in a day.*	
ASSESSMENT TASK 2.13		*Assessment Tasks Years 1 and 2* pp60–61	**Success criteria** Pupils can represent and explain how to find halves, thirds and quarter in the context of both discrete objects and continuous measures. They can show and tell the time, on an analogue clock, including quarter past and quarter to the hour.	TASK: Teddy's Party USE WITH: Groups of 3

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

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
2.14 **GEOMETRIC REASONING**	36–37	*Planning Framework* p29	**Geometry: properties of shape** ● *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** ● *order and arrange combinations of mathematical objects in patterns and sequences* ● *use mathematical vocabulary to describe position, direction and movement,* including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) **Fractions** ● *recognise, find, name and write fractions ⅓, ¼, ²⁄₄ and ¾ of a length, shape, set of objects or quantity* ● *write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of ²⁄₄ and ½.*	
ASSESSMENT TASK 2.14		*Assessment Tasks Years 1 and 2* pp62–63	**Success criteria** Pupils can use their understanding of fractions to talk about shapes and movement (turns) and solve related problems.	TASK: Which Way Shall We Turn? USE WITH: Individuals