

2014 Medium Term Planning Y2

Key – Be flexible with content and repeat as necessary
 Yellow – Autumn
 Green – Spring
 Blue – Summer
 Pink – on going

Week	Focus	Year 2
1 and 2	Number and Place Value	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and in words • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward • Recognise the value of each digit in a two digit number (tens, ones) • Identify, represent and estimate numbers using different representation, including the number line • Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs • Read and number facts to solve problems • Use place value and number facts to solve problems
3 and 4	Addition and Subtraction	<p>Pupils should be taught to:</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 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: <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 missing number problems

5	Multiplication and Division	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 (x), division (÷) and equals (=) signs Show that multiplications of two numbers can be done in any order (commutative) and division of one number by another cannot Solve one-step problems involving multiplication and division, using materials arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
6	Fractions	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Recognise, find name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalent of two quarters and one half
7 and 8	Measurement	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Find different combinations of coins that equal the same amounts of money Compare and order lengths, mass, volume/capacity and record the results using <, > and = Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Compare and sequence intervals of time (revise hour and half past) Tell and write 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
9	Number and Place Value Addition and Subtraction	
		Pupils should be taught to:

10/ 11	Geometry	<p>Compare and sort common 2-D and 3-D shapes and everyday objects</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and 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)
11	Position and Direction	<p>Pupils should be taught to:</p> <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, 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) <p>Link to Beebot and computing</p>
12	Statistics	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 Ask and answer questions about totalling and compare categorical data. <p>Link to science etc</p>