

Number - Number & Place Value	End of Unit Goal
Make numbers to 20 Count objects to 100 by making 10s Use a place value chart Partition numbers to 100 Write numbers to 100 in words Partition numbers in different ways to 100 Write numbers to 100 in expanded form 10s on number line to 100 10s and 1s on number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and. Numbers Count in 2s, 5s and 10s Count in 3s	<b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and 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>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• read and write numbers to 20 in numerals and words</li> <li>• read and write numbers to at least 100 in numerals and in words</li> <li>• use place value and number facts to solve problems.</li> </ul>
Number - Calculation Addition & Subtraction	
Bonds to 10 Fact Families - addition/subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across 10 Subtract from a 10	<b>Pupils will be able to:</b>  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>• apply their increasing knowledge of mental and written methods</li> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul> add and subtract numbers using concrete objects, pictorial

<p>           Subtract a 1-digit number from a 2-digit number (across a 10)            10 more, 10 less            Add and subtract 10s            Add two 2-digit numbers (across 10)            Subtract two 2-digit numbers (not across a 10)            Subtract two 2-digit numbers (across a 10)            Mixed addition and subtraction            Compare number sentences            Missing number problems         </p>	<p>           representations, and mentally         </p> <ul style="list-style-type: none"> <li>▪ a two-digit number and ones</li> <li>▪ a two-digit number and tens</li> <li>▪ two two-digit numbers</li> <li>▪ adding three one-digit numbers</li> </ul> <ul style="list-style-type: none"> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
<p>           Number - Calculation            Multiplication &amp; Division         </p>	
<p>           Make equal groups (R)            Add equal groups (R)            Make arrays (R)            Recognise equal groups            Make equal groups            Add equal groups            Multiplication sentences using the x symbol            Multiplication sentences from pictures            Use arrays            Make doubles (R)            2 times tables            5 times table            10 times table            Make equal groups - sharing (R)            Make equal groups - sharing            Make equal groups - grouping(R)         </p>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>

Make equal groups - grouping Divide by 2 Odd and even numbers Divide by 5 Divide by 10	
<b>Number - Fractions</b>	
Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Unit fractions Non-unit fractions Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Find three quarters Count in fractions	<b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>
<b>Statistics</b>	
Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2,5 and 10) Interpret pictograms (2,5 and 10) Block diagrams	<b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul>
<b>Measure - Length &amp; Height</b>	
Compare lengths and heights Measure lengths (1) Measure lengths (2)	<b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure</li> </ul>

Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with length	length/height in any direction (m/cm); <ul style="list-style-type: none"> <li>compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul>
<b>Measure - Mass, Capacity, Temperature</b>	
Introduce weight and mass Measure mass Compare mass Measure mass in grams Measure mass in kilograms Introduce capacity and volume Measure capacity Compare volume Millilitres Litres Temperature	<b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul>
<b>Measure - Time</b>	
Telling the time to the hour Telling the time to the half hour O'clock and half past Quarter past and quarter to Telling the time to 5 minutes Writing time Hours and days Find durations of time Compare durations of time	<b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>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</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul>
<b>Measure - Money</b>	

<p>Recognising coins and notes (R)            Count money - pence            Count money - pounds (notes and coins)            Count money - notes and coins            Select money            Make the same amount            Compare money            Find the total            Find the difference            Find change            Two-step problems</p>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
<b>Geometry - Shape</b>	
<p>Recognise 2-D and 3-D shapes            Count sides on 2-D shapes            Count vertices on 2-D shapes            Draw 2-D shapes            Lines of symmetry            Use lines of symmetry to complete shapes            Sort 2-D shapes            Count faces on 3-D shapes            Count edges on 3-D shapes            Count vertices on 3D shapes            Sort 3-D shapes            Make patterns with 2-D and 3-D shapes</p>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
<b>Geometry - Position &amp; Direction</b>	
<p>Describe position (1) (R)            Describe position (2) (R)            Describe movement            Describe turns            Describe movement and turns            Making patterns with shapes</p>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>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,</li> </ul>



## Mathematics Year 2 Medium Term Plan- 2022/23



	half and three-quarter turns (clockwise and anti- clockwise).
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