



Maths Medium Term

Year: 2

Term: Autumn

Teacher: Mrs Fagg

<u>Week</u>	<u>Topic</u>	<u>Objectives</u>
<b>Week 1</b>	<b>Number and place value to solve problems</b>	<p>Read and write numbers to at least 100 in numerals and in words</p> <p>Read and write numbers to at least 50 in numerals and in words.</p> <p>To understand place value in 2 digit numbers.</p> <p>To understand place value in 2 digit numbers and partition 2 digit numbers.</p> <p>To compare numbers using the terms more /less as well as using <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p>
<b>Week 2</b>	<b>Addition to solve problems</b>	<p>To know addition and subtraction facts up to 10.</p> <p>To use understanding of place value to total amounts of coins.</p> <p>Estimate answers to calculations</p> <p>Add a two-digit number and ones numbers using concrete objects and pictorial representations <i>(including crossing the tens boundary)</i></p> <p>Subtract ones from a two-digit number numbers using concrete objects and pictorial representations <i>(including crossing the tens boundary)</i></p> <p>Add three one-digit numbers mentally or by using object or pictures <i>(including crossing the tens boundary)</i></p> <p>Use inverse to check the answers to calculations</p> <p>Solve problems involving addition</p>
<b>WEEK 3</b>	<b>Subtraction to solve problems</b>	<p>Revise addition and subtraction pairs for 10</p> <p>Revise addition and subtraction pairs for all numbers to 10</p> <p><i>Ensure range of questions that require either take away or difference</i></p> <p>Find the difference between 2 numbers by counting up</p> <p><i>Ensure children think -can I do it in my head, with some jottings or by using an expanded written method</i></p>

		<p>Estimate answers to calculations</p> <p>Subtract ones from a two-digit number numbers using concrete objects and pictorial representations (<i>including crossing the tens boundary</i>)</p> <p>Use inverse to check the answers to calculations</p> <p>Solve problems involving subtraction</p>
<b>Week 4</b>	<b>Measures- Money to solve problems</b>	<p>Recognise coinage 1p, 2p, 5p, 20p and 50p</p> <p>Recognise and use symbol p for pence</p> <p>Find combinations of coins to make a value within 20p</p> <p>Find different combinations of coins to make 20p</p> <p>Estimate answers to calculations</p> <p>Add three one-digit numbers mentally or by using object or pictures (<i>including crossing the tens boundary</i>)</p> <p>Add a two-digit number and ones numbers of pence using coinage and/or pictorial representations (<i>including crossing the tens boundary</i>)</p> <p>Add three one-digit amounts of money mentally or by using coinage or pictures (<i>including crossing the tens boundary</i>)</p> <p>Subtract ones from a two-digit number of pence using coinage and/or pictorial representations (<i>including crossing the tens boundary</i>)</p> <p>Use inverse to check the answer to calculations</p> <p>Solve simple problems in a practical context involving addition and subtraction of money</p>
<b>Week 5</b>	<b>Measures-length and height to solve problems</b>	<p><i>Work practically with length</i></p> <p><i>Understand how to use and read a ruler or tape measure to measure length/height accurately</i></p> <p>Estimate and measure using standard units i.e. cm and m using rulers <i>or tapes</i></p> <p>Compare and order lengths or heights and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p> <p>Solve problems involving length/height</p>

<b>Week 6</b>	<b>Fractions to solve problems</b>	<p>Count in halves to 10</p> <p>Recognise and practically find and name <math>\frac{1}{2}</math> of a length, shape, number or quantity</p> <p>Recognise and practically find and name <math>\frac{1}{4}</math> of a length, shape, number or quantity</p> <p>Recognise and practically find and name <math>\frac{3}{4}</math> of a length, shape, number or quantity</p> <p><i>Begin to understand the terms numerator and denominator.</i></p> <p><i>Understand that the larger the denominator is the more pieces it is split into and therefore the smaller each part will be.</i></p> <p>Solve problems involving simple fractions</p>
<b>Week 7</b>	<b>Multiplication to solve problems</b>	<p><i>Make arrays or patterns to show "groups of "such as 2 lots of 3 and count in groups (multiples) not ones</i></p> <p>Recall the multiplication and division facts for 2 and 10 x tables</p> <p><i>Understand multiplication as repeated addition using manipulatives.</i></p> <p>Calculate multiplication number sentences for 2x and 10x <i>(using repeated addition) using manipulatives</i></p> <p>Record multiplication number sentences for 2x and 10x tables using x and =</p> <p>Use inverse to check the answer to calculations</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays</p>
<b>Week 8</b>	<b>Division to solve problems</b>	<p><i>Understand division as sharing and grouping.</i></p> <p>Record division number sentences for 2x and 10x tables using <math>\div</math> and =</p> <p>Use inverse to check the answer to calculations</p> <p>Solve one-step problems involving division by calculating the answer using concrete objects and pictorial representations.</p>
<b>Week 9</b>	<b>Shape to solve problems</b>	<p>To know the mathematical names for 2D shapes.</p> <p>To identify the properties of 2D shapes.</p> <p>To order 2D shapes in patterns/sequences.</p> <p>Solve problems involving 2D shapes</p>
<b>Week 10</b>	<b>Shape to solve problems</b>	<p>Revise basic 3D shapes</p> <p>Introduce cuboids, prisms and cones</p> <p>Compare and sort shapes and everyday objects i.e. boxes</p> <p>Order 3D shapes into patterns and/or sequences</p>

		Identify and describe the properties of 3D shapes -edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes, Solve problems involving 3D shapes
<b>Week 11</b>	<b>Statistics to solve problems</b>	Construct simple pictograms, tally charts, diagrams and tables 1:1 Answer simple questions involving totalling and comparing Solve problems involving statistics
<b>Week 12</b>	<b>Time to solve problems</b>	Compare and sequence times Tell the time -o'clock, half past, quarter to and quarter past Draw hands on a clock face to show o'clock, half past, quarter to and quarter past Begin to know the number of minutes in an hour and the number of hours in a day.
<b>Week 13</b>	<b>ASSESSMENT</b>	To recognise analogue time (o'clock and half past). To sort shapes into given criteria. To recall multiplication facts. To be able to recognise the x sign.