



**Maths Medium Term**

**Year: 2**

**Term: Spring**

**Teachers: Mrs Fagg**

<b><u>Week</u></b>	<b><u>Topic</u></b>	<b><u>Objectives</u></b>
Week 1	<b>Number and place value</b>	<p>Identify, represent and estimate numbers using different representations, including the number line and 100 square.</p> <p>Partition two -digit numbers up to at least 50 into tens and ones using manipulatives</p> <p>Partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>) using manipulatives.</p> <p>Order random numbers 0-100 and explain reasoning</p> <p>Compare numbers for 0-100 -say which is more /less using <math>&lt;</math> or <math>&gt;</math> and explain reasoning</p> <p>Partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>) using manipulatives.</p> <p>Solve problems involving place value and number facts</p>
Week 2	<b>Addition to solve problems</b>	<p>Recall addition and subtraction facts for numbers 11-20, including missing number problems</p> <p>Ensure children think -can I do it in my head, with some jottings or by using an expanded written method</p> <p>Estimate answers to calculations</p> <p>Add 2 two-digit numbers using concrete objects and informal methods (empty number lines)</p> <p>Use inverse to check the answers to calculations</p> <p>Solve problems with addition</p>
Week 3	<b>Subtraction to solve problems</b>	<p>Recall addition and subtraction facts for numbers 11-20, including missing number problems</p> <p>Ensure range of questions that require either take away or difference for subtraction</p> <p>Ensure children think -can I do it in my head, with some jottings or by using an expanded written method</p> <p>Estimate answers to calculations</p> <p>Subtract from a two-digit number using concrete objects and informal methods (empty number lines) to include crossing the tens boundary</p> <p>Use inverse to check answers to calculations</p>

		Solve problems with subtraction
Week 4	<b>Measures –Money to solve problems</b>	<p>Find combinations of coins to make a value up to £1 (using only silver coins for some children)</p> <p>Ensure range of questions that require either take away or difference for subtraction</p> <p>Ensure children think -can I do it in my head, with some jottings or by using an expanded written method</p> <p>Estimate answers to calculations</p> <p>Add two amounts of coins using and pictorial representations or informal methods (including crossing the tens boundary)</p> <p>Subtract from an amount of coins using concrete objects or informal methods (including crossing the tens boundary)</p> <p>Add three or more one-digit numbers of pence mentally or by using object or pictures (including crossing the tens boundary)</p> <p>Ensure range of questions that require either take away or difference for subtraction</p> <p>Subtract ones from a two-digit number of pence or tens from a two-digit number of pence using coins or informal methods to give change (including crossing the tens boundary)</p> <p>Use inverse to check the answers to calculations</p> <p>Solve simple problems in a practical context involving addition and subtraction of money.</p>
Week 5	<b>Measures-mass to solve problems</b>	<p>Work practically with mass /weight</p> <p>Understand how to use weighing scales to measure/weight accurately</p> <p>Understand how to read a simple scale on weighing scales</p> <p>Estimate and measure using standard units i.e. 100 g and 1 kg</p> <p>Compare and order mass and record the results using &gt;, &lt; and =.</p> <p>Solve problems involving weight/mass</p>
Week 6	<b>Fractions to solve problems</b>	<p>Count forwards and backwards in halves and /or quarters to 10</p> <p>Recognise and practically find and name <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, number or quantity</p> <p>Recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></p> <p>Begin to understand and use the terms numerator and denominator.</p> <p>Understand that the larger the denominator is the more pieces it is split into and therefore the smaller each part will be.</p>

		Solve problems involving simple fractions
Week 7	<b>Multiplication and division to solve problems</b>	<p>Recall multiplication and division facts for 2 x, 5x and 10 x tables</p> <p>Make arrays or patterns to show "groups of "such as 2 lots of 3 and count in groups (multiples) not ones</p> <p>Understand division as sharing and grouping.</p> <p>Group and share small quantities</p> <p>Understand multiplication as repeated addition using manipulatives.</p> <p>Calculate multiplication number sentences for 2x ,5x and 10x using arrays</p> <p>Record multiplication number sentences using x and =</p> <p>Calculate division number sentences using manipulatives</p> <p>Record division number sentences using ÷ and =</p> <p>Use inverse to check the answers to calculations</p> <p>Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Solve problems involving division, using materials, arrays, repeated subtraction and sharing, mental methods, and multiplication and division facts, including problems in contexts.</p>
Week 8	<b>Shape and position and directions to solve problems</b>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and angles</p> <p>Identify and describe the properties of 2-D shapes, including reflectional symmetry</p> <p>Arrange 2D shapes in patterns and/or sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and as turning.</p> <p>Solve problems involving shape</p> <p>Solve problems involving position or direction</p>
Week 9	<b>Statistics to solve problems</b>	<p>Construct simple charts, graphs and tables</p> <p>Read and interpret scales including those marked in one but numbered in twos or fives</p> <p>Ask and answer simple questions involving totalling and comparing</p> <p>Solve problems involving statistics</p>
Week 10	<b>Time to solve problems</b>	<p>Compare and sequence times</p> <p>Tell the time -o'clock, half past, quarter to and quarter past</p> <p>Begin to tell the time to five minutes -link to o'clock, half past, quarter to and quarter past</p>

		Draw hands on a clock face to show given times Begin to know the number of minutes in an hour and the number of hours in a day. Solve simple problems involving time
Week 11	SATS REVISION	<b>Assess and review</b>