

Maths Medium Term Planning

Year 2: Summer 2

	Content Domain	Unit Objectives (from Hampshire Planning document)	Prior learning objectives	Key Vocabulary	Mastery challenges
Assessment ARE Week 1- 2 (Unit 2.12)	Number and place value. Addition and subtraction	• Recognise the place value of each digit in a 2-digit number (10s,ones) • Identify, represent and estimate numbers using different representations including the number line and in the context of number, quantity and measure. • Compare and order numbers from zero up to 100, using < , > and = signs • Read and write numbers to at least 100 in numerals and in words • Use place value and number facts • Solve problems with addition and subtraction 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: a 2-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three 1- digit numbers. • Show that addition of two numbers can be done in any order 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	• Derive and use related facts up to 100 • Add and subtract numbers using concrete objects, pictorial representations and mentally including two 2-digit numbers • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	<i>Tens, ones, place value</i> <i>Teen numbers, digit</i> <i>More than/ Less than</i> Addition <i>Add, and, more, plus +</i> <i>Make, sum, total, altogether</i> <i>Number sentence</i> <i>Double,</i> <i>One more, two more, ten more, one hundred more</i> <i>How many more to make...?</i> <i>How many more is ...than...?</i> <i>How much more ...?</i> Subtraction <i>Take(away)minus -</i> <i>How many are left/over?</i> <i>How many have gone,</i> <i>One less, two less, ten less, one hundred less</i> <i>How many fewer is ... than ...?</i> <i>How much less is ...?</i>	Mastery problems
Assessment ARE Week 3-4 (Unit 2.13)	Fractions/ Multiplication and division	• Recognise, find, name, and write fractions of a length, shape, set of objects or quantity ($\frac{1}{3}$. $\frac{1}{4}$. $\frac{2}{4}$. $\frac{3}{4}$) • Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ • Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity. • Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 , and recognise the equivalence of $\frac{2}{4}$. • Count reliably in 2s, 5s and 10s from zero, forward or backward. Show on a number-line. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens.	Whole, part/s Equal parts, equal grouping/sharing Half, two halves One of two equal parts Quarter, two quarters, three quarters One of four equal parts One third, two thirds, One of three equal parts	Mastery problems

Maths Medium Term Planning

Year 2: Summer 2

		- 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 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. - Use the multiplication (x) and equals (=) signs to show solutions alongside other representations e.g. arrays and number-lines. - Rehearse together and use the language of 'How many groups of 2 (5,10) are there?' ~ 'There are 3 groups of 2 (5,10)' - Share objects equally by counting how many in each group and record pictorially (arrays). Recognise the link with multiplication facts represented as arrays.	Equivalent fractions, mixed number, Numerator, denominator	
Assessment ARE Week 5-6 (Unit 2.14)	Measure	- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. - Recognise and uses symbols for pounds (£) and pence (p); combine amounts to make a particular value. - Find different combinations of coins that equal the same amounts of money - Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg/g); temperature (°C); capacity (l/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 more (>) than, less than (<) and equals (=) - Compare and sequence intervals of time - Tell the time to 5 minutes, including quarter past and 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	- Compare and sort common 2-D and 3-D shapes and everyday objects - 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 anticlockwise). - Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg/g); temperature (°C); capacity (l/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 more (>) than, less than (<) and equals (=)	<i>Measure, size, compare, guess, estimate</i> <i>Enough, not enough,</i> <i>Too much, too little</i> <i>Too many, too few</i> <i>Nearly, close to, just about</i> <i>the same as, just over, just under, roughly</i>	Mastery problems

Maths Medium Term Planning

Year 2: Summer 2

Assessment ARE Week 7 (Unit 2.15)	Geometry	• Recognise and name common 2-D shapes, including squares, circles, rectangles and triangles • Recognise and name 3-D shapes, including cuboids, pyramids and spheres. • Describe position, directions and movements including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ turns	• Compare and sort common 2-D and 3-D shapes and everyday objects • 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). • 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 (l/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 more (>) than, less than (<) and equals (=)	2D Shapes Corner, sides Circle, square, rectangle, triangle, hexagon, pentagon, octagon Circular, triangular, 3D Shapes Face edge vertex, vertices, apex Cube, pyramid, sphere, cone, cuboid, cylinder	Mastery problems
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Red New Vocabulary Blue Mental Maths