Thomson House School

Maths Medium Term Guide

Year 2

<table>
<tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr>
<tr><td>Autumn</td><td colspan="4">Place Value and Counting
Read and write numbers up to 100 in words and numerals.
Can count to and across 100.
Recognise the place value of each digit in two-digit numbers.
Identify, represent and estimate numbers using different representations.
Partition two-digit numbers into different combinations of tens and ones.
Part Part Whole to 100.
Compare and order numbers up to 100 using < > =
Can count in tens from any number, forward and backward.
Recall the multiples of 10 below and above any given two digit number.
Can count in 2, 3 and 5 from 0.
Use place value and number facts to solve problems</td><td colspan="4">Addition and Subtraction
Addition/subtraction to 20 bridging through 10.
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.
Add and subtract number using concrete objects, pictorial representations, and mentally, including two digit number and tens.
Show that addition of two numbers can be done in any order and subtraction of one number from another cannot.
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
To check calculations and solve missing number problems.
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including 2 two digit numbers.
Use estimation to check that his/her answers to a calculation are reasonable.
Solve missing number problems using addition and subtraction.
Investigate adding odd and even numbers
Use reasoning within addition e.g. reason that the sum of 3 odd numbers will always be odd.</td><td>Money
-Recognise and use 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.
-Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</td><td colspan="2">Measurement
-Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/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 >, < and =.</td><td>Statistics
- 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 comparing categorical data.</td></tr>
<tr><td>Sp</td><td colspan="4">Multiplication and division
Recall doubles and halves to 20.</td><td colspan="2">Shape
-Identify and describe the</td><td>Time
-Compare and sequence</td><td colspan="3">Fractions
Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a</td><td>Measurement
Read scales in divisions of</td><td></td></tr>
</table>

r i n g	• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Write and calculate mathematical statements for multiplication and division using arrays. • Show that multiplication of two numbers can be done in any order and division of one number by another cannot. • I can identify the factor and multiple. • Calculation mathematical statements for multiplication and division within the multiplication tables and write them using x, ÷ and = • Solve word problems involving multiplication and division with more than one step. • Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts. **Greater Depth** • Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements. • Use multiplication facts to make deductions outside known multiplication facts.			properties of 2-D shapes, including the number of sides and line 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 - Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences	intervals of time. -Tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times -Remember the number of minutes in an hour and the number of hours in a day.	• length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole. • Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.		ones, twos, fives and tens in a practical situation where all numbers on the scale are given e.g. read the temperature on a thermometer or measure capacities using a measuring jug. Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given e.g. a number line with missing labels.	
S u m m e r	**Time** -Recap quarter past/to, half past, o'clock. - Read the time on a clock to the nearest 5 minutes.	**Position and direction** -Order and arrange combinations of mathematical objects in patterns and sequences. -Use mathematical vocabulary to describe position,	**Revist – Number and Problem solving** -Recap learning on 4 operations in contextual problems.	**Revisit – Fractions** Revisit learning on fractions.	**Internal Assessments**		Post Assessments Project Work- Bar models, times tables recaps, preparation for Year 3.		

		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					

Maths meetings used throughout the year when necessary to consolidate place value, counting and fluency of mental maths skills.