

Oral mental starters (ongoing, throughout the term:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, **or from any given number**
- Count forwards from 0 **and** backwards in twos, fives and tens to the 10th multiple
- Recall multiplication and division facts for the 2 and 10 times table
- Given a number identify the number that is 1 more or less within 100
- Say the number that comes between two numbers within 100
- Given a number begin to identify the number that is 10 more or less than any number within 100 (refer to the hundred square)
- Begin to count on and back in 10s **from any** one or two digit number
- Recall and use all pairs of numbers with a total of 20; give addition and subtraction facts for the pair of numbers
- Begin to derive pairs of multiples of 10 with totals up to 100
- Recall the doubles of all numbers to 20 (10 + 10); derive halves of even numbers within 20
- Make estimates of quantities within 20 (and beyond)
- Recognise odd and even numbers
- Consolidate days of the week, months of the year (use daily routines to reinforce)
- Read the time to the hour, the half hour and the quarter hour (past and to) using an analogue clock (use daily routines to reinforce)

Areas of Study	No of days	Statutory requirements and non-statutory guidance	Suggested Key Vocabulary
<p>Number</p> <p>Number and place value</p> <p>Week 1</p>	5	<p>Read and write numbers to 100 in numerals and begin to write them in words</p> <p>Given a number, say/ identify the number that is one more or less within 100</p> <p>Say/identify the number that comes between two numbers within 100</p> <p>Begin to identify the number that is ten more/ less than a given number within 100</p> <p>Recognise the place value of each digit in a two-digit number using practical apparatus e.g. straws, cubes, ten sticks and units, Dienes, Unifix (grouped in tens), arrow/ place value cards, Numicon</p> <p>Partition two-digit numbers into tens and ones/units e.g. $34 = 30 + 4$</p> <p>Use knowledge of place value to order two-digit numbers and position them on a number line and/or a hundred square</p>	<p>Number, numerals</p> <p>Zero, one, two.....to one hundred</p> <p>Ten more, ten less</p> <p>Between, before, after</p> <p>Place value</p> <p>Digit, tens, ones/units</p> <p>Order</p> <p>Partition</p>

Medium Term Plans for Mathematics (revised version) -Year Two (Autumn Term)

<p>Number Addition</p> <p>Week 2</p>	<p>5</p>	<p>Consolidate the vocabulary and symbols (+ and =) related to addition</p> <p>Add numbers mentally and by using concrete objects, number tracks, marked number lines and /or 100 square - two-digit numbers add a one digit number within 50 (and beyond), by counting on</p> <p>Begin to use an empty number line to add a one -digit number to a two-digit number within 50 (and beyond), including bridging the tens boundary e.g. $23 + 6 = 29$, $37 + 5 = 42$ (See Calculation Policy)</p> <p>Solve simple one step word problems, which involve addition, using any of the following: concrete objects and pictorial representations; number tracks/ marked number lines; hundred square; empty number lines</p>	<p>Addition +, add, plus, more, put together, altogether, total, Count on</p> <p>=, equals, is the same as Number sentence, calculation</p> <p>Empty number line</p> <p>Problem, answer/solution, calculate</p>
<p>Number Subtraction</p> <p>Week 3</p>	<p>5</p>	<p>Consolidate the vocabulary and symbols (– and =) related to subtraction</p> <p>Subtract numbers mentally and by using concrete objects, number tracks, marked number lines and/or 100 square - two-digit numbers subtract a one digit number within 50 (and beyond) by counting back</p> <p>Begin to use an empty number line to subtract a one digit number from a two-digit number within 50 and beyond, including bridging the tens boundary e.g. $28 - 7 = 21$, $45 - 6 = 39$ (See Calculation Policy)</p> <p>Solve one step problems, which involve subtraction, using any of the following: concrete objects and pictorial representations; number tracks/ marked number lines; hundred square; empty number lines</p>	<p>Subtraction -, take away, subtract, minus How many are left? Count back</p> <p>Number sentence, calculation</p> <p>Empty number line</p> <p>Problem, answer/solution, calculate</p>
<p>Number Addition and subtraction (facts) &</p>	<p>2</p>	<p>Consolidate recall of addition and subtraction facts to 10; addition and subtraction facts to 20</p> <p>Recognise and use the inverse relationships between addition and subtraction and use this to solve missing number problems using addition and subtraction facts to 10 and facts to 20</p> <p>e.g. $4 + \square = 10$; $10 - \square = 4$; $\square + 18 = 20$; $20 - \square = 18$</p>	<p>Inverse Missing number</p>

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<p>Geometry Properties of shape (2D)</p> <p>Week 4</p>	<p>3</p>	<p>Identify and describe the properties of 2D shapes (see vocabulary), including the number of sides and corners; recognise 2D shapes in different orientations</p> <p>Sort common 2D shapes (see vocabulary) e.g. using simple Venn diagrams or sorting circles</p> <p>Compare common 2D shapes (see vocabulary) e.g. respond to questions, 'What's the same about these two shapes?' 'What's different about these two shapes?'</p> <p>Begin to identify line symmetry (in a vertical line) in common 2D shapes in practical contexts e.g. by folding shapes</p> <p>Create or complete repeating patterns using known 2D shapes</p>	<p>All vocabulary from previous year (rectangle, square, circle and triangle)</p> <p>Extend with: pentagon, hexagon</p> <p>Side, corner</p> <p>Venn diagram, sort</p> <p>Symmetry, symmetrical, line of symmetry</p> <p>Repeating pattern</p>
<p>Number Multiplication</p> <p>Week 5</p>	<p>5</p>	<p>Count forwards from 0 (and backwards) in twos, fives and tens to the 10th multiple (consider as mental/oral activities)</p> <p>Represent multiplication as repeated addition and as arrays using known multiples e.g. 2s, 5s and 10s (See Calculation Policy); introduce the multiplication (x) sign</p> <p>Recall and use multiplication facts for the 2 and 10 multiplication tables</p> <p>Begin to recall and use some multiplication facts for 5x table</p> <p>Calculate mathematical statements within known multiplication tables and write them using the x and = signs</p> <p>Solve simple one step word problems, which involve multiplication, using practical resources, arrays, informal written methods (including pictures) and related vocabulary and signs</p> <p>Recognise odd and even numbers and relate to multiples/groups of two (use practical resources to support); sort odd and even numbers using simple Venn diagrams/sorting circles</p>	<p>Lots of, groups of, repeated addition, times, multiply, multiplied by, multiplication</p> <p>x, array, row, column</p> <p>Count forwards</p> <p>Multiple</p> <p>Problem, answer/solution</p> <p>Odd/even numbers</p>

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<p>Measurement</p> <p>Length</p> <p>Week 6</p>	<p>5</p>	<p>Use metre (m) and centimetre (cm) as standard units of length and height e.g. find objects that are longer/ shorter than a metre, that are about 10 centimetres</p> <p>Choose and use appropriate standard units (m or cm) to estimate and then measure length/ height (m/cm) to the nearest appropriate unit, using rulers and metre sticks</p> <p>Compare and order lengths using comparative language</p> <p>Follow a line of enquiry relating to length e.g. Is this true or false? All Year 2 children's feet measure more than 18 cm. How will you find out?</p>	<p>Estimate, compare, measure metre (m), centimetre (cm) Metre stick, ruler</p> <p>Longer than, shorter than, taller than Longest, tallest, shortest</p>
<p>Number</p> <p>Addition and subtraction</p> <p>&</p> <p>Statistics</p> <p>Data handling</p> <p>Week 7</p>	<p>2</p> <p>3</p>	<p>Use an empty number line to add a one -digit number to a two-digit number within 50 (and beyond), including bridging the tens boundary, by counting on e.g. $28 + 6 = 34$, $47 + 5 = 52$ (See Calculation Policy)</p> <p>Use an empty number line to subtract a one digit number from a two-digit number within 50 (and beyond), including bridging the tens boundary, by counting back e.g. $30 - 7 = 23$, $55 - 6 = 49$ (See Calculation Policy)</p> <p>Collect data using a simple table and use the results to construct simple pictograms e.g. What is the favourite pet of children in our class?</p> <p>Answer simple questions about their pictogram by counting the number of objects in each category</p> <p>Collect data using a simple table and use the results to construct simple block diagrams e.g. What is the favourite fruit of children in our class?</p> <p>Answer simple questions by counting the number of objects in each category</p>	<p>Empty number line Count on Count back</p> <p>Block diagram, pictogram Table, list Data Collect (data)</p>

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<p>Measurement</p> <p>Time</p> <p>Week 10</p>	<p>5</p>	<p>Consolidate reading time to the hour and the half hour using an analogue clock; draw hands on a clock face to show these times</p> <p>Read the time to the quarter hour (quarter past the hour and then quarter to the hour) using an analogue clock; draw hands on a clock face to show these times</p> <p>Use units of time (minutes & hours) and know the relationships between them; know that there are 60 minutes in an hour (one hour = 60 minutes)</p> <p>Understand units of time e.g. What takes about one minute to do? How many times can you write your name in one minute? What takes about one hour to do? What takes about half an hour (30 minutes) to do?</p> <p>Consolidate days of the week and months of the year</p>	<p>O'clock, half past, quarter past, quarter to</p> <p>Analogue clock</p> <p>Minutes/hours</p> <p>Days of week (Monday, Tuesday...)</p> <p>Months of year (January, February...)</p>
<p>Measurement</p> <p>Money</p> <p>Week 11</p>	<p>5</p>	<p>Consolidate recognising different coins (including £1), and understand their value, and notes (£5, £10, £20) using the symbols (£) and pence (p)</p> <p>Know the relationship between pounds and pence (£1 = 100p)</p> <p>Solve problems involving combinations of coins e.g. How much money is in my purse; how many different ways can you make 6p using combinations of coins; which coins could you use to pay for a banana that costs 30p?</p> <p>Solve one- step word problems involving addition and subtraction in contexts of money (to 20p, 50p or £1) including giving change; solve one- step word problems involving addition and subtraction in contexts of money (using whole pounds only - £1, £5, £10, £20) including giving change</p>	<p>Coins</p> <p>Pence (p), penny</p> <p>Pound (£)</p> <p>Buy, spend, change, pay, costs</p> <p>How much?</p> <p>Calculate, calculation</p> <p>Problem, answer/solution</p> <p>How did you work it out?</p>
<p>Geometry</p> <p>Properties of shapes (2D and 3D)</p> <p>Week 12</p>	<p>5</p>	<p>Identify line symmetry in 2D shapes and simple pictures (possible link to a Christmas theme)</p> <p>Consolidate names of common 3-D shapes (see vocabulary)</p> <p>Describe the properties of 3D shapes and use the words edges, faces and vertices</p> <p>Identify 2D shapes on the surface of 3D shapes</p> <p>Relate 3D shapes to everyday objects (possible link to a Christmas theme)</p> <p>Sort common 3D shapes e.g. by the number of faces or shape of faces, using simple Venn diagrams or sorting circles</p>	<p>Symmetry, symmetrical, line of symmetry</p> <p>All vocabulary from previous year (cylinder, cone, cube, cuboid, pyramid) and introduce: prism, edges, faces, vertices</p>

Additional weeks

To be used for:

- assessment, consolidation and responding to AfL
- additional using and applying activities
- Christmas maths activities