

SPROWSTON INFANT SCHOOL YEAR 2 MEDIUM TERM PLAN – Spring

Year 2 Medium Term Planning Spring	Spring Curriculum Challenges
<p>WEEK 1 – Place Value</p> <ul style="list-style-type: none"> ● Compare and order numbers from 0 up to 100; use <, > and = signs <p>Identify, represent and estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems</p>	<p>Shape:- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p>
<p>WEEK 2 – Place Value - Money</p> <ul style="list-style-type: none"> ● Compare and order numbers from 0 up to 100; use <, > and = signs <p>Identify, represent and estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems</p> <p>Find different combinations of coins that equal the same amounts of money</p>	<p>Geometry:- Order and arrange combinations of mathematical objects in patterns and sequences</p>
<p>WEEK 3 – Addition and subtraction</p> <ul style="list-style-type: none"> ● Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers ● Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	<p>Statistics:- interpret and construct simple block diagrams.</p>
<p>WEEK 4 – Addition and subtraction</p> <ul style="list-style-type: none"> ● Solve problems with addition and subtraction: <ul style="list-style-type: none"> ● using concrete objects and pictorial representations, including those involving numbers, quantities and measures; 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 two-digit number and ones ● Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens 	<p>Measurement:- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>
<p>WEEK 5 – Fractions</p> <ul style="list-style-type: none"> ● Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity 	<p>Measurement:- choose and use appropriate standard units to estimate and measure temperature ($^{\circ}\text{C}$) using thermometers.</p>

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<ul style="list-style-type: none"> Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	
<p>WEEK 6– Multiplication / Division</p> <ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Practical fraction challenges Practical Time challenges</p>
<p>WEEK 7 – Multiplication / Division</p> <ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Measurement:- Measure distance vehicles travel focussing on metres and centimetres</p>
<p>WEEK 8– Fractions / Time</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/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. 	<p>Time:- Challenges:- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>
<p>Week 9 Fractions / Time</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/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. 	<p>Shape:- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Time:- Challenges:- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>
<p>Week 10 – Money</p> <ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Find different combinations of coins that equal the same amounts of money 	<p>Statistics:- Ask and answer questions about totalling and comparing categorical data</p>

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<ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 	
<p>Week 11- Word Problems</p> <ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	<p>Measurement</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p>
<p>Week 12 - Assessment Week</p> <ul style="list-style-type: none"> Solve simple problems in a practical context particularly focussing on reasoning. Arithmetic and Reasoning End of Spring Term assessment. 	<p>Assess Shape, Space and Measure</p>

Rationale: Begin with place value, representing numbers, number lines, reading and writing numbers – consolidating from Autumn term, check for any weaknesses as this is foundation of other Maths. Move on to addition and subtraction with a range of contexts, ensuring children are challenged from last term's work. Build on this by moving on to multiplication as last term but look at other models and link to division. Following this introduce fractions, linking to division and multiplication. To end the term, revisit addition and subtraction problems – focusing on 2-digit calculations, applying calculating strategies learnt so far and different contexts to enable mastery. SSM taught through challenges.