

Suggested 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 12th 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 a 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 (refer to the hundred square)
- Recall and use all pairs of numbers with a total of 20; give addition and subtraction facts for the pair of numbers
- Recall the doubles of all numbers to double ten (10 + 10); derive halves of even numbers within 20
- Make estimates of quantities within 20 (and beyond)
- Recognise odd and even numbers to 20
- 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>	<p>5</p>	<p>Read and write numbers to 100 in numerals and begin to write them in words</p> <p>Given a number, 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>Solve missing number problems using knowledge of place value e.g. $\square + 6 = 36$</p> <p>Use knowledge of place value to order and compare two-digit numbers and position them on a number line and/or a hundred square</p> <p>Reason about numbers e.g. If you wrote these numbers in order, starting with the smallest, which one would come third: 42, 21, 40, 12, 14 Explain how you ordered the numbers</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>

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<p>Number</p> <p>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), initially where no regrouping/ bridging is required e.g. $34 + 5 = 39$ Extend by bridging the tens boundary e.g. $37 + 5 = 42$ (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>Solve missing number problems e.g. $24 + \square = 29$; $28 + \square = 32$</p>	<p>Addition</p> <p>+, 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 Missing number</p>
<p>Number</p> <p>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), initially where no regrouping/ bridging is required e.g. $28 - 5 = 23$ Extend by bridging the tens boundary e.g. $45 - 6 = 39$ (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>Solve missing number problems e.g. $48 - \square = 42$; $32 - \square = 28$</p>	<p>Subtraction</p> <p>- , 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 Missing number</p>

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<p>Number Addition and subtraction (facts) &</p> <p>Geometry Properties of shape (2D)</p> <p>Week 4</p>	<p>2</p> <p>3</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; use this to solve missing number problems using addition and subtraction facts to 20</p> <p>e.g. $\square + 18 = 20$; $20 - \square = 18$</p> <p>Add three one-digit numbers; solve problems related to addition e.g. 'Bean-bag buckets'</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, and reason, about 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>Inverse Missing number</p> <p>All vocabulary from previous year (rectangle, square, circle and triangle, side, corner) Extend with: pentagon, hexagon Venn diagram, sort Symmetry, symmetrical, line of symmetry 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 12th 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 Begin to recall and use some multiplication facts for 5x</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 to at least 20 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 Count forwards</p> <p>Multiple</p> <p>Problem, answer/solution</p> <p>Odd/even numbers</p>

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<p>Number</p> <p>Division</p> <p>Week 6</p>	<p>5</p>	<p>Count forwards from 0 (and backwards) in twos, fives and tens to the 12th multiple (consider as mental/oral activities)</p> <p>Represent division as sharing, grouping and arrays (See Calculation Policy); introduce the division (÷) sign</p> <p>Recall and use division facts for the 2 and 10 multiplication tables Begin to recall and use division facts for the 5x table</p> <p>Solve simple one step word problems, which involve division, using practical resources, informal written methods (including pictures) and related vocabulary and signs</p>	<p>Share, groups of, divide, divided by, shared equally ÷, = Array</p> <p>Problem, answer, solution Calculate</p>
<p>Number</p> <p>Fractions</p> <p>Week 7</p>	<p>5</p>	<p>Consolidate recognising, naming and finding halves and quarters of familiar shapes; introduce fraction notation (1/2 and 1/4) Find 1/2 and 1/4 of set of objects using practical resources e.g. 1/2 of 12 = 6, 1/4 of 8 = 2 (link unit fractions to equal sharing and grouping)</p> <p>Solve one-step problems, which involve fractions (1/2 and 1/4), using concrete objects and pictorial representations to support e.g. I have 12 cherries and I give half of them to my friend. How many cherries do I give her? There are 12 biscuits in a packet. I eat 1/4 of them. How many biscuits do I eat?</p> <p>Extend by introducing the fractions 2/4, 3/4 using words and fraction notation (2/4, 3/4) Find 2/4, 3/4 of familiar shapes Recognise the equivalence of 1/2 and 2/4 using diagrams and resources and through practical activities</p>	<p>Fraction Half, quarter 1/2, 1/4</p> <p>Problem, answer/solution</p> <p>Two quarters, three quarters 2/4, 3/4</p>
<p>Measurement</p> <p>Time</p> <p>Week 8</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; 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) 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?</p> <p>Consolidate days of the week and months of the year; order days of the week and months of the year</p>	<p>O'clock, half past, quarter past, quarter to Analogue clock Minutes/hours</p> <p>Days of week (Monday, Tuesday...) Months of year (January, February...)</p>

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<p>Measurement</p> <p>Length</p> <p>Week 9</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 Know that there are 100cm in a metre (100cm = 1m)</p> <p>Choose and use appropriate standard units (m or cm) to estimate and then measure length/ height (m/cm) of everyday objects to the nearest appropriate unit, using rulers and metre sticks</p> <p>Compare and order lengths using comparative language</p> <p>Follow a simple line of enquiry relating to length e.g. Is this true or false? All Year 2 children's feet measure more than 18 cm. The classroom door is less than 2m. 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 10</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. $28 + 6 = 34$, $47 + 5 = 52$</p> <p>Use an empty number line to add ten(s) to a two-digit number within 50 (and beyond)</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. $30 - 7 = 23$, $55 - 6 = 49$</p> <p>Use an empty number line to subtract ten(s) from a two-digit number within 50 (and beyond) (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? 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? 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>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); 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 8p using combinations of coins? Which silver 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; begin to extend with two- step problems</p>	<p>Coins Pence (p), penny Pound (£)</p> <p>Buy, spend, change, pay, costs How much? Calculate, calculation Problem, answer/solution 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 known 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 including using 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>
<p>Additional weeks</p> <p>To be used for:</p> <ul style="list-style-type: none"> • assessment, consolidation and responding to AfL • additional using and applying activities • Christmas maths activities 			