Mathematics

Year 2: Summer Term 1 & 2

Maths Cultural Capital = In every lesson, where possible, try to include pedagogy so pupils are expected to apply their maths knowledge and skill to different problems and subject contexts across the curriculum.
Differentiation – Please see teachers' weekly planning for challenging the exceeding pupils and ensuring access for the emerging pupils. Also, refer to the SEND pupils IEP's to ensure their needs are included.
Minimum expectations for AfL strategies in Maths lessons = targeted questioning, mini whiteboards, peer talk, modelling.
Developing pupils' long term memory skills - use – LAST/LAST/LAST strategy linked to WALTs for the lesson.

Term	Week	National Curriculum Statement	WALT Intent	Success Criteria Impact	Key Questions and NC skills developed in the activities Implementation	Resources	Vocabulary
All Year groups to carry out a reasoning task to enhance pupil's thinking in Math on a **Thursday** for Basic Skills (before a Maths lesson). Teachers to use age related '**Convince me**' cards in the lesson.	Reasoning	reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language		Encourage pupils to discuss mathematics and give opportunities for them to give convincing arguments to support their thoughts and reasoning	What do you think? Is this always the case? Is this sometimes the case? Is this never the case? Have you given an example?	Convince Me cards	ALWAYS NEVER SOMETIMES CONVINCE ME!
	Basic Skills	Identify, represent and estimate numbers using different representations including the number line	Count in steps of 2,3 and 5 from 0 and in tens from any number, forward and backward	Count in tens from any number, forward and backward	Recognise the place value of each digit in a two digit number (tens,ones)		
Summer 1 & 2	Week 1a Number Place Value	Read and write numbers to at least	WALT: Read and write numbers to at least	I can read numerals to 100.		Counters, counting objects, cubes, paper clips,	Numbers to 100, Numeral/s

		100 in numerals and in words	100 in numerals and in words. .	I can write numerals to 100.		Place value cards Hundred square chart	
	Week 1b Number Place Value	Compare and order numbers to at least 100; use <, > and= signs.	WALT: compare, and order numbers from zero	I can compare numbers up to 100 using partitioning. I can compare number using the symbols		Counters, objects for counting, base ten apparatus Number cards, place value charts, number fans, base 10 apparatus, 1-100 number cards	equal to, more than, less than (fewer), most, least, compare, order, smallest, biggest, fewer, sort, greater, greatest, partition
	Week 1/2 Number Place Value	1c Recognise the place value of each digit in a 2-digit number. 2a Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens adding three one-digit - numbers	WALT: Recognise the place value of each digit in a 2-digit number Add and subtract numbers using concrete objects, pictorial representations	I can partition 2-digit number into tens and ones I can add numbers using concrete objects I can subtract numbers using the bar model		Place value cards, base 10 apparatus, Bead strings, place value counters, 100 square, coins	Tens, ones partition Partitioning Add, subtract Bar model
	Week 2b Number Place Value	Use place value to solve problems	Solve a problem regarding place value	I can use RUCSAC		Year 1 and 2 puzzles	Read Underline Calculation Solve check
	Week 3		WALT:	I use my knowledge		Bead strings, ten	Number bonds

	Addition	3a/Recall and use addition facts to 20 fluently and derive and use related facts up to 100. 3b/ Add numbers using concrete objects, pictorial representations and mentally including a two-digit number and ones, a two digit number and tens add three one-digit numbers 3c/Show that addition of two numbers can be done in any order (commutative)	Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative)	of number bonds to 10 to find all number bonds to 20 I use my knowledge of number bonds for 10 to find all the multiples of 10 to make 100 I can reverse the numbers and the total remains the same.		frames, counters, plae value counters Base ten apparatus Numicons	Subtraction facts Addition facts Place value Commutative Difference Multiple Commutative Reverse Addends Total sum
	Week 4a Subtraction	4a Recall and use subtraction facts to 20 fluently and derive and use related facts up to 100. 4b/Subtract numbers using concrete objects, pictorial representations and mentally including a two-digit number and ones, a two digit number and tens add three one-digit numbers 4c Show that subtraction of one number from another shows a positive answer	WALT: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative)	I use my knowledge of number bonds to 10 to find all number bonds to 20 I use my knowledge of number bonds for 10 to find all the multiples of 10 to make 100 I can reverse the numbers and the total remains the		Bead strings, ten frames, counters, plae value counters Base ten apparatus Numicons	Number bonds Subtraction facts Addition facts Place value Commutative Difference Multiple Commutative Reverse Addends

				same.			Total sum
	Week 4d Addition and Subtraction	Use number facts to solve problems	Solve a problem regarding number facts	I can use RUCSAC		Year 1 and 2 puzzles	Read Underline Calculation Solve check
Summer 1	**Week 5** **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 nearestappropriate unit, using rulers, scales, thermometers andmeasuring vessels Compare and order lengths, mass, volume / capacity and record the results using >, < and = Solve problems involving lengths and mass	WALT: 5a Estimate and measure length, mass and capacity 5b Estimate and measure length, mass and capacity 5c Compare and order lengths, mass and capacity 5d Compare and order Length, mass and capacity 5e Solve problems involving lengths, mass and capacity	I can measure lengths , weight and how much a container holds I can measure heights in centimetres, weight in g and capacity in ml I can compare lengths, mass and capacity I can compare mass I can solve problems involving lengths, mass and capacity		Ruler (CM) Measuring vessels Scales Balances Cubes Measuring jugs Containers	Length cm/m Height Mass g/kg Measure Measurement Estimate Long/longer/longest Tall/taller/tallest High/higher/highest Heavy, heavier, heaviest Full, nearly full, empty, nearly empty Compare Record Greater than > Less than > Equal to = Problem solving
	Week 6 **Statistics**	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	WALT: Ask and answer simple questions by counting and sorting objects	I can count and record objects on a chart. I can read and answer question		2 simple pictures	Sorting Category Data More less

		Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	6b/ interpret and construct simple pictiograms, tally charts, block diagrams and simple tables	from a chart.			
	Week 7 **Multiplication and Division**	Recall and use multiplication and division facts for the 2, 5and 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 (×), division (÷) and equals (=) signs	WALT: Use multiplication and division facts for 2,5,10 times tables 1b Recognise odd and even numbers 1c Calculate mathematical statements for multiplication and division	I know multiplication and division facts for 2,5 and 10 I can differentiate between odd and even numbers I can calculate multiplication and division statements		Counters Base 10 apparatus cubes	Multiplication Multiply x Division ÷ Divide Calculate Mathematical statements Odd Even
	Week 8 **Multiplication and Division** WR- Spring videos	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, and	WALT: 1a Show that multiplication of two numbers can be done in any order Show that division of one number by another cannot 1b Solve problems involving multiplication and division	I can show that Multiplication is commutative I can show that division is not commutative		Counters Base 10 apparatus Cubes Bead strings Number cards	Multiplication Multiply x Division ÷ Divide Calculate Commutative Arrays Repeated addition Mental methods division facts Multiplication facts

		multiplication and division facts, including problems in contexts					
	Week 9 **Fractions** WR Sp	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	WALT: Recognise a third Find a third Recognise a quarter Find a quarter Recognise two-fourths Find two fourths Recognise three fourths Find three fourths	I can recognise and name fraction parts		Fraction wall fraction puzzles fraction frames fraction blocks	Fractions One third One quarter Two fourths Three fourths Quantity Numerator denominator
	Week 10 **Fractions**	Write simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	WALT: 1a Write fractions of amounts 1b Find equivalent fraction for one half	I can write fractions I can work out simple fraction of amounts		Counters cubes	Equivalent fractions Fractions of amounts
	Week 11 Measurement 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 Compare and sequence intervals of time	Walt: tell the time to the nearest 5 minute	I can count in 5's I can identify the long hand represent the minutes Short hand represent the hour		Clocks	Half past 5 minutes Hour hand Minute hand Quarter past Quarter to O'clock
	Week 12	12a) Order and	WALT:	I can use 2D and 3D		2D shapes	Pattern

	Geometry: Position and Direction	arrange combinations of mathematical objects in patterns and sequences <u>Use mathematical vocabulary to describe the 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 9clockwise and anti-clockwise)</u>	12a/Order and arrange combinations of mathematical objects in patterns and sequences. 12b/ describe the position, direction and movement of a turn	shapes to explore patterns in different ways. I can describe a turn		3D shapes Interlocking cubes Year 1 and 2 puzzles Angle checker	Patterns Repeat Sequence Regular Angle checker Clockwise Anti-clockwise Quarter of a turn Half of a turn
	Assessment						