Mathematics

Year 2: Spring 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	Count in steps of 2,3 and 5 from 0 and in tens from any number, forward and backward	Read and write numbers to 100 Recognise the place value of each digit in a two-digit number (tens and ones)	1 more or less than a number to 100 Number bonds from 10 and 20	Missing number problems 30= 3+□ Compare and order numbers from 0 up to 100 and use > and < and = signs	Compare and sequence intervals of time	Identify, represent and estimate numbers using different represenattions including the number line
Spring 1	Week 1 Multiplication	Recall and use multiplication facts	WALT: 1a.	I know my		Counters, base ten apparatus,	Division (÷) Divide

		for the 2, 5 and 10 multiplication tables, *including recognising odd and even numbers* Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	recall and use multiplication facts for the 2, 5and 10 multiplication tables. 1b. Calculate mathematical statements for multiplication	multiplication facts for the 2, 5 and 10 times tables I can use my multiplication facts to Calculate mathematical statements. I can show that multiplication is commutative		cubes, bead strings, number lines, paper plates	Group Share Divisor Dividend Quotient Multiplication(x) Multiply Array Repeated subtraction Equal (=) equivalent
	Week 2 Division	Recall and use division facts for the 2, 5 and 10 multiplication tables, *including recognising odd and even numbers* Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	WALT: 2a division of one number by another cannot be done in any order 2b)Calculate mathematical statements for multiplication and division	I can show that division is not commutative.		Counters, base ten apparatus, cubes, bead strings, number lines, paper plates	Arrays Repeated addition Repeated subtraction Mental methods Multiplication facts Division facts
	Week 3 Multiplication and	Solve problems involving	WALT: 3a) Solve problems	I can use several strategies to solve		RUCSAC Blank Carroll	Odd Even

	Division	multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Recognise odd and even numbers	involving multiplication and division 3b) identify and use odd and even numbers	problems including multiplication and division e.g. RUCSAC I can use the ones digit to recognise odd and even number		diagram	Properties Carroll diagram
	Week 4 Measurement Time	Tell and write the time to five minutes Know the number of minutes in an hour and the number of hours in a day.	WALT: Tell and write the time to five minutes Know the number of minutes in an hour and the number of hours in a day.	I can tell and write the time to five minutes I can tell the number of minutes in a hour. I can tell the number of hours in a day.		Analogue clocks Timer Printed blank clock faces/clock face stamps	Analogue clock, Hour/ minutes Day interval
	Week 5 **Statistics**	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables .	WALT: Interpret and construct simple a. pictograms b. tally charts c .block diagrams *d.* simple tables	I can interpret simple pictographs and tally charts. I can interpret and construct simple tables		Sticky notes Squared paper Bead strings	Interpret construct pictograms tally/tally chart block diagrams simple tables frequency chart
	Week 6 Statistics	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 compare categorical data	WALT: 5a. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 5b. Ask and answer	I can sort objects into categories by counting. I know how to find the total. I can compare data		Sticky notes Squared paper Bead strings	Sorting Quantity Objects Category Count /counting Total Compare data

			questions about totalling 1c compare categorical data				
Spring 2	Week 7 Addition	Recall and use addition facts to 20 fluently and derive and use related facts up to 100. Add numbers using concrete objects, pictorial representations and mentally including a two-digit number and ones, a two digit number and <u>tens add three one-digit numbers</u>	WALT: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.	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		Bead strings, ten frames, counters, plae value counters Base ten apparatus Numicons	Number bonds Subtraction facts Addition facts Place value Commutative Difference Multiple
		Show that addition of two numbers can be done in any order (commutative)	Show that addition of two numbers can be done in any order (commutative)	I can reverse the numbers and the total remains the same.			Commutative Reverse Addends Total sum
	Week 8 Subtraction	Recall and use subtraction facts to 20 fluently and derive and use related facts up to 100. Subtract numbers using concrete objects, pictorial representations and mentally including a two-digit number and ones, a two digit number and tens <u>add</u>	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	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		Bead strings, ten frames, counters, plae value counters Base ten apparatus Numicons	Number bonds Subtraction facts Addition facts Place value Commutative Difference Multiple

		three one-digit numbers Show that subtraction of one number from another shows a positive answer	order (commutative)	I can reverse the numbers and the total remains the same.			Commutative Reverse Addends Total sum
	Week 8b 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
	Week 9 Measurements	Choose and use appropriate standard units to estimate and measure lengths and heights in any direction (m/cm: mass(kg/g; temperature (o C); capacity (litres /ml) to the nearest appropriate unit; using rulers, scales, thermometers and measuring vessels ● compare and order lengths and record the results using >, < and =	WALT: 9a Estimate and measure and length height using standard units. 9b ● compare and order lengths and record the results using >, < and =	I can measure length and height in any direction. I can choose the appropriate unit to measure length. I can measure the length of each item. I can place each item in order according to their length. I can compare the items using appropriate vocabulary.		Metre sticks, rulers, tape measures, Strings, strips of paper	Length/height Tall/taller/tallest Short/shorter/shortest Centimetres (cm) Millimetres (mm) Metre (m) unit trundle compare order record greater than less than equal to
	Week 10	Recognise and use symbols for pounds (£) and pence	WALT: To sort coins and recognize the value	I can recognise a 1p,2p,5p,10p,20p,50p,		Money (coin and notes)	Money Coin

	Measurement: Money	(p);combine amounts to make a particular value Find different combinations of coins to 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	of all coins in current use today. Find different combinations of coins to 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	£1 and £2 coin I can record the value of the given coin in p I can say the value of the given coin or note I can use coins to make a given amount I can identify what coins can make a given amount. I can subtract money using manipulatives or method I can solve the difference between two amounts of money		100 square	bank note Pound (£) Pence (p) Value Worth symbol
	Week 11 Geometry: Properties of Shapes	Identify and describe the 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, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects	WALT: identify and describe the properties of 2-D shapes Identify and describe the properties of 3-D shapes Identify 2-D shapes on the surface of 3-D shapes, Compare and sort common 2-D and 3-D shapes and everyday objects	I can name 2D shapes. I can name some 3D shapes. I can identify and sort 2D and 3D objects in everyday objects.		2-D shapes 3-D shapes	2D shapes 3D shapes Properties Line of symmetry Symmetry Edges Faces Cylinder Spheres Cuboids Cubes Pyramids Compare square Rectangles Triangles Vertex Corners edges

	Week 12 Geometry: Position and Direction	12a) Order and arrange combinations of mathematical objects in patterns and sequences	WALT: Order and arrange combinations of mathematical objects in patterns and sequences.	I can use 2D and 3D shapes to explore patterns in different ways. I can use RUCSAC		2D shapes 3D shapes Interlocking cubes Year 1 and 2 puzzles	Pattern Patterns Repeat Sequence Regular
		12b) Solve maths problem regarding line of symmetry, faces or edges of a shape	Walt: Solve a problem regarding line of symmetry, faces or edges				RUCSAC READ Underline calcualtion Solve And check
	Assessment						