Year 2 Term 2

Week	Objectives	TA Framework for Maths	Small Learning Steps
1/2/3	**Place Value linked to Multiplication and Division** • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Recall and use multiplication and division facts for the 2, 5 and 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 • 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 multiplication and division facts, including problems in contexts.	Count in twos, fives and tens from 0 and use this to solve problems. Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	• Revise counting in steps of 2,5 and 10 through number lines, 100 square, bar charts and tally charts • Count round the clock in 5s link to time • Recognising odd and even numbers • Count in steps of 10 from any number and in arrange of contexts such as money, counters, forwards and backwards • Revise counting in 2p,5p and 10p forwards and backwards • Count in 3s on a number line, sets of objects and 100 square both forwards and backwards. • Arrays for 2 x table • Facts for 2 x table • Commutativity for 2 x table • Arrays for 10 x table • Facts for 10 x table • Commutativity for 10 x table • Arrays for 5 x table • Facts for 5 x table • Commutativity for 5 x table • Links between the 2,5 and 10 x tables • Empty boxes for above • One step word problems for the above (may need images for LA) • Division facts for 2 x table
4	**Fractions** • Recognise, find, name and write fractions 1/3,1**/4,2/4 and ¾** of a length, shape, set of objects or quantity • Write simple fractions for example, ½ Of 6 = 3 and recognise the equivalence of 2/4 and 1/2 • Use mathematical vocabulary to describe 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 (clockwise and anti-clockwise).	**Identify 1/4,** 1/3, **1/2, 2/4, 3/4**, of a number or shape, and know that all parts must be equal parts of the whole.	• Revise understand of ½ being 2 equal parts. • Revise finding ½ of numbers, shapes and objects. • Revise understand of 1/4 being 4 equal parts. • Revise finding 1/4 of numbers, shapes and objects • Use above to find 2/4 and ¾ of objects, shapes and numbers. • Know that 2/4 = 1/2 • Explore word problems for ¼,2/4,3/4 • Understand what ½4,2/4 and 3/4 turns mean and demonstrate through PE/Computing/moving hands on a clock – ½ past, ¼ past and ¾ - ¼ to

5	**Geometry** • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • Compare and sort common 2-D and everyday objects. **Geometry – position and direction** • Order and arrange combinations of mathematical objects in patterns and sequences • Use mathematical vocabulary to describe 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 (clockwise and anti-clockwise).	Name some common 2-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles Name and describe properties of 2-D shapes, including number of sides, vertices, and lines of symmetry **Describe similarities and differences of 2-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry;**	• Name a wide range of 2- D shapes • Explore symmetry of 2-D shapes • Sort 2-D shapes by properties • Recognise shapes in range of orientations • Recognise 2-D shapes in the environment and as faces on 3-D shapes • Make a range of patterns with shapes and describe and compare them
6	**Addition and Subtraction** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • A two-digit number and ones • Two two-digit numbers • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4). Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14). Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30). Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17).	• Adding 2 digit and 2 digit no regrouping – use of partitioning • Add a 2 digit to a one digit with regrouping • Adding 2 digit and 2 digit with regrouping with the ones – use of partitioning • Above in a range of contexts • Subtraction 2 digit and 2 digit no exchanging – use of partitioning • Use above with money in context of giving change • *For all of the above use inverse to check and = sign in different places.*

7	**Time** • 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.	Read the time on a clock to the nearest 15 minutes. **Read the time on a clock to the nearest 5 minutes**	• Revise days of week, months of year, • Know the number of minutes in a hour and hours in a day • Revise reading O'clock - 1 hour more/1 hour less • Revise reading half past and show using hands on clock • Introduce ¼ past and link to ¼ turn • Read ¼ past the hour and show using hands on clock • Introduce ¼ to and link to ¾ turn • Read ¼ to the hour and show using hands on clock • Count around clock face in 5s