Year 2 Term 3

Week	Objectives	TA Framework for Maths	Small Learning Steps
1	**Place Value linked to measures** • 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 nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and = • Count in steps of 2, **3**, and 5 from 0, and in tens from any number, forward and backward • Recognise the place value of each digit in a two-digit number (tens, ones) • Identify, represent, and estimate numbers using different representations, including the number line • Compare and order up to 100; use <, > and = signs	Count in twos, fives and tens from 0 and use this to solve problems. Read scales in divisions of ones, twos, fives and tens (includes number lines/bar charts/pictograms etc). **Read scales where not all numbers on the scale are given and estimate points in between.**	• Revise counting in steps of 2 3,5 and 10 through number lines, 100 square, bar charts and tally charts as starters • Read a thermometer scale/ruler/measuring cylinder and scales – with all numbers and missing numbers • Compare and order measures using number up to 100 using <> signs and add to a number line • Compare units of time using <> signs • Compare more than 2 measures using comparative language e.g. 3 or 4 lengths • Problem solving – word problems linked to reading scales
2	**Addition and subtraction crossing boundaries include money** 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. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combinations of coins that 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	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). Know the value of different coins. Use different coins to make the same amount.	• Adding 2 digit and 2 digits with regrouping – use of partitioning, number lines, part/part whole • Above in a range of contexts • Subtraction 2 digit and 1 digit with exchanging – use of partitioning • Use above with money in context of totals and change • *For all the above use inverse to check and = sign in different places.*

3	**Addition and subtraction through statistics** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • A two-digit number and ones • Two two-digit numbers • Adding three one-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. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • 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 comparing categorical data.	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).	• Use above with in context of statistics – reading information from tables, charts, pictograms etc • Adding 2 digit and 2 digits with regrouping – use of partitioning, number lines, part/part whole • Above in a range of contexts • Subtraction 2 digit and 1 digit with exchanging – use of partitioning. • *For all the above use inverse to check and = sign in different places.*
4	**Capacity and volume** • Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order, volume/capacity and record the results using >, < and = • Recognise, find, name and write fractions. 1/3,1/4,2/4 and ¾ of a quantity	Read scales in divisions of ones, twos, fives and tens (includes number lines/bar charts/pictograms etc). **Read scales where not all numbers on the scale are given and estimate points in between.** **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.	• Practically explore 1 litre, 1/2 litre, ¼ litre, ¾ and 1/3 of a litre. • Explore creating scales of in 10,100s for measuring capacity • Compare, order, and estimate capacities practically • Explore volumes of different boxes and containers • Compare and order volumes • ½ fill, ¼ fill, ¾ fill containers to show understanding of volume.

5	**Geometry** • 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 3-D shapes and everyday objects. **Geometry – position and direction** • Order and arrange combinations of mathematical objects in patterns and sequences	Name some common 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties Name and describe properties of 3-D shapes, including number of sides, vertices, and lines of symmetry **Describe similarities and differences of 3-D shapes, using their properties**	• Name a wide range of 3- D shapes • Sort 3-D shapes by properties • Recognise shapes in range of orientations • Make a range of patterns with shapes and describe and compare them • Compare 3-D shapes and compare 2-D and 3-D shapes
6	**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 • Compare and sequence intervals of time	Read the time on a clock to the nearest 15 minutes. **Read the time on a clock to the nearest 5 minutes**	• Read ¼ to/past the hour and show using hands on clock • Count around clock face in 5s • Read simple timetables on O'clock and half past, ¼ past and ¼ to • Time word problems – more/less etc