

# Mathematics Medium Term Plan (Linked to NCETM Curriculum Prioritisation Plans)



## Autumn Term- Year 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Unit 1 (4 weeks) Numbers 10 to 100</b> Explain that one ten is equivalent to ten ones Represent multiples of ten using their numerals Represent multiples of ten using their numerals and names Represent multiples of ten in an expression or an equation Estimate the position of multiples of ten on a 0-100 number line Explain what happens when you add and subtract ten to a multiple of ten Use knowledge of facts and unitising to add and subtract multiples of ten Add and subtract multiples of ten Explore the counting sequence for counting to 100 and beyond Count a large group of objects by counting groups of tens and the extra ones Count a large group of objects by using knowledge of unitising by counting tens and ones Represent a number from 20-99 in different ways Explain and mark the position of numbers 20-99 on a number line Explain that numbers 20-99 can be represented as a length Compare two, two-digit numbers Partition a two-digit number into tens and ones Add two, two-digit numbers by partitioning into tens and ones				<b>Unit 2 (3 weeks)</b> <b>Calculations within 20</b> Add three addends Use a 'First... Then... Now' story to add 3 addends Explain that addends can be added in any order Add 3 addends efficiently Add 3 addends efficiently by finding two addends that total 10 Add two numbers that bridge through 10 Subtract two numbers that bridge through 10 Compare numbers and describe how many more or less there are in each set Calculate the difference Use knowledge of subtraction to solve problems in a range of contexts Explain what the difference is between consecutive numbers Calculate difference when information is presented in a pictogram Calculate difference when information is presented in a bar chart			<b>Unit 3</b> <b>Fluently add and subtract within 10</b> Demonstrate their fluency of addition and subtraction within ten Practise addition and subtraction strategies as required
Week 9	Week 10		Week 11	Week 12	Week 13	Week 14	Week 15
<b>Unit 4 (2 weeks)</b> <b>Addition and subtraction of 2 digit numbers (1)</b> Add and subtract one to and from a two-digit number Add and subtract one to and from a two-digit number that crosses a tens boundary Add and subtract one from any two-digit number Use number facts to add a single-digit number to a two-digit number Use number facts to subtract a single-digit number from a two-digit number Use a part-part-whole model to represent addition and subtraction Use number bonds to ten to add a single-digit number to a two-digit number Use number bonds to ten to subtract a single-digit number from a two-digit number Use knowledge of 'make ten' to add a one-digit number to a two-digit number Use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number Solve problems using knowledge of addition and subtraction Find ten more or ten less than a two-digit number (1) Find ten more or ten less than a two-digit number (2) Add and subtract ten to/from a two-digit number Explain the patterns when adding and subtracting ten Use knowledge of adding and subtracting ten to solve problems Use number facts to add a multiple of ten to a two-digit number Use number facts to subtract a multiple of ten from a two-digit number Partition a two-digit number into parts in different ways (two and three parts) Use knowledge of adding and subtracting multiples of ten to solve problems			<b>Unit 5 (7 weeks)</b> <b>Introduction to multiplication</b> Explain that objects can be grouped in different ways Describe how objects have been grouped Represent equal groups as repeated addition Represent equal groups as repeated addition and multiplication Represent equal groups as multiplication Explain and represent multiplication when a group contains zero or one items Identify and explain each part of a multiplication equation Use knowledge of multiplication to calculate the product Represent the two times table in different ways Use knowledge of the two times table to solve problems Explain the relationship between adjacent multiples of two Explain that factor pairs can be written in any order			Termly Assessments NFER	Recap previous learning

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## Spring Term- Year 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p><b><u>Unit 5 (ctd) - Introduction to multiplication</u></b>                      Represent counting in tens as the ten times table                      Represent the ten times table in different ways                      Explain the relationship between adjacent multiples of ten                      Represent counting in fives as the five times table                      Represent the five times table in different ways                      Explain the relationship between adjacent multiples of five                      Explain how groups of five and ten are related                      Explain the relationship between multiples of five and ten                      Use knowledge of the relationships between the five and ten times tables to solve problems                      Explain how a factor of zero or one affect the product                      Represent multiplication equations in different ways                      Use knowledge of the two, five and ten times tables to solve problems (1)                      Use knowledge of the two, five and ten times tables to solve problems (2)                      Explain what each factor represents in a multiplication story                      Explain what each factor represents in a multiplication story when one of the factors is one                      Explain how a multiplication equation with two as a factor is related to doubling                      Double two-digit numbers                      Multiply efficiently when one of the factors is two                      Explain how halving and doubling are related                      Explain the relationship between factors and products                      Halve two-digit numbers                      Use knowledge of doubling, halving and the two times table to solve problems</p>				<p><b><u>Unit 6 (2 weeks)</u></b>  <b><u>Introduction to division structures</u></b>                      Explain that objects can be grouped equally                      Identify and explain when objects cannot be grouped equally                      Explain the relationship between division expressions and division stories                      Calculate the number of equal groups in a division story                      Use their knowledge of skip counting and division to solve problems relating to measure                      Skip count using the divisor to find the quotient                      Use their knowledge of division to solve problems                      Explain that objects can be shared equally                      Use skip counting to solve a sharing problem</p>		<p><b><u>Unit 7 (2 weeks)</u></b>  <b><u>Shape</u></b>                      Learn that a polygon is a 2D shape with straight sides that meet at vertices                      Describe polygons and find different ways to sort them                      Learn that polygons can be sorted and named according to the number of sides and vertices                      Discuss, and compare by direct comparison, the shape and size of polygons                      Discuss, and compare by direct comparison, the vertices of polygons                      Investigate how polygons can be joined and folded to form 3-dimensional shapes                      Describe 3-dimensional shapes and find different ways to sort them                      Discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes</p>	
Week 9	Week 10	Week 11	Week 12	Week 13			
<p><b><u>Unit 8 (3 weeks)</u></b>  <b><u>Addition and subtraction of 2-digit numbers (2)</u></b>                      Explain strategies used to add                      Add a two-digit number to a two-digit number                      Add a two-digit number to a two-digit number when not crossing ten (i)                      Add a two-digit number to a two-digit number when not crossing ten (ii)                      Add a two-digit number to a two-digit number when crossing ten                      Explain strategies used to subtract                      Subtract a two-digit number from a two-digit number                      Partition the subtrahend to help with subtraction                      Subtract a 2-digit number from a two-digit number when not crossing ten (i)                      Subtract a two-digit number from a two-digit number when not crossing ten (ii)                      Subtract a two-digit number from a two-digit number when crossing ten                      Subtract efficiently using knowledge of two-digit numbers</p>			<p><b>Termly Assessments - NFER</b></p>	<p><b>Recap previous learning</b></p>			

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## Summer Term- Year 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
<p><b><u>Unit 9</u></b> <b><u>Money</u></b></p> <p>Guidance and support can be found at  <a href="https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-9-money/">https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-9-money/</a></p>	<p><b><u>Unit 10</u></b> (2 weeks) <b><u>Fractions</u></b></p> <p>identify whether something has or has not been split into equal parts                      Name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects                      Name the fraction 'one-quarter' in relation to a fraction of a length, shape or set of objects                      Name the fraction 'one-third' in relation to a fraction of a length, shape or set of objects                      Read and write the fraction notation <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math> and relate this to a fraction of a length, shape or set of objects                      Find half of numbers                      Find <math>\frac{1}{2}</math> or <math>\frac{1}{4}</math> of a number                      Find <math>\frac{1}{4}</math> and <math>\frac{1}{2}</math> of an object, shape, set of objects, length or quantity                      Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>		<p><b><u>Unit 11</u></b> <b><u>Time</u></b></p> <p>Guidance and support can be found at  <a href="https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-11-time/">https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-11-time/</a></p>	<p><b><u>Unit 12</u></b> <b><u>Position and direction</u></b></p> <p>Guidance and support can be found at  <a href="https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-12-position-and-direction/">https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-12-position-and-direction/</a></p>	<p><b>KS1</b> <b>Assessments</b></p>		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<p><b><u>Unit 13</u></b> (3 weeks) <b><u>Multiplication and Division – doubling, halving, quotative and partitive division</u></b></p> <p>Identify the patterns and relationships between the 5 and 10 times tables                      Explain the patterns and relationships between the 5 and 10 times tables                      Use their knowledge of the 5 and 10 times tables to solve problems                      Identify and explain relationships between the 5 and the 10 times tables                      Use their knowledge of the 5 and 10 times tables to solve problems                      Explain how times table facts can help to find the quotient (10 times table)                      Explain how times table facts can help to find the quotient (5 times table)                      Explain how times table facts can help to find the quotient (2 times table)                      Explain how a division equation with 2 as a divisor is related to halving                      Explain each part of a division equation and know how they can be interchanged                      Use knowledge of divisibility rules when the divisor is 2 to solve problems                      Use knowledge of divisibility rules when then divisor is 10 to solve problems                      Use knowledge of divisibility rules when the divisor is 5 to solve problems                      Explain how a dividend of zero affects the quotient                      Explain how the quotient is affected when the divisor is equal to the dividend                      Explain how a divisor of one affects the quotient</p>			<p><b><u>Unit 14</u></b> (2 weeks) <b><u>Sense of Measure – capacity, volume, mass</u></b></p> <p>Guidance and support can be found at  <a href="https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-14-sense-of-measure-capacity-volume-mass/">https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-14-sense-of-measure-capacity-volume-mass/</a></p>		<p><b>Consolidate learning</b></p>		



# Year 2 Yearly Overview (Linked to NCETM Curriculum Prioritisation Materials)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>Autumn</b>	<b>NCETM Unit 1</b> Numbers 10 to 100				<b>NCETM Unit 2</b> Calculations within 20			<b>NCETM Unit 3</b> Fluently add /subtract within 10	<b>NCETM Unit 4</b> Addition/ subtraction of 2-digit numbers (1)	<b>NCETM Unit 5</b> Introduction to multiplication			<b>Assessment</b>	<b>Consolidation</b>	
<b>Spring</b>	<b>NCETM Unit 5 continued</b> Introduction to multiplication				<b>NCETM Unit 6</b> Introduction to division structures		<b>NCETM Unit 7</b> Shape		<b>NCETM Unit 8</b> Addition/ subtraction of 2-digit numbers (2)		<b>Assessment</b>	<b>Consolidation</b>			
<b>Summer</b>	<b>NCETM Unit 9</b> Money	<b>NCETM Unit 10</b> Fractions		<b>NCETM Unit 11</b> Time	<b>NCETM Unit 12</b> Position and direction	<b>KS1 Assessments</b>			<b>NCETM Unit 13</b> Multiplication and Division (doubling, halving...)		<b>NCETM Unit 14</b> Sense of measure (capacity, volume, mass)		<b>Consolidation</b>		
<b>Note: 'Constructing and presenting data' is not covered by the prioritisation materials and ideally can be addressed in the foundation subjects in a relevant context such as science or geography.</b>															