Medium Term Planning — Number - Year 2

Where possible, the contents of this unit should be taught through cross-curricular opportunities.

	Year 2 Objectives AUTUMN	Year 2 Objectives SPRING	Year 2 Objectives SUMMER
Cross Phase Elements	To explain logically their strategies and solutions using mathematical language and give reasons to justify.		
	To provide real life contexts for mathematical learning e.g. real life problems, world of work, financial literacy, patterns in nature		
	To understand, investigate and apply the range of ways maths can be used to solve practical problems.		
	To explore number through practical and visual resources, models and equipment including structured maths equipment.		
	Use mathematical literacy, estimation, problem-solving and organising work, etc.		
	To use known facts and the inverse to check.		
	To recognise and use the appropriate method of calculation - mental, written or calculator.		
	To explore the history and development of maths in different cultures and periods of time and investigate the work of famous mathematicians		
Using and Applying	E1q. To apply their knowledge to solve problems and represent their thinking using equipment, pictures and role play with some support.		
	E1r. To apply their knowledge to begin to explain their strategies and solutions using mathematical language.		
Counting and Understanding Number	E1a. To read, write, order and compare numbers up to 100.	E1a. To read, write, order and compare numbers up to 100.	E1a. To read, write, order and compare numbers up to 100.
	E1b. To partition and recombine numbers and understand place value	E1b. To partition and recombine numbers and understand place value	E1b. To partition and recombine numbers and understand place value
	E1c. To estimate the number of objects and count them accurately.	E1c. To estimate the number of objects and count them accurately.	E1c. To estimate the number of objects and count them accurately.
		E1j. To understand the concept of fractions, recognising halves, quarters and thirds.	E1j. To understand the concept of fractions, recognising halves, quarters and thirds.
Knowing and Using Number Facts	E1d. To recognise odd and even numbers.	E1d. To recognise odd and even numbers.	E1d. To recognise odd and even numbers.
	E1e. To use mental recall of facts of numbers up to 10 and 20.	E1e. To use mental recall of facts of numbers up to 10 and 20.	E1e. To use mental recall of facts of numbers up to 10 and 20.
	E1g. To begin to use mental recall of the 2, 5, 10 times tables and derive associated division facts.	E1g. To begin to use mental recall of the 2, 5, 10 times tables and derive associated division facts. To recall doubles and halves of numbers up to 20.	E1g. To begin to use mental recall of the 2, 5, 10 times tables and derive associated division facts. To recall doubles and halves of numbers up to 20.
Calculating	E1f. To use appropriate written methods of addition and subtraction with whole numbers.	E1f. To use appropriate written methods of addition and subtraction with whole numbers.	
		E1h. To understand the concept of multiplication as repeated addition through arrays, diagrams or pictures.	E1h. To understand the concept of multiplication as repeated addition through arrays, diagrams or pictures.

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		E1i. To understand the concept of division through grouping, sharing and repeated subtraction.	E1i. To understand the concept of division through grouping, sharing and repeated subtraction.
		E1k. To use fractions knowledge to find simple fractions of shapes and objects.	E1k. To use fractions knowledge to find simple fractions of shapes and objects.
		E1l. To recognise decimals in everyday contexts e.g. money and measure.	E1l. To recognise decimals in everyday contexts e.g. money and measure.

Medium Term Planning –– Algebra - Year 2

Where possible, the contents of this unit should be taught through cross-curricular opportunities.

	Year 2 Objectives AUTUMN	Year 2 Objectives SPRING	Year 2 Objectives SUMMER
Cross Phase Elements	To explain logically their strategies and solutions using mathematical language and give reasons to justify.		
	To provide real life contexts for mathematical learning e.g. real life problems, world of work, financial literacy, patterns in nature		
	To understand, investigate and apply the range of ways maths can be used to solve practical problem		
	Explore algebra through practical and visual resources, models and equipment including structured maths equipment.		
Using and applying	E1q. To apply their knowledge to solve problems and represent their thinking using equipment, pictures and role play with some support.		
	E1r. To apply their knowledge to begin to explain their strategies and solutions using mathematical language.		
Algebra	E4a. To explore and explain patterns, including number sequences in the counting system (counting forwards and backwards), including finding missing numbers	E4a. To explore and explain patterns, including number sequences in the counting system (counting forwards and backwards), including finding missing numbers	E4a. To explore and explain patterns, including number sequences in the counting system (counting forwards and backwards), including finding missing numbers
	E4d. To investigate missing numbers and empty box problems, including inverse operations.	E4d. To investigate missing numbers and empty box problems, including inverse operations.	E4d. To investigate missing numbers and empty box problems, including inverse operations.

Medium Term Planning –– Shape, space and measure - Year 2

Where possible, the contents of this unit should be taught through cross-curricular opportunities.

	Year 2 Objectives AUTUMN	Year 2 Objectives SPRING	Year 2 Objectives SUMMER
Cross Phase Elements	To explain logically their strategies and solutions using mathematical language and give reasons to justify		
	To provide real life contexts for mathematical learning e.g. real life problems, world of work, financial literacy and patterns in nature		
	To understand, investigate and apply the range of ways maths can be used to solve practical problems		
	To explore shape and measures through practical and visual resources, models and equipment including structured maths equipment		
	To experience real shape and measures through a range of indoor and outdoor experiences.		
	To estimate using appropriate measures.		
Using and applying	E2q. To apply their knowledge to solve problems and represent their thinking using equipment, pictures and role play with some support		
	E2r. To apply their knowledge to begin to explain their strategies and solutions using mathematical language.		
Understanding Shape	E2a.To identify, match, sort and compare 2D and 3D shapes.	E2a.To identify, match, sort and compare 2D and 3D shapes.	
	E2b. To identify properties of 2D and 3D shapes.	E2b. To identify properties of 2D and 3D shapes.	

	E2c. To explore and generate shape and patterns in real life contexts e.g. nature, architecture and art	E2c. To explore and generate shape and patterns in real life contexts e.g. nature, architecture and art.	E2c. To explore and generate shape and patterns in real life contexts e.g. nature, architecture and art
	E2d. To explore tessellation practically.	E2d. To explore tessellation practically.	
	E2e. To begin to identify reflective symmetry in 2D shapes and patterns.	E2e. To begin to identify reflective symmetry in 2D shapes and patterns.	
		E2s. To draw a simple 2D shape using appropriate equipment.	
Position and Movement		2l. To understand angles as a measurement of turn and recognise quarter turns, half turn and right angle turns.	2l. To understand angles as a measurement of turn and recognise quarter turns, half turn and right angle turns.
		E2n. To use positional and directional language e.g. left and right, clockwise and anti-clockwise.	E2n. To use positional and directional language e.g. left and right, clockwise and anti-clockwise.
Measure		E2g. To begin to read and use non standard and standard units to measure length, mass and capacity.	E2g. To begin to read and use non standard and standard units to measure length, mass and capacity.
		E2h. To read scales to the nearest labelled division, beginning to understand that 'the number' represents a measure of quantity.	E2h. To read scales to the nearest labelled division, beginning to understand that 'the number' represents a measure of quantity.
	E2o. To develop an awareness of the concept of time, experience units of time and begin to use the language associated with different time concepts i.e. days of the week, months of the year, hours, minutes.	E2o. To develop an awareness of the concept of time, experience units of time and begin to use the language associated with different time concepts i.e. days of the week, months of the year, hours, minutes.	E2o. To develop an awareness of the concept of time, experience units of time and begin to use the language associated with different time concepts i.e. days of the week, months of the year, hours, minutes.
	E2p. To tell the time using analogue clocks, using and understanding the terms o'clock, half past and quarter to/past.	E2p. To tell the time using analogue clocks, using and understanding the terms o'clock, half past and quarter to/past.	E2p. To tell the time using analogue clocks, using and understanding the terms o'clock, half past and quarter to/past.

Medium Term Planning — Handling Data - Year 2

Where possible, the contents of this unit should be taught through cross-curricular opportunities.

	Year 2 Objectives AUTUMN	Year 2 Objectives SPRING	Year 2 Objectives SUMMER
Cross Phases Elements	To explain logically their strategies and solutions using mathematical language and give reasons to justify.		
	To provide real life contexts for mathematical learning e.g.real life problems, world of work, financial literacy, patterns in nature		
	To understand, investigate and apply the range of ways maths can be used to solve practical problems		
	To explore data handling through practical and visual resources, models and equipment including structured maths equipment.		
	To experience data handling through a range of contextual indoor and outdoor experiences.		
	To use digital technology to collect, store, present and analyse relevant and contextual data.		
Using and applying	E3f. To interpret and draw conclusions from information they have collected, including making comparisons and identifying patterns.		
Handling Data			IE3a. To make a prediction.

			E3b. To generate and explore questions that require the collection and analysis of information.
			E3c. To collect, sort and classify information.
			E3d. To understand and construct lists, tables, pictograms, block graphs and objects to represent information.
			E3e. Use a scale where a picture or object may represent more than 1.
			E3f. To interpret and draw conclusions from information they have collected, including making comparisons and identifying patterns.

Medium Term Planning — Financial Literacy - Year 2

Where possible, the contents of this unit should be taught through cross-curricular opportunities.

	Year 2 Objectives AUTUMN	Year 2 Objectives SPRING	Year 2 Objectives SUMMER
Cross Phases Elements	Students have an entitlement to take part in an enterprise activity in a meaningful context in each phase of their education.		
	Students are aware of the achievements of successful (and unsuccessful) entrepreneurs locally, nationally and internationally.		
	Aware of a range of currencies and their relative values		
	To be made aware of the abstract and invisible nature of money and spending		
	Participate in a range of fundraising activities that benefit on a personal level, the community and internationally.		
Using and Applying	E1d. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		
Financial Competence	E1a. To recognise and know the value of different denominations of coins and notes.	E1a. To recognise and know the value of different denominations of coins and notes.	E1a. To recognise and know the value of different denominations of coins and notes.
	E1b. To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	E1b. To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	E1b. To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
	E1c. To find different combinations of coins that equal the same amounts of money.	E1c. To find different combinations of coins that equal the same amounts of money.	E1c. To find different combinations of coins that equal the same amounts of money.
			E1e. To develop an initial understanding of the concepts of money, budgeting and costs.
Financial Responsibility			E2a. To understand that money comes from different sources, can be earned and can be used for different purposes
Financial Enterprise	E3a. To understand that money can be raised by selling goods and that this incurs costs.		E3a. To understand that money can be raised by selling goods and that this incurs costs.
	E3b. To be introduced to the concept of profit or loss.		E3b. To be introduced to the concept of profit or loss.
Decision Making and Critical			E4a. To budget and evaluate options and begin to justify their decisions.

Thinking			