# Maths Medium Term

**Year:  2**          **Term:  Spring**          **Teachers: Mrs Fagg**

| Week | Topic | Objectives |
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| Week 1 | Number and place value | Identify, represent and estimate numbers using different representations, including the number line *and 100 square.*<br> Partition two –digit numbers  up to at least 50 into tens and ones<br>*Partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) using manipulatives.*<br>Order random  numbers 0-100 *and explain reasoning*<br>Compare numbers for 0-100 – say which is more /less using ‹ or › *and explain reasoning*<br>Reason about number |
| Week 2 | Addition to solve problems | Recall addition and subtraction facts for numbers 11-20 , including  missing number problems<br>*Ensure children think – can I do it in my head, with some jottings or by using an expanded  written method*<br>*Estimate answers to calculations*<br>Add 2 two-digit numbers using concrete objects and informal methods (empty number lines)<br>Use inverse to check the answers to calculations<br>Solve problems with addition |
| Week 3 | Subtraction to solve problems | Recall addition and subtraction facts for numbers 11-20 , including  missing number problems<br>*Ensure range of questions that require either take away or difference for subtraction*<br>*Ensure children think – can I do it in my head, with some jottings or by using an expanded  written method*<br>*Estimate answers to calculations*<br>Subtract from a two-digit number using concrete objects and  informal methods (empty number lines) to *include crossing the tens boundary*<br>Use inverse to check answers to calculations |

| | | Solve problems with subtraction |
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| Week 4 | Measures – Money to solve problems | Find combinations of coins to make a value up to £1 (using only silver coins for some children)<br>*Estimate answers to calculations*<br>Add two amounts of coins using pictorial representations or informal methods *(including crossing the tens boundary)*<br>Subtract from an amount of coins using concrete objects or informal methods *(including crossing the tens boundary)*<br>Add three *or more* one-digit numbers of pence mentally or by using object or pictures*(including crossing the tens boundary)*<br>Subtract ones from a two-digit number of pence or tens from a two-digit number of pence using coins or informal methods to give change *(including crossing the tens boundary)*<br>Use inverse to check the answers to calculations<br>Solve simple problems in a practical context involving addition and subtraction of money. |
| Week 5 | Measures–mass to solve problems | *Work practically with mass /weight*<br>*Understand how to use weighing scales to measure/weight accurately*<br>*Understand how to read a simple scale on weighing scales*<br>Estimate and measure using standard units i.e. 100 g and 1 kg<br>Compare and order mass and record the results using ›, ‹ and =.<br>Solve problems involving weight/mass |
| Week 6 | Fractions to solve problems | Count forwards and backwards in halves and /or quarters to 10<br>Recognise and practically find and name ½, ¼ and ¾ of a length, shape, number or quantity<br>Recognise the equivalence of ½ and 2/4<br>*Begin to understand and use the terms numerator and denominator.*<br>*Understand that the larger the denominator is the more pieces it is split into and therefore the smaller each part will be.*<br>Solve problems involving simple fractions |
| Week 7 | Multiplication and division to solve problems | Recall multiplication and division facts for 2 x, 5x and 10 x tables<br>*Make arrays or patterns to show "groups of "such as 2 lots of 3 and count in groups (multiples) not ones* |

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| | | *Understand division as sharing and grouping.* |
| | | *Group and share small quantities* |
| | | *Understand multiplication as repeated addition using manipulatives.* |
| | | Calculate multiplication number sentences |
| | | Record multiplication number sentences using x  and = |
| | | Calculate division  number sentences *using manipulatives* |
| | | Record division number sentences using ÷ and = |
| | | Use inverse to check the answers to calculations |
| | | Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |
| | | Solve problems involving division, using materials, arrays, *repeated subtraction and sharing*, mental methods, and multiplication and division facts, including problems in contexts. |
| Week 8 | Shape and position and directions to solve problems | Identify and describe the properties of 2-D shapes, including the number of sides and angles |
| | | Identify and describe the properties of 2-D shapes, including  reflectional symmetry |
| | | Arrange 2D shapes in patterns and/or sequences. |
| | | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and as *turning*. |
| | | Solve problems involving shape |
| | | Solve problems involving position or direction |
| Week 9 | Statistics to solve problems | Construct simple charts, graphs and tables |
| | | *Read and interpret scales including hose marked in one but numbered in twos or fives* |
| | | Ask and answer simple questions involving totalling and comparing |
| | | Solve problems involving statistics |
| Week 10 | Time to solve problems | Compare and sequence  times |
| | | Tell the time -o'clock , half past , quarter to and quarter past |
| | | Begin to tell the time to five minutes -link to o'clock , half past , quarter to and quarter past |
| | | Draw hands on a clock face to show  given times |
| | | Begin to know the number of minutes in an hour and the number of hours in a day. |
| | | Solve simple problems involving time |
| Week 11 | SATS REVISION | Assess and review |