

## Maths Medium Term Plan

Year 2 2024-2025

Autumn 1

Link to WRM Planning: <https://whiteroseeducation.com/resources?year=year-2-new&subject=maths>

| Week        | Week Beginning                                                   | Unit                   | Small Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | N.C. Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Enriching our Mathematicians                         | Notes / AOI                                                   |
|-------------|------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------|
| 1-8         |                                                                  | Number Sense Maths     | Follow the NSM programme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      | 5 times a week                                                |
| 1<br>2<br>3 | 2-9-24<br>(2-9-24 & 3-9-24 - INSET)<br><br>9-9-24<br><br>16-9-24 | Number:<br>Place Value | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Numbers to 20</li> <li>• <b>Step 2:</b> Count objects to 100 by making 10s</li> <li>• <b>Step 3:</b> Recognise 10s and 1s</li> <li>• <b>Step 4:</b> Use a place value chart</li> <li>• <b>Step 5:</b> Partition numbers to 100</li> <li>• <b>Step 6:</b> Write numbers to 100 in words</li> <li>• <b>Step 7:</b> Flexibly partition numbers to 100</li> <li>• <b>Step 8:</b> Write numbers to 100 in expanded form</li> <li>• <b>Step 9:</b> 10s on the number line to 100</li> <li>• <b>Step 10:</b> 10s and 1 s on the number line to 100</li> <li>• <b>Step 11:</b> Estimate numbers on a number line</li> <li>• <b>Step 12:</b> Compare objects</li> <li>• <b>Step 13:</b> Compare numbers</li> </ul> Recognising coins. | <ul style="list-style-type: none"> <li>• Read and write numbers to at least 100 in numerals and in words.</li> <li>• 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.</li> <li>• Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>• Use place value and number facts to solve problems.</li> <li>• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> </ul> | Puzzles and Problems for Years 1 and 2 - Birds' Eggs | Recognising coins added here so can be used in 4 ops lessons. |

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| 4 | 23-9-24  | Number:<br>Addition<br>and<br>Subtraction | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Bonds to 10</li> <li>• <b>Step 2:</b> Fact families - addition and subtraction bonds to 20.</li> <li>• <b>Step 3:</b> Related facts</li> <li>• <b>Step 4:</b> Bonds to 100 (tens).</li> <li>• <b>Step 5:</b> Add and subtract 1s.</li> <li>• <b>Step 6:</b> Add by making 10</li> <li>• <b>Step 7:</b> Add three 1-digit numbers</li> <li>• <b>Step 8:</b> Add to the next 10</li> <li>• <b>Step 9:</b> Add across a 10</li> <li>• <b>Step 10:</b> <u>Subtract across 10</u></li> <li>• <b>Step 11:</b> Subtract from a 10</li> </ul> | <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> | Puzzles and Problems for Years 1 and 2<br>- Number Lines<br><br>Puzzles and Problems for Years 1 and 2<br>- Card Sharp | Check Calculation Strategy Policy<br><br>Language - addend and sum; minuend, subtrahend and difference (see Maths Language - Parts of 4-Op) |
| 5 | 30-9-24  |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                        |                                                                                                                                             |
| 6 | 7-10-24  |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                        |                                                                                                                                             |
| 7 | 14-10-24 |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                        |                                                                                                                                             |
| 8 | 21-10-24 | Number:<br>Multiplication<br>and Division | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Recognise equal groups</li> <li>• <b>Step 2:</b> Make equal groups</li> <li>• <b>Step 3:</b> Add equal groups</li> <li>• <b>Step 4:</b> Introduce the multiplication symbol</li> <li>• <b>Step 5:</b> Multiplication sentences</li> <li>• <b>Step 6:</b> Use arrays</li> <li>• <b>Step 7:</b> Make equal groups - grouping</li> </ul> Continued in Autumn 2                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2-, 5- and 10-times tables, including recognising odd and even numbers.</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                        | Check Calculation Strategy Policy<br><br>Language - multiplier, multiplicand, factor and product; dividend, divisor and quotient (see       |

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|  |  |  |  | <p>•Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> |  | <p>Maths<br/>Language -<br/>Parts of 4-Op)</p> |
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## Maths Medium Term Plan

Year 2 2024-2025

### Autumn 2

| Week        | Week Beginning                  | Unit                                   | Small Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | N.C. Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Enriching our Mathematicians                                                                    | Notes / AOI                      |
|-------------|---------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------|
| 1-7         |                                 | Number Sense Maths                     | Follow the NSM programme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                 | 5 times a week                   |
| 1<br>2      | 4-11-24<br>11-11-24             | Number:<br>Multiplication and Division | Continued from Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                 |                                  |
| 3<br>4<br>5 | 18-11-24<br>25-11-24<br>2-12-24 | Geometry:<br>Shape                     | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Recognise 2D and 3D shapes.</li> <li>• <b>Step 2:</b> Count sides on 2D shapes.</li> <li>• <b>Step 3:</b> Count vertices on 2D shapes.</li> <li>• <b>Step 4:</b> Draw 2D shapes.</li> <li>• <b>Step 5:</b> Lines of symmetry on shapes.</li> <li>• <b>Step 6:</b> Use lines of symmetry to complete shapes</li> <li>• <b>Step 7:</b> Sort 2D shapes.</li> <li>• <b>Step 8:</b> Count faces on 3D shapes.</li> <li>• <b>Step 9:</b> Count edges on 3D shapes.</li> <li>• <b>Step 10:</b> Count vertices on 3D shapes.</li> <li>• <b>Step 11:</b> Sort 3D shapes.</li> <li>• <b>Step 12:</b> Make patterns with 2D and 3D shapes.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>• Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> | NRICH Chain of Changes<br><a href="https://nrich.maths.org/221">https://nrich.maths.org/221</a> |                                  |
| 6<br>7      | 9-12-24<br>16-12-24             | Measurement:<br>Money                  | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Count money - pence</li> <li>• <b>Step 2:</b> Count money - pounds (notes and coins)</li> <li>• <b>Step 3:</b> Count money - pounds (notes and coins)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> </ul>                                                                                                                                                                                                                                                             | NRICH 5 Coins<br><a href="https://nrich.maths.org/142">https://nrich.maths.org/142</a>          | Only get 4 sessions across these |

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|  |  |  | <ul style="list-style-type: none"> <li>• <b>Step 4:</b> Choose notes and coins</li> <li>• <b>Step 5:</b> Make the same amount</li> <li>• <b>Step 6:</b> Compare amounts of money</li> <li>• <b>Step 7:</b> Calculate with money</li> <li>• <b>Step 8:</b> Make a pound</li> <li>• <b>Step 9:</b> Find change</li> <li>• <b>Step 10:</b> Two-step problems</li> </ul> | <ul style="list-style-type: none"> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> | Puzzles and Problems for Years 1 and 2 - Monster | two weeks due to nativity. |
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## Maths Medium Term Plan

Year 2 2024-2025

Spring 1

| Week   | Week Beginning     | Unit                                | Small Steps                                                                                                                                                                                                                                                                                                              | N.C. Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Enriching our Mathematicians                                                                         | Notes / AOI                                                                                                       |
|--------|--------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1-6    |                    | Number Sense Maths                  | Follow the NSM programme.                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                      | 5 times a week                                                                                                    |
| 1<br>2 | 6-1-25<br>13-1-25  | Number:<br>Place Value              | <b>Retrieval</b><br>• <b>Step 14:</b> Order objects and numbers<br>• <b>Step 15:</b> Count in 2s, 5s and 10s<br>• <b>Step 16:</b> Count in 3s                                                                                                                                                                            | • Read and write numbers to at least 100 in numerals and in words.<br>• 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.<br>• Compare and order numbers from 0 up to 100; use <, > and = signs.<br>• Use place value and number facts to solve problems.<br>• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. | NRIC Domino Number Patterns<br><a href="https://nrich.maths.org/225">https://nrich.maths.org/225</a> |                                                                                                                   |
| 3<br>4 | 20-1-25<br>27-1-25 | Number:<br>Addition and Subtraction | <b>Retrieval</b><br>• <b>Step 12:</b> Subtract a 1-digit number from a 2-digit number (across a 10)<br>• <b>Step 13:</b> 10 more, 10 less.<br>• <b>Step 14:</b> Add and subtract 10s.<br>• <b>Step 15:</b> Add two 2-digit numbers (not across a 10)<br>• <b>Step 17:</b> Subtract two 2-digit numbers (not across a 10) | • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.<br>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.<br>• Show that the addition of two numbers can be done in any order (commutative) and                                                         |                                                                                                      | Check Calculation Strategy Policy<br><br>Language - addend and sum; minuend, subtrahend and difference (see Maths |

|   |                              |                                        |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          |                                                                                                                                                                              |
|---|------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                              |                                        |                                                                                                                                                                                                                                                                                          | <p>subtraction of one number from another cannot.</p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>                                                                                                                                                                                                                                                                    |                                                          | Language - Parts of 4-Op)                                                                                                                                                    |
| 5 | 3-2-25<br>(7-2-25 - INSET)   | Number:<br>Multiplication and Division | <b>Retrieval</b> <ul style="list-style-type: none"> <li><b>Step 8:</b> Make equal groups - sharing</li> <li><b>Step 9:</b> The 2 times-table</li> <li><b>Step 10:</b> Divide by 2</li> <li><b>Step 11:</b> Doubling and halving</li> <li><b>Step 12:</b> Odd and even numbers</li> </ul> | <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2-, 5- and 10-times tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> <li>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul> | Puzzles and Problems for Years 1 and 2 - At the Toy Shop | <p>Check Calculation Strategy Policy</p> <p>Language - multiplier, multiplicand, factor and product; dividend, divisor and quotient (see Maths Language - Parts of 4-Op)</p> |
| 6 | 10-2-25<br>(10-2-25 - INSET) |                                        |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          |                                                                                                                                                                              |

## Maths Medium Term Plan

Year 2 2024-2025

Spring 2

| Week | Week Beginning | Unit                                        | Small Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | N.C. Links                                                                                                                                                                                                                                                                                                                                                                                                                       | Enriching our Mathematicians | Notes / AOI             |
|------|----------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------|
| 1-6  |                | Number Sense Maths                          | Follow the NSM programme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              | 5 times a week          |
| 1    | 24-2-25        | Number: Fractions                           | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Introduction to parts and whole</li> <li>• <b>Step 2:</b> Equal and unequal parts</li> <li>• <b>Step 3:</b> Recognise a half</li> <li>• <b>Step 4:</b> Find a half</li> <li>• <b>Step 5:</b> Recognise a quarter</li> <li>• <b>Step 6:</b> Find a quarter</li> <li>• <b>Step 7:</b> Recognise a third</li> <li>• <b>Step 8:</b> Find a third</li> <li>• <b>Step 9:</b> Find the whole</li> <li>• <b>Step 10:</b> Unit fractions</li> <li>• <b>Step 11:</b> Non-unit fractions</li> <li>• <b>Step 12:</b> Recognise the equivalence of a half and two-quarters</li> <li>• <b>Step 13:</b> Recognise three-quarters</li> <li>• <b>Step 14:</b> Find three-quarters</li> <li>• <b>Step 15:</b> Count in fractions up to a whole</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>• Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> |                              | See Notes for Fractions |
| 2    | 3-3-25         |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |                         |
| 3    | 10-3-25        |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |                         |
| 4    | 17-3-25        | Measurement: Mass, Capacity and Temperature | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Compare mass</li> <li>• <b>Step 2:</b> Measure in grams</li> <li>• <b>Step 3:</b> Measure in kilograms</li> <li>• <b>Step 4:</b> Four operations with mass</li> <li>• <b>Step 5:</b> Compare volume and capacity</li> <li>• <b>Step 6:</b> Measure in millilitres</li> <li>• <b>Step 7:</b> Measure in litres</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> </ul>                                                                                           |                              |                         |
| 5    | 24-3-25        |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |                         |
| 6    | 31-3-25        |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |                         |

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|  |  |  | <ul style="list-style-type: none"> <li>• <b>Step 8:</b> Four operations with volume and capacity</li> <li>• <b>Step 9:</b> Temperature</li> </ul> | <ul style="list-style-type: none"> <li>• Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul> |  |  |
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## Maths Medium Term Plan

Year 2 2024-2025

### Summer 1

| Week | Week Beginning      | Unit                                | Small Steps                                                                                                                                                                                                                                                                                                                                      | N.C. Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Enriching our Mathematicians | Notes / AOI                                                                                                                                        |
|------|---------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-5  |                     | Number Sense Maths                  | Follow the NSM programme.                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              | 5 times a week                                                                                                                                     |
| 1    | 21-4-25<br>(4 days) | Number:<br>Addition and Subtraction | <ul style="list-style-type: none"> <li>• <b>Step 16:</b> Add two 2-digit numbers (across a 10)</li> <li>• <b>Step 18:</b> Subtract two 2-digit numbers (across a 10)</li> <li>• <b>Step 19:</b> Mixed addition and subtraction</li> <li>• <b>Step 20:</b> Compare number sentences</li> <li>• <b>Step 21:</b> Missing number problems</li> </ul> | <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> |                              | <p>Check Calculation Strategy Policy</p> <p>Language - addend and sum; minuend, subtrahend and difference (see Maths Language - Parts of 4-Op)</p> |

|        |                                                                   |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                      |                                                                                                                                                            |
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| 2      | 28-4-25                                                           | Number:<br>Multiplication<br>and Division | <b>Retrieval</b> <ul style="list-style-type: none"> <li>• <b>Step 13:</b> The 10 times-table</li> <li>• <b>Step 14:</b> Divide by 10</li> <li>• <b>Step 15:</b> The 5 times-table</li> <li>• <b>Step 16:</b> Divide by 5</li> <li>• <b>Step 17:</b> The 5 and 10 times-tables</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2-, 5- and 10-times tables, including recognising odd and even numbers.</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> <li>• Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul> | Check<br>Calculation<br>Strategy Policy                                                                              | Language -<br>multiplier,<br>multiplicand,<br>factor and<br>product;<br>dividend,<br>divisor and<br>quotient (see<br>Maths<br>Language -<br>Parts of 4-Op) |
| 3<br>4 | 5-5-25<br>(4 days)<br><br>12-5-25                                 | Measurement:<br>Length and<br>Height      | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Measure in centimetres</li> <li>• <b>Step 2:</b> Measure in metres</li> <li>• <b>Step 3:</b> Compare lengths and heights</li> <li>• <b>Step 4:</b> Order lengths and heights</li> <li>• <b>Step 5:</b> Four operations with lengths and heights</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</li> </ul>                                                                                                                                                                                                                                                                                                           | NRICH Making<br>longer, making<br>shorter<br><a href="https://nrich.maths.org/5590">https://nrich.maths.org/5590</a> |                                                                                                                                                            |
| 5      | 19-5-25<br>(World Maths<br>Day - date<br>tbc; 23-5-25 -<br>INSET) | Measurement:<br>Time                      | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> O'clock and half past</li> <li>• <b>Step 2:</b> Quarter past and quarter to</li> <li>• <b>Step 3:</b> Tell time past the hour</li> <li>• <b>Step 4:</b> Tell time to the hour</li> <li>• <b>Step 5:</b> Tell the time to 5 minutes</li> <li>• <b>Step 6:</b> Minutes in an hour</li> <li>• <b>Step 7:</b> Hours in a day</li> </ul> Continued into Summer 2 | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> <li>• Compare and sequence intervals of time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    | NRICH Matching<br>Time<br><a href="https://nrich.maths.org/10332">https://nrich.maths.org/10332</a>                  |                                                                                                                                                            |

## Maths Medium Term Plan

Year 2 2024-2025

### Summer 2

| Week | Week Beginning      | Unit                                | Small Steps                                                                                                                                                                                                                                                                                                                                                                              | N.C. Links                                                                                                                                                                                                                                                                                                                                                                                                           | Enriching our Mathematicians                                                                                                                                                                               | Notes / AOI    |
|------|---------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1-8  |                     | Number Sense Maths                  | Follow the NSM programme.                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            | 5 times a week |
| 1    | 2-6-25              | Measurement:<br>Time                | Continued from Summer 1                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                |
| 2    | 9-6-25              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                |
| 3    | 16-6-25             | Statistics                          | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Make tally charts</li> <li>• <b>Step 2:</b> Tables</li> <li>• <b>Step 3:</b> Block diagrams</li> <li>• <b>Step 4:</b> Draw pictograms (1-1)</li> <li>• <b>Step 5:</b> Interpret pictograms (1-1)</li> <li>• <b>Step 6:</b> Draw pictograms (2, 5 and 10)</li> <li>• <b>Step 7:</b> Interpret pictograms (2, 5 and 10)</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>• Ask and answer questions about totalling and comparing categorical data.</li> </ul>                                             | NRICH Ladybird Count<br><a href="https://nrich.maths.org/2341">https://nrich.maths.org/2341</a>                                                                                                            |                |
| 4    | 23-6-25             |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                |
| 5    | 30-6-25             | Geometry:<br>Position and Direction | <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Language of position</li> <li>• <b>Step 2:</b> Describe movement</li> <li>• <b>Step 3:</b> Describe turns</li> <li>• <b>Step 4:</b> Describe movement and turns</li> <li>• <b>Step 5:</b> Shape patterns with turns</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>• 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).</li> <li>• Order and arrange combinations of mathematical objects in patterns and sequences.</li> </ul> | NRICH Walking Around a Triangle<br><a href="https://nrich.maths.org/8084">https://nrich.maths.org/8084</a><br><br>NRICH Turning<br><a href="https://nrich.maths.org/5656">https://nrich.maths.org/5656</a> |                |
| 6    | 7-7-25              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                |
| 7    | 14-7-25             | Consolidation and Problem Solving   |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                      | NRICH Round the Two Dice -<br><a href="https://nrich.maths.org/5656">Round the Two Dice (maths.org)</a>                                                                                                    |                |
| 8    | 21-7-25<br>(2 days) |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                |

|  |  |  |  |  |                                                                                                       |  |
|--|--|--|--|--|-------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  | NRICH Puzzling<br>Sweet Shop<br><a href="https://nrich.maths.org/223">https://nrich.maths.org/223</a> |  |
|--|--|--|--|--|-------------------------------------------------------------------------------------------------------|--|