



## Maths Medium Term Overview – Spring Year 2

| Year 2 – Spring term     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Week & Focus             | NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1 – Number & Place Value | <ul style="list-style-type: none"><li>▪ Read and write numbers to at least 100 in numerals and in words – <b>recap numerals, <u>focus on words</u></b>.</li><li>▪ Identify, represent and estimate numbers using different representations – focus on identifying and representing in different ways – i.e. different equipment and diagrams – <b>consolidation and <u>progress to number lines</u></b>.</li><li>▪ Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs – <b>consolidation</b></li><li>▪ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward –<b>consolidate 2, 5, 10 from 0 and tens from any number, start to count in 3s.</b></li><li>▪ <b>Partition numbers in different ways (for example, <math>23 = 20 + 3</math>) and <math>23 = 10 + 13</math>) to support subtraction.</b></li></ul> |
| 2 – Addition             | <ul style="list-style-type: none"><li>▪ <b>Consolidation of addition facts to 20 and related facts to 100</b> Refer to page 12 addition booklet.</li><li>▪ Add numbers using concrete objects, pictorial representations, and mentally including:<ul style="list-style-type: none"><li>▪ A two-digit number and ones. (<b>Progress to more efficient methods – e.g. knowledge of number bonds</b>)</li><li>▪ A two-digit number and tens. (<b>Progress to more efficient methods – e.g. knowledge of number bonds</b>)</li><li>▪ Two two-digit numbers - recorded with equipment horizontally (<b>including exchanging</b>). Refer to page 14 addition booklet.</li></ul></li></ul>                                                                                                                                                                                  |



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|                        | <ul style="list-style-type: none"> <li>Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods <b>(using larger numbers and beginning to look at two step problems)</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>3 - Subtraction</b> | <ul style="list-style-type: none"> <li>Consolidation of subtraction facts to 20 and related facts to 100 <b>Refer to page 16 subtraction booklet.</b></li> <li>Subtract numbers using concrete objects, pictorial representations, and mentally including: <ul style="list-style-type: none"> <li>A two-digit number and ones (Progress to more efficient methods – e.g. knowledge of number bonds)</li> <li>A two-digit number and tens (Progress to more efficient methods – e.g. knowledge of number bonds) <b>Refer to pages 17-18 subtraction booklet. Make links to mental calculation booklet pages 10-11 (reordering).</b></li> <li>Two two-digit numbers – recorded with equipment in columns <b>(without exchanging). Refer to top of page 19 subtraction booklet.</b></li> </ul> </li> <li>Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods <b>(using larger numbers and beginning to look at two step problems)</b></li> </ul> |
| <b>4 - Subtraction</b> | <ul style="list-style-type: none"> <li><b>Consolidation of subtraction facts to 20 and related facts to 100</b></li> <li>Subtract numbers using concrete objects, pictorial representations, and mentally including: <ul style="list-style-type: none"> <li>A two-digit number and ones <b>(Progress to more efficient methods – e.g. knowledge of number bonds).</b></li> <li>A two-digit number and tens <b>(Progress to more efficient methods – e.g. knowledge of number bonds).</b></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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|                           | <ul style="list-style-type: none"> <li>Two two-digit numbers – recorded with equipment in columns (<b>with exchanging</b>). <b>Refer to bottom of page 19 subtraction booklet.</b></li> <li>Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods (<b>using larger numbers and beginning to look at two step problems</b>)</li> </ul>                                                                                                                                                                                                                                                 |
| <b>5 - Money</b>          | <ul style="list-style-type: none"> <li>Combine amounts of money to make a particular value – (<b>consolidation</b>)</li> <li>Find different combinations of coins that equal the same amounts of money – (<b>consolidation</b>)</li> <li>Solve simple problems in a practical context involving addition <b>and subtraction of money</b> of the same unit, including giving change (<b>focus on change</b>).</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| <b>6 - Multiplication</b> | <ul style="list-style-type: none"> <li>Recall and use multiplication facts for the 2, <b><u>5 and 10</u></b> multiplication tables (<b>make the connection between 5 and 10 times tables</b>), including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (<math>\times</math>) and equals (<math>=</math>) signs.</li> <li>Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. (<b>Consolidation of 2s, introduce 5s and 10s</b>)</li> <li><b>Refer to pages 7-8 multiplication booklet.</b></li> </ul> |
| <b>7 - Division</b>       | <ul style="list-style-type: none"> <li>Recall and use division facts for the 2, <b><u>5 and 10</u></b> multiplication tables (<b>make the connection between 5 and 10 times tables</b>).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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|                                           | <ul style="list-style-type: none"> <li>Calculate mathematical statements for division within the multiplication tables and write them using the division (<math>\div</math>) and equals (=) signs.</li> <li><b>Use commutativity and inverse relationships to develop multiplicative reasoning (for example, <math>4 \times 5 = 20</math> and <math>20 \div 5 = 4</math>)</b></li> <li>Solve problems involving division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. <b>(simple problems) (Consolidation of 2s, introduce 5s and 10s)</b></li> <li><b>Refer to pages 7-8 division booklet.</b></li> </ul> |
| <b>8 - Fractions</b>                      | <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> of a length, shape, <u>set of objects or quantity</u>. <b>(Introduce length &amp; quantity, consolidate shape &amp; introduce sets of objects.)</b></li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3. <b>(unit fractions only)</b></li> <li>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>. <b>(Consolidation)</b></li> </ul>                                                                                                                                   |
| <b>9 – Measurement<br/>- Time</b>         | <ul style="list-style-type: none"> <li>Compare and sequence intervals of time.</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> <li>Tell and write the time to the nearest quarter of an hour, including quarter past/to the hour and draw the hands on a clock face to show these times. (Revise hour and <math>\frac{1}{2}</math> hour from Y1) <b>Begin 5 minutes for those who are ready.</b></li> </ul>                                                                                                                                                                                                                                               |
| <b>10 – Measurement –<br/>Mass/weight</b> | <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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|                                                                                     | <ul style="list-style-type: none"><li>▪ Compare and order, mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li></ul>                                                                                                                                                                                            |
| <b>11 – Geometry</b>                                                                | <ul style="list-style-type: none"><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 3-D shapes and everyday objects.</li></ul> |
| <b>ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION &amp; THEMED WORK</b> |                                                                                                                                                                                                                                                                                                                                                            |