



Maths Medium Term Overview – Summer Year 2

Year 2 – Summer term	
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.
1 – Statistics	- Interpret and construct simple pictograms and tally charts. - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. - Ask and answer questions about totalling and comparing categorical data.
2 – Statistics	- Interpret and construct simple block diagrams and tables. - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. - Ask and answer questions about totalling and comparing categorical data.
3 – Number & Place Value	<u>CONSOLIDATION OF ALL PLACE VALUE OBJECTIVES COVERED THROUGH MORE COMPLEX PROBLEM SOLVING WITH PARTICULAR FOCUS ON:</u> - Identify, represent and estimate numbers using different representations – focus on identifying and representing in different ways – i.e. different equipment and diagrams. (Particular focus on representing and estimating on number lines) - Count in steps of 2, 5, 10 and 3 from 0, and in tens from any number, forward and backward. - Use place value and number facts to solve problems.



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4 – Addition	▪ Consolidation of addition facts to 20 and related facts to 100 Refer to pg 12 addition booklet. ▪ Consolidation of efficient methods for adding: ▪ A two-digit number and ones. ▪ A two-digit number and tens. Introduce vertical recording with equipment (progress to drawing if ready) Refer to pg 14-17 addition booklet, if appropriate, for adding: ▪ Two two-digit numbers – (including exchanging). ▪ 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 (using larger numbers and including two step problems) ▪ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
5 & 6- Subtraction, leading into mixed addition and subtraction work related to problem solving with the same addition and subtraction objectives.	▪ Consolidation of subtraction facts to 20 and related facts to 100 ▪ Consolidation of efficient methods for subtracting: ▪ A two-digit number and ones. ▪ A two-digit number and tens.



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	Introduce vertical recording with equipment (progress to drawing if ready) Refer to pages 20-22 subtraction booklet, if appropriate, for subtracting: - Two two-digit numbers – (including exchanging). - 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 (using larger numbers and including two step problems) - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
7 & 8 – Multiplication & Division	CONSOLIDATION OF MULTIPLICATION AND DIVISION OBJECTIVES THROUGH DEVELOPING FLUENCY AND PROBLEM SOLVING – 2s, 5s, 10s. WORK ON MTC LEVEL SPEED FOR FOCUS TABLES. Model grouping on a number line as the inverse of multiplication. Refer to page 9 division booklet. Begin to relate multiplication and division to fractions and measures (for example $40 \div 2 = 20$, 20 is half of 40)
9 - Fractions	- Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. (Introduce non-unit fractions.) - Write simple fractions for example, $\frac{1}{2}$ of 6 = 3. (non-unit fractions as well as unit fractions) - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. (Consolidation)



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	Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2).
10 – Measurement – Time	- Compare and sequence intervals of time. (Consolidation) - Know the number of minutes in an hour and the number of hours in a day. (Consolidation) - 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.
11 – Measurement – Volume & Capacity (+ temperature for Y2)	- Choose and use appropriate standard units to estimate and measure temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels. - Compare and order volume/capacity and record the results using $>$, $<$ and $=$
12 – Geometry Position & Direction	- Order and arrange combinations of mathematical objects in patterns and sequences - 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 anticlockwise).
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	