Federation of Yatton Schools : Year 2 Medium Term Planning Autumn 2

Date	Area of Study	Curriculum Objective	Non-Statutory Guidance	What will core learning look like?
	Number and place value: comparing, ordering two-digit numbers and knowing their place value	● To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. ● To recognise the place value of each digit in a two-digit number (tens, ones). ● To identify, represent and estimate numbers using different representations, including the number line. ● To compare and order numbers from 0 up to 100; use <, > and = signs. ● To read and write numbers to at least 100 in numerals and in words. ● To use place value and number facts to solve problems.	Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third. As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. Pupils should partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.	

	Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies	● To 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
		● To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
		● To add and subtract 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.
		● To show that addition can be done in any order (commutative) and subtraction cannot.
		● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
			Pupils extend their understanding of the language of addition and subtraction to include sum and difference.
			Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 – 3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, 5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5). This establishes commutativity and associativity of addition.
			Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.	

	Multiplication and division: repeated addition and	● To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. ● To calculate mathematical statements for multiplication and division within the multiplication tables and write	Pupils use a variety of language to describe multiplication and division. Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication	

subtraction, arrays, grouping and using times tables facts	them using multiplication, division and equals signs. ● To recognise and use the inverse relationship between multiplication and division in calculations. ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.	table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$).	
Fractions: finding fractions of quantities, shapes and sets of objects	● To recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$. ● To write simple fractions for example, $1/2$ of 6 = 3 and recognise the equivalence of two quarters and one half.	Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet as the first example of a non-unit fraction. ¾ Pupils should count in fractions up to 10, starting from any number and using the ½ and 2/4 equivalence on the number line (for example, 1 ¼ , 1 2/4 , (or 1 1/2) 1 ¾ , 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.	
Geometry: position, direction, motion	● To order and arrange combinations of mathematical objects in patterns. ● To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.	Pupils should work with patterns of shapes, including those in different orientations. Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).	
Measures: time	● To compare and sequence intervals of time. To 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.	They become fluent in telling the time on analogue clocks and recording it.	

| | Statistics: solving problems that involve collecting data in tallies, tables and pictograms | ● To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
● To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity.
To ask and answer questions about totalling and compare categorical data. | Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10). | |
| To assess the half-term's work | | | | |