

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block A Term 1 (15 lessons) 2A1	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> solve one-step problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p>Measures</p> <ul style="list-style-type: none"> 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 compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 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. know the number of minutes in an hour and the number of hours in a day <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid compare and sort common 2-D and 3-D shapes and everyday objects <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>A/S PSR</p> <p>NPV</p> <p>Measures</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block B Term 1 (15 lessons) 2B1	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Geometry: position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns 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). <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>M&D PSR</p> <p>Fractions</p> <p>NPV</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block C Term 1 (15 lessons) 2C1	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Addition and subtraction (Block A/C)</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p>Measures</p> <ul style="list-style-type: none"> 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 compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 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. know the number of minutes in an hour and the number of hours in a day <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid compare and sort common 2-D and 3-D shapes and everyday objects <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>A&S PSR</p> <p>NPV</p> <p>Measure</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block A Term 2 (15 lessons) 2A2	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> solve one-step problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p>Measures</p> <ul style="list-style-type: none"> 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 compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 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. know the number of minutes in an hour and the number of hours in a day <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid compare and sort common 2-D and 3-D shapes and everyday objects <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>A/S PSR</p> <p>NPV</p> <p>Measures</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block B Term 2 (15 lessons) 2B2	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Geometry: position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns 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). <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>M&D PSR</p> <p>Fractions</p> <p>NPV</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block C Term 2 (15 lessons) 2C2	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Addition and subtraction (Block A/C)</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p>Measures</p> <ul style="list-style-type: none"> 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 compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 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. know the number of minutes in an hour and the number of hours in a day <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid compare and sort common 2-D and 3-D shapes and everyday objects <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>A&S PSR</p> <p>NPV</p> <p>Measure</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block A Term 3 (15 lessons) 2A3	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> solve one-step problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p>Measures</p> <ul style="list-style-type: none"> 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 compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 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. know the number of minutes in an hour and the number of hours in a day <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid compare and sort common 2-D and 3-D shapes and everyday objects <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>A/S PSR</p> <p>NPV</p> <p>Measures</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block B Term 3 (15 lessons) 2B3	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Geometry: position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns 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), and movement in a straight line. <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>M&D PSR</p> <p>NPV Fractions</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block C Term 3 (15 lessons) 2C3	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 	<p>Addition and subtraction (Block A/C)</p> <ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p>Measures</p> <ul style="list-style-type: none"> 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 compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 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 know the number of minutes in an hour and the number hours in a day <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid compare and sort common 2-D and 3-D shapes and everyday objects <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>A&S PSR</p> <p>NPV</p> <p>Measure</p> <p>Geometry</p> <p>Statistics</p>

Hampshire Medium Term Plans for Mathematics: Curriculum Year 2

Y2 Block D Term 3 (15 lessons) 2D3	Learning Objectives : <i>By the end of this sequence of lessons all pupils will be able to.....</i>	Domain
<p>Problem solving and reasoning</p> <ul style="list-style-type: none"> select the mathematics they use in some classroom activities discuss their work using mathematical language begin to represent their work using symbols and simple diagrams predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions explain why an answer is correct <p>Number and Place Value</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward 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 compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems 	<p>Multiplication and division (Block B/D)</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <p>Geometry: position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns 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), and movement in a straight line. <p>Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data. 	<p>M&D PSR</p> <p>NPV Fractions</p> <p>Geometry</p> <p>Statistics</p>

- Key:
- PSR Problem solving and reasoning
 - NPV Number and Place Value
 - A&S Addition and Subtraction
 - M&D Multiplication and Division
 - A Algebra