

Summer 2 Year 2

<p><b>Links to prior learning/ objectives</b> All areas of the Year 2 maths curriculum to be consolidated</p>	<p><b>Resources</b> base 10, scales, rulers, place value counters</p> <p><b>Mastery:</b> (where to find some resources)</p> <ul style="list-style-type: none"> <li>• Teaching for Mastery</li> <li>• White Rose <b>New and old documents</b></li> <li>• Mastery maths stickers</li> <li>• Nrich (curriculum mapping)</li> </ul>	<p><b>Vocabulary:</b> All vocabulary from previous MTPs.</p>
<p><b>Objectives and Teaching</b></p>		
<p><b>Week 1</b></p>	<p>Place Value partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones) <b>reason about addition (e.g. that the sum of 3 odd numbers will always be odd)</b></p>	
<p><b>Week 2</b></p>	<p>Addition and Subtraction add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations</p> <ul style="list-style-type: none"> <li>• use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100)</li> <li>• subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33)</li> </ul> <p>recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. <math>\Delta - 14 = 28</math>) <b>solve word problems that involve more than one step (e.g. “which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?”)</b></p> <ul style="list-style-type: none"> <li>• recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. <math>10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10</math>)</li> <li>• work out mental calculations where regrouping is required (e.g. 52 – 27; 91 – 73)</li> <li>• solve more complex missing number problems (e.g. <math>14 + \square - 3 = 17</math>; <math>14 + \Delta = 15 + 27</math>)</li> </ul>	
<p><b>Week 3</b></p>	<p>Multiplication and division recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing <math>35 \div 5 = 7</math>; sharing 40 cherries between 10 people and writing <math>40 \div 10 = 4</math>; stating the total value of six 5p coins)</p>	

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	<p><b>determine remainders given known facts (e.g. given <math>15 \div 5 = 3</math> and has a remainder of 0, pupil recognises that <math>16 \div 5</math> will have a remainder of 1; knowing that <math>2 \times 7 = 14</math> and <math>2 \times 8 = 16</math>, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)</b></p> <p><b>use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that <math>18 \times 5</math> cannot be 92, as it is not a multiple of 5)</b></p>
<b>Week 4</b>	<p>Fractions identify <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and knows that all parts must be equal parts of the whole</p> <p><b>find and compare fractions of amounts (e.g. <math>\frac{1}{4}</math> of £20 = £5 and <math>\frac{1}{2}</math> of £8 = £4, so <math>\frac{1}{4}</math> of £20 is greater than <math>\frac{1}{2}</math> of £8)</b></p>
<b>Week 5</b>	<p>Money, Time use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note) read the time on the clock to the nearest 15 minutes</p> <p><b>read the time on the clock to the nearest 5 minutes</b></p>
<b>Week 6</b>	<p>Measure (length, weight, mass) read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)</p> <p><b>read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.</b></p>
<b>Week 7</b>	<p>Shape describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).</p> <p><b>describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).</b></p>
<b>Week 8</b>	<p>Consolidation</p>