

Year 2, Block 3, Medium Term Plan, Mathematics, 2020 - 2021

Block 3		
Week	National Curriculum Attainment Targets <i>Pupils should be taught to:</i>	Lesson Objectives <i>Pupils Targets:</i>
1	<p>Number – Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<p>Number – Fractions</p> <ul style="list-style-type: none"> Recognise and find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and of a shape Share objects equally into two or four groups Find half of a set of objects Identify the total number of objects when half is known Find a quarter and threequarters of a set of objects Identify the total number of objects when a quarter is known Know that two halves make one whole Know that four quarters make one whole Recognise that two quarters are the same as one half
2	<p>Measurement – Time</p> <ul style="list-style-type: none"> 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 	<p>Measurement – Time</p> <ul style="list-style-type: none"> Tell and write the time to quarter past the hour Tell and write the time to quarter to the hour Tell and write the time to five minutes (past the hour only) Know the number of minutes in an hour and in half, quarter and three-quarters of an hour
3	<p>Measurement – Time</p> <ul style="list-style-type: none"> tell and write the time to five minutes, including quarter past/ to the hour and 	<p>Number – Number and Place Value</p> <ul style="list-style-type: none"> Recognise, count, read, write, compare and order numbers to 100

	<p>draw the hands on a clock face to show these times</p> <ul style="list-style-type: none"> know the number of minutes in an hour 	<ul style="list-style-type: none"> Accurately count in steps of three up to at least 36 and begin to recognise multiples of three up to 36 Identify the number of tens and ones in any two-digit number Recognise and use the inequality signs < and > Apply their knowledge of place value and ordering of numbers to estimate numbers on a number line
4	<p>Number – Addition and subtraction, including Measurement (money)</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 methods add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones 	<p>Number – Addition and subtraction, including Measurement (money)</p> <ul style="list-style-type: none"> Add a two-digit number to a one-digit number Subtract a two-digit number from a one-digit number Relate addition and multiplication to doubles Use doubles facts for numbers 1–10 to work out doubles to 20 Combine amounts of money, including to make a given total
ART	<p>Geometry – Properties of shapes</p> <ul style="list-style-type: none"> 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>Geometry – Properties of shapes</p> <ul style="list-style-type: none"> Recognise and name 3-D shapes: cube, cuboid, cylinder, cone, sphere and pyramid Describe the properties of 3-D shapes, including the number of faces, edges and vertices and the shapes of faces Explain the difference between 2-D and 3-D shapes Identify common 3-D shapes in everyday objects Use mathematical vocabulary to compare 2-D and 3-D shapes

		<ul style="list-style-type: none"> • <i>Sort 3-D shapes according to given criteria</i> • <i>Identify different ways of sorting 3-D shapes</i>
5	<p>Number – Multiplication and division, including Number and place value</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2 and 5 multiplication tables • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • count in steps of 2 and 5 from 0, and in tens from any number, forward and backward 	<p>Number – Multiplication and division, including Number and place value</p> <ul style="list-style-type: none"> • Accurately count in multiples of two, five and ten, forwards and backwards • Recognise and use the multiplication (\times), division (\div) and equals (=) signs correctly • Recognise and recall the multiplication facts for the two and five multiplication tables • Recognise and recall the division facts for the two multiplication table • Begin to recognise that multiplication and division are related (inverse operations) • Understand the relationship between multiplication and division, applying knowledge of the two multiplication table to division
6	<p>Number – Multiplication and division</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 5 and 10 multiplication tables • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p>Number – Multiplication and division</p> <ul style="list-style-type: none"> • Recognise and use the multiplication (\times), division (\div) and equals (=) signs correctly • Recognise and recall the multiplication facts for the ten multiplication table • Recognise and recall the division facts for the five and ten multiplication tables • Begin to recognise that multiplication and division are related (inverse operations) • Understand the relationship between multiplication and division, applying their knowledge of the five and ten multiplication tables to division

		<ul style="list-style-type: none"> Solve problems involving multiplication and division using arrays
7	<p>Measurement (mass)</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales compare and order mass and record the results using $>$, $<$ and $=$ 	<p>Measurement (mass)</p> <ul style="list-style-type: none"> Decide whether objects are heavier or lighter than one kilogram by feel Use weighing scales to measure whether objects are heavier or lighter than one kilogram Estimate and measure the mass of different objects in kilograms and multiples of 100 grams Convert between kilograms and grams and vice versa Compare and order objects according to their mass Record measurements using $>$, $<$ and $=$