Year 2 Summer Term

| Mathematical aspect | Mathematical theme | National Curriculum statement |
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| Week 1 | <u>Money</u> Finding equivalent amounts Finding totals and giving change Use different coins to make the same amount | To find different combinations of coins to equal the same amount of money To solve simple problems in practical context involving additional and subtraction of money of the same unit including giving change. |
| Week 2 | Geometry - Properties of shape Use the appropriate mathematical vocabulary to describe and classify shapes 2d and 3d shapes. Eg: vertices, edges, faces Symmetry and reflection | To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. To compare and sort common 2D and 3D shapes and everyday objects. |
| Week 3 | Temperature and graphs Measuring temperature- learn about Celsius, How to read thermometers Use the term 'thermometer' correctly. Understand that a thermometer measures how cold or how hot something is. Estimate the temperature on a thermometer based on clues in a picture or real life. Understand that each symbol represents one object Use vocabulary, such as 'most', 'least' and 'as many as'. | Choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit, using thermometers. 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 totalling and comparing categorical data. |
| Week 4 | Number, arithmetic and calculation: Strategy development for addition and subtraction Reordering calculation Bridging ten Partitioning strategies : Concrete, visual and number facts | 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, |

| | Inverse relationships Commutativity for addition and non-community for subtraction Concept of repeated addition and the model of the array Concept of sharing and grouping model of the dividend Equals groups of Inverse relationships Concept of multiplication is communicative but division is non- communicative To read and write the symbols of ÷× Odd and even multiples | 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. To recall and use multiplication and division facts for the 2,5 and |
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| | | 10 multiplication tables, including recognising odd and even numbers. To calculate mathematical statements for multiplication and division within the multiplication tables and write 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 |
| Week 5-8 (May SATS month | Assessment/ SATS administration and triangulation of evidence. Close the gap opportunities | |
| Week 9 | Cross-curriculum learning: staircase project and seasonal themes | |
| Weeks 10 | Geometry - Properties of shape Use the appropriate mathematical vocabulary to describe and classify shapes 2d and 3d shapes. Eg: vertices, edges, faces Symmetry and reflection | To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. |
| | | To compare and sort common 2D and 3D shapes and everyday |

| | | objects. |
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| Week 11 | All four operations: Using addition, subtraction, multiplication and division Solving problems with missing numbers using bar model Balanced equations – understanding equality | To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. To recognise and use the inverse relationship between multiplication and division in calculations. |
| Week 12 | Close the gap and opportunities for richer and deeper learning | |