



## Year 2 Summer 2

### Starter suggestions for Number

- Read and write numbers to 100 in figures and words.
- Count on and back in 1s from any one or two-digit number.
- Count on and back in steps of 2, 3 and 5 from 0.
- Count on and back in 10s from any number.
- Recall multiplication facts for the 2x, 5x and 10x tables.
- Recognise odd and even numbers.
- Order a set of random numbers to 100.
- Recall addition and subtraction facts for each number up to 20, and related facts up to 100.
- Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.
- Recall halves of simple even numbers i.e. numbers in which the tens are even.
- Add a single digit number to any 2-digit number.
- Take away a single digit number from 2-digit number.
- Identify number patterns on number lines and hundred squares.

### Starter suggestions for Measurement, Geometry and Statistics

- Identify 2-D shapes in different orientations and begin to describe them.
- Identify 3-D shapes in different orientations and begin to describe them.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Estimate the length and height of familiar items using standard units.
- Estimate mass and capacity of familiar items using standard units.
- Tell the time to the nearest five minutes on an analogue clock.
- Know the number of minutes in an hour and the number of hours in a day.
- Recognise and count amounts of money.
- Interpret simple pictograms, tally charts, block diagrams and tables.

	Main learning	Rationale
<b>Week 1</b> Measurement (Time)	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Know the number of minutes in an hour and the number of hours in a day.</li> <li>▪ Compare and sequence intervals of time.</li> </ul>	<p>When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60.</p>
<b>Week 2</b> Multiplication and division	<ul style="list-style-type: none"> <li>▪ <i>Understand multiplication as repeated addition.</i></li> <li>▪ <i>Understand division as sharing and grouping.</i></li> <li>▪ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>▪ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>▪ <i>Understand the connection between the 10 multiplication table and place value.</i></li> <li>▪ Calculate mathematical statements for multiplication (<i>using repeated addition</i>) and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li> <li>▪ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<p>Rote counting should be linked to repeated addition and the creation of arrays. Children should learn that multiplication is a convenient way of repeatedly adding a number to itself e.g. <math>2+2+2+2+2+2</math> can be said as <math>2 \times 6</math> (2 added to itself 6 times). The array created can then be used to demonstrate commutativity i.e. that <math>2 \times 6</math> is the same as <math>6 \times 2</math>. Children should make links to real life application of multiplication as repeated addition. Children should begin to relate counting in steps of 2, 3, 5 and 10 to the multiplication tables.</p> <p>Children should be introduced to division using contexts that involve sharing. Division as grouping should also be explored practically and linked to the arrays created when learning about multiplication. This helps children see the inverse relationship between multiplication and division by exploring 'How many groups of... are there in...?' The contexts for grouping should be ones children can relate to, for example making teams of equal size from a given number of children; putting 5 sweets in each bag and finding how many bags can be filled using 47 sweets? These real life scenarios support children in understanding that some numbers do not divide equally and this gives rise to remainders.</p>



	Main learning	Rationale
<b>Week 3</b> <b>Statistics including subtraction (finding the difference)</b>	<ul style="list-style-type: none"> <li>▪ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>▪ Ask and answer questions about totalling and comparing categorical data.</li> <li>▪ <i>Understand subtraction as take away and difference (how many more, how many less/fewer).</i></li> <li>▪ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>▪ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers.</li> <li>▪ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<p>Children apply their knowledge of counting in equal steps to work with scales on graphs and charts that count in steps of 2, 5 or 10 or to pictograms in which each symbol is worth more than 1. They also apply their knowledge of place value and calculation to the context of statistics, with a particular focus on difference 'How many more...?' and 'How many fewer/less...?'</p>
<b>Week 4</b> <b>Measurement (length and mass/weight)</b>	<ul style="list-style-type: none"> <li>▪ Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels.</li> <li>▪ Compare and order volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>▪ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.</li> <li>▪ Compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>▪ Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</li> <li>▪ Compare and order mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul>	<p>Children should use the term mass instead of weight. Children should work practically to measure length and height, recognising that both are measurements of distance. Children should use standard units and then consolidate their place value knowledge by comparing and ordering lengths and masses. The understanding of positioning numbers on a number line is applied to measuring scales and identifying lengths and masses of familiar items. Children can apply their measuring skills in PE lessons, when measuring how far they jump or throw.</p>
<b>Week 5</b> <b>Sorting</b>	<ul style="list-style-type: none"> <li>▪ Compare and sort common 2-D and 3-D shapes and everyday objects.</li> <li>▪ Compare and sort numbers according to their properties.</li> </ul>	<p>Children's work on sorting can be used to consolidate understanding of the properties of numbers, including comparing numbers, odd and even and sequences.</p>
<b>Week 6</b> <b>Assess and review</b>	<p>Assess and review week</p>	<p>It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.</p>