

# MATHS MTP

## Year 2

*RtP objectives are in red - these are to be the priority and covered first before N.C objectives*

The following RtP objectives are covered daily:

- 2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.
- 2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.
- 2AS-1 Add and subtract across 10, for example:  $8 + 5 = 13$ ,  $13 - 5 = 8$
- 2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more..?".
- 2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
- 2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.
- 2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).

*On Number Day (February 2024) and within Science lessons teach Statistics objectives so they are taught before SATs week:*

- 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.

TERM I:	Week 1, Week 2, Week 3 and Week 4  Number Facts RTP's and Place Value	Week 5, Week 6, Week 7 and Week 8  Addition and Subtraction
<p>Week 1 = 2 days of x tables</p> <p>(8 weeks)</p>	<p>2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p> <p>2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p> <p>2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.</p> <p>Partition a two digit number into tens and ones to demonstrate an understanding of place value, though they may use structures resources to support them (WTS)</p> <p>Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. (EXS)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p>	<p>2AS-1 Add and subtract across 10, for example:  <math>8 + 5 = 13</math>  <math>13 - 5 = 8</math></p> <p>2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more..?".</p> <p>2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. (WTS)</p> <p>2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. (EXS)</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recall all number bonds to and within 10 (EXS) and use them to reason with and calculate bonds to and within 20, recognising other associated additive relationships. (EXS)</p>

	<p>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</p> <p>Read and write numbers to at least 100 in numerals and in words (WTS)</p>	<p>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. (GDS)</p> <p>Solve unfamiliar word problems that involve more than one step (GDS)</p>
TERM 1:2	<p>Week 1, Week 2, Week 3, Week 4, and Week 5</p> <p>Multiplication and division</p>	Week 6
<p>(7 weeks) Week 1 = 2 days of <math>\times</math> tables</p> <p>1 day of an arithmetic test.</p> <p>1 week of Mock SATs</p>	<p>2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary (EXS) and make deductions outside known multiplication facts (GDS)</p> <p>2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).</p> <p>Calculate mathematical statements for multiplication and division within the multiplication</p>	<p>Consolidation week based on Mock SATs results</p>

	<p>tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Solve unfamiliar word problems that involve more than one step (GDS)</p>	
TERM 2:1	<p>Week 1 and Week 2</p> <p>Money</p>	<p>Week 3, Week 4 and Week 5</p> <p>Shape</p>
<p>(5 weeks)</p> <p>Week 1 = 2 days of <math>\times</math> tables</p>	<p>Known the value of different coins (WTS)</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money ~ (EXS)</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (GDS)</p> <p>Solve unfamiliar word problems that involve more than one step (GDS)</p>	<p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. (WTS)</p> <p>2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. Including identifying symmetry in 2D shapes and using everyday objects. (EXS and GDS)</p>
TERM 2:2	<p>Week 1 and Week 2</p> <p>Length and height</p>	<p>Week 3 and Week 4</p> <p>Mass, capacity and temperature</p>

(5 weeks) Week 1 = 2 days of x tables  1 week of Mock SATs	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 =	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 =  Read scales in divisions of ones, twos, fives and tens (EXS)  Read scales where not all numbers on the scale are given and estimate points between (GDS)	
TERM 3:	Week 1 and 2  Fractions	Week 3 and 4  Time	Week 5 SATs Week  Week 6 and Week 7  Consolidation Weeks based on SATs misconceptions.
Week 1 = 2 days of x tables  (7 weeks)  1 week of SATs	Recognise, find, name and write fractions $1/3$ , $1/2$ , $2/4$ , $3/4$ , $1/4$ of a length, shape, set of objects or quantity (EXS)  Write simple fractions for example, $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and a $1/2$ .	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	

<p>W/C 06.05.23 in week 5</p>		<p>face to show these times (EXS)</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Read the time on a clock to the nearest 5 minutes (GDS)</p>	
<p>TERM 3:2</p>	<p>Week 1 and Week 2 Fractions</p>	<p>Week 3 and Week 4 Position and Direction</p>	<p>Week 5 and Week 6 Statistics</p>
<p>(7 weeks)</p> <p>Week 1 = 2 days of x tables</p> <p>1 week of Transition week</p>	<p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{4}</math> of a length, shape, set of objects or quantity (EXS)</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and a <math>\frac{1}{2}</math>.</p>	<p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>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 anticlockwise).</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>