# Maths Medium Term Plan – Year 2 - Autumn

| Weeks | Sequence and Theme | National Curriculum Links | Learning Questions (Small Steps) | Key Vocabulary |
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| 1-4 | Number<br>Place Value | • Read and write numbers from 1 to 20 in numerals and words (Y1)<br>• Read and write numbers to at least 100 in numerals and in words<br>• Identify, represent and estimate numbers using different representations, including the number line<br>• Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward<br>• Recognise the place value of each digit in a 2-digit number (tens, ones)<br>• Compare and order numbers from 0 up to 100; use <, > and = signs | 1. Can I recognise and read numbers to 20?<br>2. Can I count objects to 100 by making 10s?<br>3. Can I recognise tens and ones?<br>4. Can I use a place value chart?<br>5. Can I partition numbers to 100?<br>6. Can I write numbers to 100 in words?<br>7. Can I flexibly partition numbers to 100?<br>8. Can I write numbers to 100 in expanded form?<br>9. Can I count in 10s on the number line to 100?<br>Can I recognise the position of 10s on the number line?<br>10. Can I count in 10s and 1s on the number line to 100?<br>Can I recognise the position of 10s and 1s on the number line?<br>11. Can I estimate numbers on a number line?<br>12. Can I compare objects?<br>13. Can I compare numbers?<br>14. Can I order objects and numbers?<br>15. Can I count in 2s, 5s and 10s?<br>16. Can I count in 3s? | *Numbers to one hundred*<br>*Hundreds*<br>*Partition, recombine*<br>*Hundred more/less*<br>*None*<br>*Count (on/up/to/from/down)*<br>*Before, after*<br>*More, less, many,*<br>*Few, fewer, least, fewest, smallest, greater, lesser*<br>*Equal to, the same as*<br>*Odd, even*<br>*Pair*<br>*Units, ones, tens*<br>*Ten more/less*<br>*Digit*<br>*Numeral*<br>*Figure(s)*<br>*Compare*<br>*Size*<br>*Value*<br>*Between, Halfway between*<br>*Above, below* |
| 5-9 | Number<br>Addition and Subtraction | • Represent and use number bonds and related subtraction facts within 20 (Y1)<br>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers<br>• Compare and order numbers from 0 up to 100; use <, > and = signs | 1. Can I remember number bonds to 10?<br>2. Can I use my knowledge of fact families to find addition and subtraction bonds within 20?<br>3. Can I use my knowledge of number bonds within 10 to identify?<br>related facts for both addition and subtraction calculations?<br>4. Can I make and recognise bonds to 100 (focusing on tens)?<br>5. Can I add and subtract 1 from a given number?<br>6. Can I use my knowledge of number bonds to 10 to add numbers within 20?<br>7. Can I add three 1-digit numbers?<br>8. Can I add to the next 10?<br>9. Can I add across a 10?<br>10. Can I subtract across 10?<br>11. Can I subtract from a 10?<br>12. Can I subtract a 1-digit number from a 2-digit number (across a 10)?<br>13. Can I find 10 more and 10 less than a given number within 100?<br>14. Can I add and subtract multiples of 10 from a given number, working within 100?<br>15. Can I add two 2-digit numbers (not across a 10)?<br>16. Can I add two 2-digit numbers (across a 10)?<br>17. Can I subtract two 2-digit numbers (not across a 10)? | *Number bonds, number line*<br>*Add, more, plus, make, sum, total, altogether*<br>*Inverse*<br>*Double*<br>*Half, halve*<br>*Equals, is the same as (including equals sign)*<br>*Difference between*<br>*How many more to make…?*<br>*How many more is…than…?*<br>*How much more is…?*<br>*Subtract, take away, minus*<br>*How many fewer is…than…?*<br>*How much less is…?*<br>*How many left?* |

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| | | | 18. Can I subtract two 2-digit numbers (across a 10)?<br>19. Can I recognise mixed addition and subtraction questions?<br>20. Can I compare number sentences?<br>21. Can I use my knowledge of place value, addition and subtraction in order to find missing numbers in calculations? | |
| 10-12 | <u>Geometry</u><br>Shape | • Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line<br>• Compare and sort common 2-D and 3-D shapes and everyday objects<br>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces<br>• Identify 2-D shapes on the surface of 3-D shapes | 1. Can I recognise 2-D and 3-D shapes?<br>2. Can I count sides on 2-D shapes?<br>3. Can I count vertices on 2-D shapes?<br>4. Can I draw 2-D shapes?<br>5. Can I make lines of symmetry on shapes?<br>6. Can I use lines of symmetry to complete shapes?<br>7. Can I sort 2-D shapes?<br>8. Can I count faces on 3-D shapes?<br>9. Can I count edges on 3-D shapes?<br>10. Can I count vertices on 3-D shapes?<br>11. Can I sort 3-D shapes?<br>12. Can I make patterns with 2-D and 3-D shapes? | *Size*<br>*Bigger, larger, smaller*<br>*Symmetrical, line of symmetry*<br>*Fold*<br>*Match*<br>*Mirror line, reflection*<br>*Pattern, repeating pattern*<br>*Group, sort*<br>*Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square*<br>*Shape*<br>*Flat, curved, straight, round*<br>*Hollow, solid*<br>*Corner (point, pointed), Vertices*<br>*Face, side, edge*<br>*Make, build, draw* |
| **13-14** | *Consolidate Autumn 1 learning through recap, revision and real life experiences.*<br>** Teacher's discretion to start Spring Topic 1 in Week 13/14* | | | |