

## Captain Webb Primary School medium term plan

## Year 2

Spring 1	Strand	Number of weeks	Ready to Progress (Based on National Curriculum objectives)	Key areas of knowledge (small steps in learning)	Resources and methods (Calculation policy)	
	Place Value		<ul> <li>Knows how to count in steps of 2, 3 and 5 from 0, and in tens from any number forward or backward</li> <li>Knows that numbers can be partitioned and rearranged (REVISIT)</li> <li>Knows how to use place value and number facts to solve problems</li> </ul>	<ul> <li>I know that the ones value will not change when counting in steps of 10</li> <li>I know that multiples of 2 are even numbers</li> <li>I know that multiples of 5 end in 5 and 0</li> <li>I know that counting in steps of 3 is the same as repeated addition (adding 3)</li> </ul>		
	Addition and Subtraction	2	<ul> <li>Knows efficient strategies for adding and subtracting for up to two 2-digit numbers. (2 two-digit numbers)</li> <li>Knows related facts up to 100</li> <li>Knows efficient strategies for adding 3 one digit numbers.</li> </ul>	<ul> <li>I know that the ones are added before the tens</li> <li>I know that 10 ones is equal to 1 ten</li> <li>I know that exchanging is needed when the ones column totals more than 9</li> <li>I know that the ones are subtracted before the tens.</li> <li>I know that exchanging is needed when there are not</li> </ul>		

			<ul> <li>enough ones</li> <li>I know related facts to 100</li> <li>I know which strategy to choose when adding 3 one digit numbers (bond to 10, doubles)</li> </ul>	5 3 + 1 6 = 5 7 2 - 1 7 = 3 5 1 + 1 5 = 2 6 1 + 2 5 = 3 7
				Tons Ones
				Tens Ones  O O O O O O O O O O O O O O O O O O O
			11	•
Measure: Money	2	Knows how to find change in the context of money.	<ul> <li>I know that difference means how much there is between the two amounts</li> <li>I know that change is the money given back when you pay more than it costs</li> <li>I know that £1 is equal to 100p.</li> </ul>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 saled

				12p 40p
Measure: Length and Height	1	<ul> <li>Knows the standard units of measure for length, height</li> <li>Knows how to compare and order units of measure using &lt; &gt; =</li> </ul>	<ul> <li>I know that length is measured from 0cm on a ruler</li> <li>I know that metres are used to measure the height and length of large objects</li> <li>I know to use the &lt;&gt; = symbols when comparing length</li> </ul>	Anne Mark Sick

Spring 1	Strand	Number of Lessons	Ready to Progress	Key areas of knowledge	Resources and methods	
			(Based on National	(Small steps in learning)		
			Curriculum objectives)			
	Patterns and Rules	3		I know what a repeating	Lesson 1 (As part of structured	
			I know that multiples of	pattern is	<u>reflection)</u>	
			2 are even numbers			
				I know how to find the		
		I know t	I know that multiples of	step size following the	3 Complete the missing numbers.	
			5 end in 5 and 0	rule	25 30 35	
				I know how to describe	50 40 20	
				patterns mathematically	4 6 8	
				using signs and symbols	4 0 0	

		Lesson 2
		Lesson 2
		Here are two number patterns.
		There are three missing numbers.
		Write them in the empty boxes.
		15
		I
		20
		25
		18 21 24 27
		5 Kim is counting in 2s.
		She starts counting at 32
		32
		02
		Circle the numbers that Kim will say.
		45 36 44
		Lesson 3
		<u>Lessoir 5</u>
		Teddy's presents
		Teddy is seven years old today.
		C D COZ
		Teddy has seven presents today. Each year he is given the same number of presents as his age. How many presents has he had since he wes born?
		as his age. How many presents has he had since he was born?