

Year 2 Theme Webs

Year Two Maths aims

Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place value			Number: Addition and Subtraction				Measurement: Money		Number: <u>Multiplication and Division</u>		
Spring	Number: <u>Multiplication and Division</u>		Statistics		Geometry: Properties of Shape		Number: Fractions			Measurement: length and height	Consolidation	
Summer	Position and direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations		

Autumn Term:

Place Value: read and write numbers to at least 100 in numerals and in words.

Recognise the place value of each digit in a two-digit number (tens, ones)

Identify, represent and estimate numbers using different representations including the number line.

Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

Use place value and number facts to solve problems.

Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

Number – Addition and Subtraction

Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.

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; adding three one-digit numbers.

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

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.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Measurement: Money

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Autumn and Spring term:

Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) sign.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Spring Term:

Statistics

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.

Geometry- properties of shape

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]

Compare and sort common 2-D and 3-D shapes and everyday objects.

Number – fractions

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement: length and height

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$

Summer Term:

Position and Direction

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 anti-clockwise).

Order and arrange combinations of mathematical objects in patterns and sequences

Problem solving and Efficient methods.

Measurement: Time

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.

Know the number of minutes in an hour and the number of hours in a day.

Compare and sequence intervals of time.

Measurement: Mass, Capacity and Temperature

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$

English

Children learn to segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically-plausible attempts at others.

Children learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

They learn to spell common exception words and some words with contracted forms.

They learn to use the possessive apostrophe (singular) [for example, the girl's book].

They learn to distinguish between homophones and near-homophones.

They can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

Children learn to write simple sentences from memory dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Children form lower-case letters of the correct size relative to one another with spacing between words that reflects the size of the letters

They learn to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Children learn to write simple, coherent stories about personal experiences and those of others (real or fictional).

They write for different purposes including: poetry, reports, instructions, real events, recording these simply and clearly.

Children consider what they are going to write before beginning by planning or saying out loud what they are going to write about including new vocabulary.

Children rehearse what they are going to write before beginning by saying what they want to write, sentence by sentence.

Children will re-read their sentences for sense editing as necessary.

Over time children will make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

Vocabulary Grammar Punctuation

Children will use both familiar and new punctuation correctly, demarcating most sentences in their writing with capital letters and full stops, and using question marks correctly when required.

They will use commas for lists, apostrophes for contracted forms and the possessive (singular).

They will vary their sentence use with different forms: statement, question, exclamation, command.

They will use expanded noun phrases to describe and specify [for example, the blue butterfly].

They will use the present and past tenses correctly and consistently including the progressive form.

They will use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

They will understand the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]

They will understand the formation of adjectives using suffixes such as -ful, -less.

They will understand the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.

Reading

See link: https://www.caltonprimary.co.uk/web/approaches_to_reading/222468

Home Learning Expectations and Tips

- Children follow the Home School Learning Agreement and practice their Inter Rail targets, spellings (including writing them in sentences) and reading at least three times a week.
- Please support your child with their homework but do not complete it for them. Please annotate your children's homework to inform us of the level of support given.
- Homework will be expected to be handed in on Wednesdays.

- Make weekly homework a positive, fun and rewarding experience.
- Try and hear your child read or read with your child everyday - We recommend 10 – 15 minutes.
- Help your child practise their weekly spellings in a fun and interactive way, these are tested on a Thursday.
- If your child finds their homework too hard or refuses to do it please speak to us, as we are here to help and assist with any problems.