

SUMMER TERM MATHEMATICS OVERVIEW – YEAR 2

Daily Mathematics Lesson – 1 hour (one/two lessons each week to be a discrete arithmetic lesson)

Daily Mastering Number – 15 minutes

1 x 30 minute discrete times tables lesson – Y2 target - 33 challenge (TTRS/use of tackling times table cards for early morning work)

BLOCKS	NATIONAL CURRICULUM OBJECTIVES KEY OBJECTIVES	SMALL STEPS	READY TO PROGRESS CRITERIA	Linked Step	
Fractions 3 weeks	❖ 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 ❖ Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ ❖ write simple fractions for example, $\frac{1}{2}$ of 6 = 3	• Introduction to parts and whole • Equal and unequal parts • Recognise half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Find the whole • Unit fractions • Non-unit fractions • Recognise the equivalence of a half and two quarters • Recognise three quarters • Find three quarters • Count in fractions up to a whole			End of block assessment
Time 3 weeks	❖ 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 face to show these times ❖ know the number of minutes in an hour and the number of hours in a day	• o'clock and half past • quarter past and quarter to • tell the time past the hour • tell the time to the hour • tell the time to five minutes • minutes in an hour • hours in a day	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	• tell the time to five minutes • minutes in an hour	End of block assessment

Statistics 2 weeks	❖ 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 & comparing categorical data	• Make tally charts • Tables • Block diagrams • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10)			End of block assessment
Geometry 2 weeks	❖ order and arrange combinations of mathematical objects in patterns and sequences ❖ 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)	• Language of position • Describe movement • Describe turns • Describe movement and turns • Shape patterns with turns			End of block assessment
Consolidation					
Links to the teacher assessment framework					
Fractions 3 weeks	Time 3 weeks	Statistics 2 weeks	Geometry 2 weeks		
Working at Expected: ➤ identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole	Working at Expected: ➤ read the time on a clock to the nearest 15 minutes Working at greater depth: ➤ read the time on a clock to the nearest 5 minutes	Working at Expected: ➤ read scales*1 in divisions of ones, twos, fives and tens Working at greater depth: ➤ read scales* where not all numbers on the scale are given and estimate points in between	Working towards expected: ➤ name some common 2-D and 3-D shapes Working at Expected: ➤ name and describe properties of 2-D and 3-D shapes Working at greater depth: ➤ describe similarities and differences of 2-D and 3-D shapes		