ST. JOHN BOSCO RC PRIMARY SCHOOL

Long Term Plan		Ready to Progress Criteria/ Assessment Guidance	Year Group:	2

	Autumn Term		Spring Term	Summer Term
Number and Place Value	**2NPV-1 Recognise the place value of each digit in two-digit numbers and compose and decompose two-digit numbers using standard and nonstandard partitioning.** • Daisy has used 10cm rods and 1cm cubes to measure the length of this toy boat. How long is the boat? • What is the total value of these coins? • Monika watches a cartoon for 20 minutes and a news programme for 5 minutes. How long does she watch television for? • Fill in the missing numbers. • Jed collects 38 conkers and gives 8 of them to Dylan. How many conkers does Jed have left? **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.** *(See Autumn 2)* **Problem Solving** • Engage with mathematical activities and problems, making links and moving between representations (concrete, pictorial and	**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.** • Look at lines A, B and C. Estimate how long they are by comparing them to the 100cm lines? • The table shows the results of a survey which asked pupils to choose their favourite sport. Which sports were chosen by between 20 and 30 pupils? • Sophie thinks of a number. She says, "My number is between 40 and 50. It has 7 in the ones place." What is Sophie's number? • Estimate the position of 60 on this number line: • 16 • The bar chart shows the number of pupils in each year-group in a school. How many pupils are in year 1? **Problem Solving** • Engage with mathematical activities and problems, making links and moving between representations		

	abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Reasoning • Explain with reasons and begin to use given sentence stems and connectives to expand.	(concrete, pictorial and abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Reasoning • Explain with reasons and begin to use given sentence stems and connectives to expand.			
Addition and Subtraction **Multiplication and Division** **Fractions**	**2AS-1 Add and subtract across 10** • Amisha spends £5 on a book and £8 on a T-shirt. How much does she spend altogether? • I have a 15cm length of ribbon. I cut off 6cm. How much ribbon is left? • I have 17 pencils. 9 have been sharpened. How many have not been sharpened? • A garden fence was 8m long. Then the gardener added 7 more metres of fencing. How long is the garden fence now? **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 tens to/from a two-digit**	**2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?"** • I have £19 and want to buy a game which costs £25. How much more money do I need? • Felicity has 34 marbles and Dan has 30 marbles. What is the difference between the number of marbles they have? • It takes me 20 minutes to walk to school. So far I have been walking for 12 minutes. How much longer do I have to walk for? • Liam is 90cm tall. Karim is 80cm tall. How much taller is Liam than Karim? **2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones to/from a two-digit**	**2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables** • Write these addition expressions as multiplication expressions. The first one has been completed for you. • There are 7 year-groups in Winterdale School. Each year-group has 2 classes. How many classes are in the school? • Sally buys 3 cinema tickets. Each ticket costs £5. How much does Sally spend? Write the multiplication expression and calculate the cost. • 32 • There are 10 children sitting at each table in a	**Fractions (No RTP criteria)** • Make equal parts • Recognise a half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Describe unit fraction • describe non-unit fractions • Recognise the equivalent and one half and two quarters • Find three quarters • Count in fractions Problem Solving • Independently find a starting point to break into a problem • With support, work systematically • Independently find possibilities Reasoning	**2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables** **2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)** • Calculate products within the 2, 5 and 10 multiplication tables. Problem Solving • Independently check work (e.g. look for other possibilities, repeats, missing answers and errors) • Pattern spot and predict what will come next in a pattern/ sequence • With support,

	number. • The bar chart shows how many points some pupils scored in a quiz. How many more points did John score than Sara? How many fewer points did Harry score than Saskia? What is the difference between Saskia's score and Paul's score? **Problem Solving** • Engage with mathematical activities and problems, making links and moving between representations (concrete, pictorial and abstract) • Independently choose to scaffold thinking using concrete, pictorial or abstract representations if required • Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Reasoning • Explain with reasons and begin to use given sentence stems and connectives to expand.	**number.** • A bouncy ball costs 60p. Circle the coins which you could use to pay for it. Is there more than one answer? • Sophie's book has 50 pages. So far she has read 9 pages. How many more pages does Sophie have left to read? • What is the total cost of: the bedtime stories book and the train set? the doll's house and the plane? the scooter and the teddy? the boat, the train set and the drum? • Oak class raise £68 for their class fund. They spend £40 on new paints. How much money do they have left? 2AS–4 Add and subtract within 100 – part 2 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. • Daisy spends £32 in the shop. Circle the 2 items she buys. What is the total cost of the bicycle and construction set? Jalal pays for the bicycle using a £50 note. How much change does he get? Yu Yan wants to buy the construction set. She has saved £15. How much more money does Yu Yan need to save? **2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating**	dining hall. There are 8 tables. How many children are there? • The pictogram shows how many socks each child has. How many socks does Asif have? • Write a story to go with this equation.6x10=60 • Complete the calculations. **2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)** • Miss Robinson asked Harry to get 60 apples from the kitchen. The apples come in bags of 10. How many bags does Harry need to get? • Diego has some 5p coins. He has 40p altogether. How many 5p coins does Diego have? • The pictogram shows how many socks each child has. • Lena has 8 socks. How would this be represented on the pictogram? Draw it. • There are 5 balloons in a pack. I need 15 balloons for my party. How many bags should I buy? • Fill in the missing numbers. Problem Solving • Independently find a starting point to break into a problem • With support, work systematically • Independently find	• Listen to others' explanations, make sense of them and compare and evaluate	investigate statements and conjectures Reasoning • Begin to edit and improve their own and a peer's explanation • Investigate 'what if?' questions	

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Geometry **Measurement**		**Measurement : Money (No RTP)** • recognise coins and notes • count money- pence • count money- pounds (notes and coins) • count money- notes and coins • select money • Make the same amount • Compare money • Find the total • Find the difference • Find change • Solve two-step problems **Problem Solving**	**Statistics (No RTP)** ▪ Make tally charts ▪ Draw pictograms (1-1) ▪ Interpret pictograms (1-1) ▪ Draw pictograms (2, 5 and 10) ▪ Interpret pictograms (2, 5 and 10) ▪ Use block diagrams Problem Solving • Independently find a starting point to break into a problem • With support, work systematically • Independently find possibilities Reasoning	**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.** • How many sides does this shape have? What is the name of this shape? • Sketch a hexagon. Try to think of a hexagon that will look different to those drawn by other pupils. • Task: Lay out a selection of 3D shapes, then instruct pupils to find a shape that has:	Measurement; Length and Height (No RTP) ▪ compare lengths and heights ▪ Measure lengths ▪ Measure lengths (cm) ▪ Measure lengths (m) ▪ Compare lengths ▪ Order lengths ▪ Use the four operations with lengths **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.** • Circle all of the octagons.	**Measurement: Mass, Capacity and Temperature (No RTP)** ▪ Explore weight and mass ▪ Measure mass ▪ Compare mass ▪ Measure mass in grams ▪ Measure mass in kilograms ▪ Explore capacity and volume ▪ Measure capacity ▪ Compare volume ▪ Use millilitres ▪ Use litres ▪ Measure and describe temperature

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