Maths Curriculum Map – Grade 2

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
TERM 1								
WHOLE NUMBERS 1 – UNIT 1								
T1. 8/9 - 19/9	2	8	Unit 1: Whole Numbers 1 This unit has a strong focus on counting. Learners count, read and write numbers to 100 and count in twos, fives and tens. They use this skill to make smaller groups from up to 100 objects to make them easier to count. Learners use ordinal numbers to tenth and beyond and consolidate their understanding of odd and even numbers. They compare and order numbers and begin to round them to the nearest multiple of ten.	Number - Numbers and the Number System Problem Solving	2Nn1　Count, read and write numbers to at least 100 and back again. 2Nn2　Count up to 100 objects, e.g. beads on a bead bar. 2Nn3　Count on in ones and tens from single- and two-digit numbers and back again. 2Nn4　Count in twos, fives and tens and use grouping in two, fives or tens to count larger groups of objects. 2Nn7　Find 1 or 10 more/less than any two-digit number. 2Nn8　Round two-digit numbers to the nearest multiple of 10. 2Nn9　Say a number between any given neighbouring pair of multiples of ten, e.g. 40 and 50. 2Nn10　Place a two-digit number on a number line marked off in multiples of ten. 2Nn11　Recognise and use ordinal numbers up to at least the 10th number and beyond. 2Nn14　Understand even and odd numbers and recognise these up to at least 20. 2Pt2　Explain methods and reasoning orally. 2Pt3　Explore number problems and puzzles.	100 Square Number cards 0–100 Countable objects in groups of 2, 5, 10 2, 5, 10 cards Interlocking cubes 1–6 spinner Ordinal number cards 1st–10th	Counting to 20 Counting back from 20 Ordering numbers to 10	Develop mental images for small numbers. Extend previous activities, just change one rule. Use familiar resources and activities, changing the context. Learners being actively engaged in each activity. Give learners time to become familiar with 100 square.
WHOLE NUMBERS 1 UNIT 1 ASSESSMENT – 19TH SEPTEMBER 2019								
ADDITION AND SUBTRACTION 1 – UNIT 5								
T1. 22/9 – 3/10	2	8	Unit 5: Addition and Subtraction 1 Find different pairs of numbers (number bonds) that combine to make a number to 20. Check answers to additions and subtractions. Add a single-digit number to a two-digit number and subtracting a single-digit number from a two-digit number. Introduce the commutative law	Calculation – Mental Strategies Addition/ Subtraction Problem Solving	2Nc1 Find and learn by heart all number pairs to 10 and pairs with a total of 20. 2Nc2 Partition all numbers to 20 into pairs and record the related addition and subtraction facts. 2Nc3 Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts. 2Nc7 Use the = sign to represent equality, e.g. 16 + 4 = 17 + 3 2Nc8 Add four or five small numbers together. 2Nc11 Add and subtract a single digit to and from a two-digit number. 2Nc14 Understand that addition can be done in any order, but subtraction cannot. 2Pt1 Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. 2Pt2 Explain methods and reasoning orally. 2Pt3 Explore number problems and puzzles.	0 - 100 number cards Counters Interlocking cube Strings of beads in 10's		Some learners may not initially see the connection between number bonds for 10 and number bonds for 20 or 100. Make sure that learners can see the rules for checking number sentences. Adding more than two numbers together can be difficult as learners may lose track of which numbers they have added and which they have not.

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					2Pt4 Make sense of simple word problems (single and easy two step), decide what operations (addition or subtraction [, simple multiplication and division]) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt5** Make up a number story to go with a calculation, including in the context of money. **2Pt6** Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. 35 + 19 by adding 20 to 35 and subtracting 1, and by adding 30 + 10 and 5 + 9. **2Pt7** Check a subtraction by adding the answer to the smaller number in the original subtraction.			

ADDITION AND SUBTRACTION 1 UNIT 5 ASSESSMENT – 3RD OCTOBER

MULTIPLICATION AND DIVISION 1 – UNIT 8

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
T1: 6/10 – 10/10	1	4	**Unit 8: Multiplication and Division 1** Focus on multiplication. Investigate multiplication as an array, discovering that multiplication can be done in any order (commutative law), Use countable objects to solve problems. Relate counting on in twos, fives and tens to the two, five and ten times tables, Begin to learn times tables and to recognise multiples of two, five and ten.	Calculation – Mental Strategies Multiplication/ Division Problem Solving	**2Nn4** Count in twos, fives and tens [, and use grouping in twos, fives or tens to count larger groups of objects]. **2Nc4** Learn and recognise multiples of 2, 5 and 10 [and derive the related division facts]. **2Nc16** Understand multiplication as repeated addition and use the × sign. **2Nc17** Understand multiplication as describing an array. **2Pt1** Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **2Pt4** Make sense of simple word problems (single and easy two step), decide what operations ([addition or subtraction,] simple multiplication and division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt5** Make up a number story to go with a calculation, including in the context of money. **2Pt8** Describe and continue patterns which count on in twos [, threes, fours] or fives to 30 or more	0 - 100 number cards Counters Interlocking cubes Marbles		While counting on in twos, fives and tens it can take some time for them to relate it to the times tables that they will be learning. Using arrays as visual representations, and fingers to count the multiples as they are spoken, can help learners to grasp this concept. Some learners may not recognise that a multiplication can be done in any order. The similarity between the addition (+) and multiplication symbols (×) can sometimes cause some initial confusion, so be sure to point out the difference between the signs to learners

MULTIPLICATION AND DIVISION 1 UNIT 8 ASSESSMENT – 10TH OCTOBER

2D SHAPE – UNIT 11

Maths Curriculum Map – Grade 2

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
T1 13/10 – 17/10	1	4	**Unit 11: 2D Shapes** Recognise and name 2D shapes, including in the world around us. Describe properties of shapes as a sorting rule. Introduce regular and irregular pentagons and hexagons.	Geometry – Shapes and Geometric Reasoning Problem Solving	**2Gs1** Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognise common 2D shapes in different positions and orientations. **2Gs4** Find examples of 2D [and 3D] shape [and symmetry] in the environment. **2Pt9** Identify simple relationships between [numbers and] shapes, e.g. [this number is double ...;] these shapes all have ... sides. **2Pt11** Consider whether an answer is reasonable.	2D shapes to include regular and irregular: rectangles, squares, hexagons etc Coloured pencils		Learners may confuse the terms 'regular' and 'irregular', when used to describe a polygon. Ensure that learner's realise that unless they are extremely accurate, in most cases when they are drawing shapes freehand, the shapes they draw will be irregular.
					**2D SHAPE UNIT 11 ASSESSMENT – 17TH OCTOBER			
					3D SHAPE - UNIT 12**			
T1 20/10 – 24/10	1	4	**Unit 12: 3D Shapes** introduce to pyramids (square-based and triangular-based) and consolidate and extend knowledge about spheres, cones, cylinders, cubes and cuboids. Use properties of shapes for comparison and sorting.	Geometry – Shapes and Geometric Reasoning Problem Solving	**2Gs2** Sort, name, describe and make 3D shapes (e.g. cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognise 2D drawings of 3D shapes. **2Gs4** Find examples of [2D and] 3D shape [and symmetry] in the environment. **2Pt9** Identify simple relationships between [numbers and] shapes, e.g. [this number is double ...;] these shapes all have ... sides. **2Pt11** Consider whether an answer is reasonable	3D shapes: sphere, cone, cylinder, cube, cuboid, pyramid: square-based and triangular-based if available (per pair)		
					**3D SHAPE UNIT 12 ASSESSMENT – 24TH OCTOBER			
					PATTERNS AND SYMMETRY – UNIT 13**			
T1 27/10 – 31/10	1	4	**Unit 13: Patterns and Symmetry** Explore reflective symmetry in patterns and 2D shapes. Identify a reflective line of symmetry and start to practise drawing straight horizontal and vertical lines. Apply their learning to bring new perspectives to familiar objects, such as their own fingerprints.	Geometry – Shapes and geometric reasoning Problem Solving	**2Gs3** Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry. **2Gs4** Find examples of [2D and 3D shape and] symmetry in the environment. Strand 5: Problem solving **2Pt9** Identify simple relationships between [numbers and] shapes, e.g. [this number is double ...;] these shapes all have ... sides. **2Pt11** Consider whether an answer is reasonable.	2D shapes Small mirrors		Be clear that this is reflective symmetry to avoid any confusion in later stages when other elements such as rotational symmetry are taught. Learners investigate in a number of ways to see if a variety of 2D and 3D shapes have symmetry, but in their own independent work the focus should be on common regular 2D shapes.
					**PATTERNS AND SYMMETRY UNIT ASSESSMENT – 31ST OCTOBER**			

Maths Curriculum Map – Grade 2

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
LENGTH – UNIT 17								
T1 3/11 – 7/11	1	4	**Unit 17: Length** Introduce (centimetres and metres) using uniform non-standard units of measure. Learners calculate the number of uniform nonstandard units; compare and assess the units of measure and the measuring tools for reliability; test accuracy and efficiency. This will lead on to the need for a standard (metric) unit of measure Solve problems by estimating and comparing length, calculating the difference (subtraction) and the total length (addition); or finding out how many 10 cm are in one metre (division/ multiples of ten).	Measure – Length, mass and capacity Problem Solving	**2Ml1** Estimate, measure and compare lengths[, weights and capacities], choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments. **2Ml2** Compare lengths [, weights and capacities] using the standard units: centimetre, metre [,100 g, kilogram, and litre]. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **2Pt10** Make a sensible estimate for the answer to a calculation. **2Pt11** Consider whether an answer is reasonable.			Learners to know there are 100 centimetres in one metre and what a metre looks like; similarly, what a centimetre looks like. Learners need to be able to read two-digit numbers up to at least 30.
LENGTH UNIT 17 ASSESSMENT – 7TH NOVEMBER								
MONEY 1 – UNIT 15								
T1 10/11 - 14/11	1	4	**Unit 15: Money 1** Introduce money notation. Recognise all coins up to 50 c, and all notes including the $50 and $100 but they will only add or subtract up to 50c and $20. Make totals up to 50c and $20, then make totals for given amounts in the context of shopping, visiting the cinema or adding up money bank totals. Include word problems involving money. Offer a useful, practical, application of the using money.	Measure – Money Problem Solving	**2Mm1** Recognise all coins and notes. **2Mm2** Use money notation. **2Mm3** Find totals and the coins and notes required to pay a given amount; work out change. **2Pt1** Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **2Pt4** Make sense of simple word problems (single and easy two step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt5** Make up a number story to go with a calculation, including in the context of money. **2Pt10** Make a sensible estimate for the answer to a calculation. **2Pt11** Consider whether an answer is reasonable.			Discourage finger counting when counting in ones because counting/adding combinations (using multiples of five and ten and counting in ones, number pairs to five, ten and 20) need to be developed as mental skills. 'Money', 'amount', 'price', 'cost' and 'change' are all familiar words to learners, and come with many reconceptions. It is advisable to take some time to talk through these at the start of the unit.

Maths Curriculum Map – Grade 2

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments

MONEY UNIT 15 ASSESSMENT – 14ᵀᴴ NOVEMBER

TERM 2

WHOLE NUMBERS 2 – UNIT 2

Term - Dates	No. Week (s)	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
T2 5/1/20 – 16/1/20	2	8	**Unit 2: Whole Numbers 2** Consolidate their understanding of making groups of twos, fives and tens and skip counting them to count a large number of objects. Begin to estimate 'how many' in a set of up to 100 objects, and start to sort numbers according to some of their properties. Introduce the < and > signs and use them to compare numbers. Revisit rounding numbers to the nearest multiple of ten, and learn about place value.	Number - Numbers and the Number System Problem Solving	**2Nn1** Count, read and write numbers to at least 100 and back again. **2Nn2** Count up to 100 objects, e.g. beads on a bead bar. **2Nn3** Count on in ones and tens from single- and two-digit numbers and back again. **2Nn4** Count in twos, fives and tens and use grouping in two, fives or tens to count larger groups of objects. **2Nn7** Find 1 or 10 more/less than any two-digit number. **2Nn8** Round two-digit numbers to the nearest multiple of 10. **2Nn9** Say a number between any given neighbouring pair of multiples of ten, e.g. 40 and 50. **2Nn10** Place a two-digit number on a number line marked off in multiples of ten. **2Nn11** Recognise and use ordinal numbers up to at least the 10th number and beyond. **2Nn14** Understand even and odd numbers and recognise these up to at least 20. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles.	100 Square Number cards 0–100 Countable objects in groups of 2, 5, 10 2, 5, 10 cards Interlocking cubes 1–6 spinner Base 10 equipment		Rounding numbers can present difficulties, with some learners always rounding up, rather than rounding to the nearest ten. Although learners will be familiar with counting in twos, fives and tens, some may become confused when skip-counting and switch between these multiples, for example, saying '2, 4, 6, 8, 10, 20, 30, 40'. Place value is often a difficult subject for learners to comprehend, and they may find it especially difficult to grasp how one digit can represent a multiple of ten.

WHOLE NUMBERS 2 UNIT 2 ASSESSMENT – 16ᵗʰ JANUARY

ADDITION AND SUBTRACTION 2 – UNIT 6

Term - Dates	No. Week (s)	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
T2 19/1/20 – 30/1/20	2	8	**Unit 6: Addition and Subtraction 2** Focus on addition and subtraction, reinforcing work on number bonds and the related addition and subtraction facts.	Calculation – Mental Strategies Addition/ Subtraction	**2Nc1** Find and learn by heart all number pairs to 10 and pairs with a total of 20. **2Nc2** Partition all numbers to 20 into pairs and record the related addition and subtraction facts. **2Nc6** Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. 75 – 30. **2Nc11** Add and subtract a single digit to and from a two-digit number. **2Nc12** Add pairs of two-digit numbers.	0 - 100 number cards Counters Interlocking cube		Some learners may not initially see the connection between number bonds for 10 and number bonds for 20 or 100. Learners may not readily understand that counting

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Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
			Use 100 squares and number lines to solve a variety of addition and subtraction problems. Begin to add and subtract multiples of 10 from two-digit numbers and continue to add and subtract single digits from two-digit numbers. Solve subtraction problems by both taking away (counting back) and finding the difference (counting on) between two numbers.	Problem Solving	**2Nc13** Find a small difference between pairs of two-digit numbers. **2Nc15** Understand subtraction as both difference and take away. **2Pt1** Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **2Pt4** Make sense of simple word problems (single and easy two step), decide what operations (addition or subtraction, simple multiplication and division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt5** Make up a number story to go with a calculation, including in the context of money. **2Pt6** Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. 35 + 19 by adding 20 to 35 and subtracting 1, and by adding 30 + 10 and 5 + 9. **2Pt7** Check a subtraction by adding the answer to the smaller number in the original subtraction. **2Pt10** Make a sensible estimate for the answer to a calculation. **2Pt11** Consider whether an answer is reasonable.	Strings of beads in 10's		back and finding the difference are both ways of solving a subtraction, especially as finding the difference can involve counting on rather than back. Adding pairs of two-digit numbers can be challenging.
**ADDITION AND SUBTRACTION 2 UNIT ASSESSMENT – 30TH JANUARY**								

MULTIPLICATION AND DIVISION 2 – UNIT 9

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
T2 2/2/20 – 13/2/20	2	8	**Unit 9: Multiplication and Division** Focus again on multiplication. Introduce division and how this relates to multiplication. Continue to learn and practise the multiplication facts for the two, five and ten times tables and use arrays and repeated addition to solve multiplications. Solve division problems by making groups and discover that some numbers cannot be divided equally and will leave a remainder. Develop an understanding of the relationship between multiplication and division facts for the two, five and ten times tables.	Number – Calculation: Mental strategies Multiplication and division Problem Solving	**2Nn4** Count in twos, fives and tens, and use grouping in twos, fives or tens to count larger groups of objects. **2Nc4** Learn and recognise multiples of 2, 5 and 10 and derive the related division facts. **2Nc5** Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50. **2Nc16** Understand multiplication as repeated addition and use the × sign. **2Nc17** Understand multiplication as describing an array. **2Nc18** Understand division as grouping and use the ÷ sign. **2Nc19** Use counting in twos, fives or tens to solve practical problems involving repeated addition. **2Nc23** Understand that division can leave some left over. **2Pt1** Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **2Pt4** Make sense of simple word problems (single and easy two step), decide what operations (addition or subtraction, simple multiplication and division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line.			While counting on in twos, fives and tens from zero should come relatively easily to most learners, it can take some time for them to relate it to the times tables that they will be learning. Some learners may still not recognise commutative law as it applies to multiplication. Learning how to solve division problems can take a lot of practice as learners may forget which is the number that relates to the number of groups and which is the number to share between the groups.

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
					2Pt5 Make up a number story to go with a calculation, including in the context of money. **2Pt8** Describe and continue patterns which count on in twos [, threes, fours] or fives to 30 or more. **2Pt9** Identify simple relationships between numbers [and shapes], e.g. this number is double …[; these shapes all have … sides]. **2Pt10** Make a sensible estimate for the answer to a calculation. **2Pt11** Consider whether an answer is reasonable.			
					**MULTIPLICATION AND DIVISION 2 UNIT 9 ASSESSMENT – 13TH FEBRUARY**			
					HANDLING DATA – UNIT 21			
T2 16/2/20 – 27/2/20	2	8	**Unit 21: Handling Data** Develops learners' sorting skills into a problem-solving tool, in which they ask questions to find answers. Learners collect and organise information methodically into lists, tables and tally charts, and learn how to transfer the information into diagrams and graphs where the information can be viewed at a glance. Learn how to conduct a survey. Make Venn and Carroll diagrams with one and two criteria, and block graphs and pictograms.	Handling data – Organising, categorising and representing data Problem Solving	**2Dh1** Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results. **2Dh2** Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. 2Pt4 Make sense of simple word problems (single and easy two step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt11** Consider whether an answer is reasonable.			The purpose of this unit is to answer a question by collecting, recording and representing data in a graph or diagram. Some learners may find the methodical stages of handling data frustrating because there is not an immediate answer on which confident mathematicians thrive. Learners to think deeper by looking for patterns and trends.
					HANDLING DATA UNIT 12 ASSESSMENT – 27TH FEBRUARY			
					MASS – UNIT 18			
T2 1/3/20 – 5/3/20	1	4	**Unit 18: Mass** Progress from measuring with non-standard units to learning and using the standard units of weight: grams (g) and kilograms (kg).	Measure – Length, mass and capacity	**2Ml1** Estimate, measure and compare [lengths,] weights [and capacities], choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments. **2Ml2** Compare [lengths,] weights [and capacities] using the standard units: [centimetre, metre,] 100 g, kilogram [,and litre]. **2Pt2** Explain methods and reasoning orally.			Some learners find it difficult to recognise that 1 kg weighs more than 100 g. Provides lots of opportunities for learners to feel and compare measures.

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			Learn the process of measuring in standard units. The opportunity to work practically is essential for implementing the learning in Measure.	Problem Solving	**2Pt3** Explore number problems and puzzles. **2Pt10** Make a sensible estimate for the answer to a calculation. **2Pt11** Consider whether an answer is reasonable			Consolidate number pairs to 5 (kg) and 10 (kg), simple addition and subtraction, including calculations involving multiples of ten.
**MASS UNIT 18 ASSESSMENT – 5TH MARCH**
**TIME – UNIT 20**
T2 8/3 - 12/3	1	4	**Unit 20: Time** To learn the relationships, for example: 60 seconds in a minute, 12 months in a year. Revise ordering the days of the week and learn the names of the months of the year and order them. Start to read and mark the time to half past the hour, on both 12-hour digital and analogue clocks.	Measure – Time Problem Solving	**2Mt1** Know the units of time (seconds, minutes, hours, days, weeks, months and years). **2Mt2** Know the relationships between consecutive units of time. **2Mt3** Read the time to the half hour on digital and analogue clocks. **2Mt4** Measure activities using seconds and minutes. **2Mt5** Know and order the days of the week and the months of the year. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore [number] problems [and puzzles]. **2Pt9** Identify simple relationships [between numbers and shapes, e.g. this number is double ...; these shapes all have ... sides]. **2Pt11** Consider whether an answer is reasonable			Some learners may struggle to tell the time when it involves finding 'to' times and converting these from analogue to digital times and vice-versa. Time is a measurement that does not use metric units these units of measurement are challenging to work with. Number lines can help.
**TIME UNIT 20 ASSESSMENT – 12th MARCH**
**TERM 3**
**WHOLE NUMBERS 3 – UNIT 3**
T3 12/4/20 – 16/4/20	1	4	**Unit 3: Whole Numbers 3** focus on counting patterns. Continue to count in twos, fives and tens and begin to count in threes and fours. Continue to compare and order numbers, and consolidate their understanding of place value and partitioning.	Number - Numbers and the Number System Problem Solving	**2Nn4** Count in twos, fives and tens and use grouping in two, fives or tens to count larger groups of objects. **2Nn5** Begin to count on in small constant steps such as threes and fours. **2Nn6** Know what each digit represents in two-digit numbers; partition into tens and ones. **2Nn12** Order numbers to 100; compare two numbers using the < and > signs. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **1Pt8** Describe and continue patterns which count on in twos, threes, fours or fives to thirty or more. **2Pt9** Identify simple relationships between numbers [and shapes, e.g. this number is double…; these shapes all have … sides].			Learners may become confused when skip-counting and switch between multiples, for example, saying: '2, 4, 6, 8, 10, 20, 30, 40'. Counting in threes and fours can be challenging as the numbers do not follow such an easily recognisable pattern as twos, fives and tens do. The < and > signs can confuse some learners.

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
								When talking about place value, show learners a physical representation of the tens and ones in a two-digit number to reinforce this concept.
					**WHOLE NUMBERS 3 UNIT 3 ASSESSMENT – 16th APRIL**			
					FRACTIONS - UNIT 4			
T3 19/4/20 – 30/4/20	2	8	**Unit 4: Fractions** Name and sort common 2D shapes using features such as number of sides, curved or straight. Use them to make patterns and models.	Number – Numbers and the number system Problem Solving	**2Nn16** Recognise that we write one half 1/2, one quarter 1/4 and three ¾ quarters **2Nn17** Recognise that 2/2 or 4/4 make a whole and 1/2 and 1/4 are equivalent. **2Nn18** Recognise which shapes are divid $\frac{1}{2}$ into halves and quarters and which are not. **2Nn19** Find halves and quarters of shapes and small numbers of objects. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **2Pt4** Make sense of simple word problems (single [and easy two step]), decide what operations ([addition or subtraction, simple multiplication and] division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt5** Make up a number story to go with a calculation, [including in the context of money]. **2Pt11** Consider whether an answer is reasonable.	2D shapes to include: circles, triangles, rectangles, squares Coloured pencils		When talking about 2D make sure that only the face of a shape is used. Any shape with any depth is 3D. Compare and contrast features of 2D
					FRACTIONS UNIT 4 ASSESSMENT – 30th APRIL			
					ADDITION AND SUBTRACTION 3 – UNIT 7			
T3 3/5/20 – 14/5/20	2	8	**Unit 7: Addition and Subtraction 3** Consolidates the addition and subtraction concepts and methods that learners have been working on so far	**Calculation –** Mental Strategies Addition/ Subtraction	**2Nc1** Find and learn by heart all number pairs to 10 and pairs with a total of 20. **2Nc2** Partition all numbers to 20 into pairs and record the related addition and subtraction facts. **2Nc6** Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. 75 – 30.	0 - 100 number cards Counters Interlocking cube		Adding pairs of two-digit numbers can be challenging because it can involve up to four steps: partitioning, adding multiples of ten, adding single-digit numbers and adding single-digit numbers to multiples of ten.

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
			Continue to focus on number bonds to 20 and partitioning, adding and subtracting multiples of ten or single-digit numbers to and from two-digit numbers, and solving subtraction problems by taking away and finding the difference between the two numbers. Missing number calculations and using a symbol to represent an unknown number.	Problem Solving	**2Nc9** Recognise the use of a symbol such as or to represent the unknown, e.g. + = 10. **2Nc10** Solve number sentences such as 27 + = 30. **2Nc11** Add and subtract a single digit to and from a two-digit number. **2Nc12** Add pairs of two-digit numbers. **2Nc13** Find a small difference between pairs of two-digit numbers. **2Pt1** Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **2Pt4** Make sense of simple word problems (single and easy two step), decide what operations (addition or subtraction, simple multiplication and division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt5** Make up a number story to go with a calculation, including in the context of money. **2Pt6** Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. 35 + 19 by adding 20 to 35 and subtracting 1, and by adding 30 + 10 and 5 + 9. **2Pt7** Check a subtraction by adding the answer to the smaller number in the original subtraction. **2Pt10** Make a sensible estimate for the answer to a calculation. **2Pt11** Consider whether an answer is reasonable	Number lines		

ADDITION AND SUBTRACTION 3 UNIT 7 ASSESSMENT – 14th MAY

MULTIPLICATION AND DIVISION UNIT 10

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
T3 17/5/20 – 28/5/20	2	8	**Unit 10: Multiplication and Division** Knowledge of multiplication and division is consolidated and extended. Recall the multiplication and division facts for the three and four times tables. Continue to find doubles, extend to doubling two-digit numbers and finding related halves. Practise and extend their understanding of remainders.	Number – Calculation: Mental strategies, Multiplication and division Problem Solving	**2Nn5** Begin to count on in small constant steps such as threes and fours. **2Nc4** Learn and recognise multiples of 2, 5 and 10 and derive the related division facts. **2Nc5** Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50. **2Nc18** Understand division as grouping and use the ÷ sign. **2Nc19** Use counting in twos, fives or tens to solve practical problems involving repeated addition. **2Nc20** Find doubles of multiples of 5 up to double 50 and corresponding halves. **2Nc21** Double two-digit numbers. **2Nc22** Work out multiplication and division facts for the 3× and 4× tables. **2Nc23** Understand that division can leave some left over. **2Pt1** Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. **2Pt2** Explain methods and reasoning orally.			Learners will not have had as much practice in counting in threes and fours as they have in counting in twos, fives and tens. These skills could be challenging for them. Some learners may still not have a good understanding of the link between multiplication and division, and how division facts can be derived from multiplications and vice versa.

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
					2Pt3 Explore number problems and puzzles. **2Pt4** Make sense of simple word problems (single and easy two step), decide what operations ([addition or subtraction,] simple multiplication and division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt5** Make up a number story to go with a calculation, including in the context of money. **2Pt8** Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more. 2Pt9 Identify simple relationships between numbers [and shapes], e.g. this number is double … [; these shapes all have … sides]. **2Pt10** Make a sensible estimate for the answer to a calculation. **2Pt11** Consider whether an answer is reasonable.			

MULTIPLICATION AND DIVISION UNIT 10 ASSESSMENT – 28ᵀᴴ MAY

POSITION AND MOVEMENT- UNIT 14

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
T3 31/5/20 – 4/6/20	1	4	**Unit 14: Position and Movement** Explore the vocabulary associated with position and direction. Learn to give and follow directions, in common everyday tasks. Start to record directions in shorthand, and learn how to recognise and make quarter, half and whole turns. Learn that a quarter turn is a right angle, and recognise its relationship to corners.	Geometry – Position and movement Problem Solving	**2Gp1** Follow and give instructions involving position, direction and movement. **2Gp2** Recognise whole, half and quarter turns, both clockwise and anticlockwise. **2Gp3** Recognise that a right angle is a quarter turn. **2Pt9** Identify simple relationships between [numbers and] shapes, e.g. [this number is double ...;] these shapes all have ... sides. **2Pt11** Consider whether an answer is reasonable.			Learners may find it difficult to visualise facing in the correct direction. It will take a while to grasp the concept that a half turn from either a clockwise or an anti-clockwise direction will reach the same position but a quarter turn either way will not.

POSITION AND MOVEMENT UNIT 14 ASSESSMENT – 4ᵀᴴ JUNE

CAPACITY UNIT 19

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
T3 7/6/20 - 11/6/20	1	4	**Unit 19: Capacity** Begin to read, measure and talk about capacity in the standard unit of measure: litres.	Measure – Length, mass and capacity Problem Solving	**2Ml1** Estimate, measure and compare [lengths, weights and] capacities, choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments. **2Ml2** Compare [lengths, weights and] capacities using the standard units: [centimetre, metre, 100 g, kilogram, and] litre. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles.			Give learners the opportunity to look at bottles filled to different levels and inform them that the amount the bottle will hold is the capacity. use greater than, >, and less than, <, symbols for recording

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments
			Accurately read the marked divisions (scale) on the side of a measuring instrument.		**2Pt10** Make a sensible estimate for the answer to a calculation. **2Pt11** Consider whether an answer is reasonable			comparison or estimates on containers
					CAPACITY UNIT 19 ASSESSMENT – 11TH JUNE			
					MONEY 2 – UNIT 16			
T3 14/6/20 – 18/6/20	1	4	**Unit 16: Money 2** Make totals using knowledge of number pairs to 10 and 20, double multiples of five, and counting forwards and backwards in ones, fives and tens to work out change. Make totals and work out change.	Measurement - Money Problem Solving	**2Mm1** Recognise all coins and notes. **2Mm2** Use money notation. **2Mm3** Find totals and the coins and notes required to pay a given amount; work out change. **2Pt1** Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer. **2Pt2** Explain methods and reasoning orally. **2Pt3** Explore number problems and puzzles. **2Pt4** Make sense of simple word problems (single and easy two step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line. **2Pt5** Make up a number story to go with a calculation, including in the context of money. **2Pt10** Make a sensible estimate for the answer to a			Recognise all the coins and notes. Develop an understanding that: double 50 cents equals one dollar; there are 100 one cents in a dollar; double 25 cents equals 50 cents and other equivalents.
					MONEY UNIT ASSESSMENT – 18TH JUNE			