

WEEK 1	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Statistics  Data	<ul style="list-style-type: none"> <li>Block diagrams</li> <li>pictograms (1-1)</li> <li>Interpret pictograms (1-1)</li> </ul>	<p><i>Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).</i></p> <p>NRICH: <a href="#">Sticky Data</a> *</p> <p>NRICH: <a href="#">If the World Were a Village</a> *</p> <p>NRICH: <a href="#">Plants</a> **</p> <p>NRICH: <a href="#">Plants</a> **</p> <p>NRICH: <a href="#">What Shape and Colour?</a>*</p> <p>NRICH: <a href="#">Carroll Diagrams</a> *</p> <p>NRICH: <a href="#">Ladybird Count</a> *</p> <p>NRICH: <a href="#">The Hair Colour Game</a> **</p> <p>NRICH: <a href="#">Mixed-up Socks</a> **</p> <p>NRICH: <a href="#">Sort the Street</a> *</p> <p>NRICH: <a href="#">Button-up</a> *</p> <p>NRICH: <a href="#">Beads and Bags</a> *</p> <p>NRICH: <a href="#">In the Playground</a> *</p> <p><b>Real-life:</b> Possible links to Science/ humanities topic work Graph to show our favourite pets/ favourite food. Also link to ICT- interactive pictograms, graphing programmes. *</p>

WEEK 2	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Statistics  Data	<ul style="list-style-type: none"> <li>Draw pictograms (2, 5 and 10)</li> <li>Interpret pictograms (2, 5 and 10)</li> </ul>	<p><i>Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).</i></p> <p>NRICH: <a href="#">Sticky Data</a> *</p> <p>NRICH: <a href="#">If the World Were a Village</a> *</p> <p>NRICH: <a href="#">Plants</a> **</p> <p>NRICH: <a href="#">Plants</a> **</p> <p>NRICH: <a href="#">What Shape and Colour?</a>*</p> <p>NRICH: <a href="#">Carroll Diagrams</a> *</p> <p>NRICH: <a href="#">Ladybird Count</a> *</p>

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WEEK 2	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
		<p>NRICH: <a href="#">The Hair Colour Game</a> **</p> <p>NRICH: <a href="#">Mixed-up Socks</a> **</p> <p>NRICH: <a href="#">Sort the Street</a> *</p> <p>NRICH: <a href="#">Button-up</a> *</p> <p>NRICH: <a href="#">Beads and Bags</a> *</p> <p>NRICH: <a href="#">In the Playground</a> *</p> <p><b>Real-life:</b> Possible links to Science/ humanities topic work Graph to show our favourite pets/ favourite food. Also link to ICT- interactive pictograms, graphing programmes.</p>

WEEK 3	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
<p>Statistics</p> <p>Data</p>	<ul style="list-style-type: none"> <li>• Language of position</li> <li>• Describe movement</li> </ul>	<p><i>Pupils to understand the language of position and describe movement. Pupils will record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).</i></p> <p>NRICH: <a href="#">Sticky Data</a> *</p> <p>NRICH: <a href="#">If the World Were a Village</a> *</p> <p>NRICH: <a href="#">Plants</a> **</p> <p>NRICH: <a href="#">Plants</a> **</p> <p>NRICH: <a href="#">What Shape and Colour?</a> *</p> <p>NRICH: <a href="#">Carroll Diagrams</a> *</p> <p>NRICH: <a href="#">Ladybird Count</a> *</p> <p>NRICH: <a href="#">The Hair Colour Game</a> **</p> <p>NRICH: <a href="#">Mixed-up Socks</a> **</p> <p>NRICH: <a href="#">Sort the Street</a> *</p> <p>NRICH: <a href="#">Button-up</a> *</p> <p>NRICH: <a href="#">Beads and Bags</a> *</p> <p>NRICH: <a href="#">In the Playground</a> *</p> <p><b>Real-life:</b> Possible links to Science/ humanities topic work Graph to show our favourite pets/ favourite food. Also link to ICT- interactive pictograms, graphing programmes.</p>

WEEK 4	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Movement	<ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe movement and turns</li> <li>Shape patterns with turns</li> </ul>	<p><i>Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.</i></p> <p><i>Pupils should learn to connect the 5 multiplication table to the divisions on a clock face.</i></p> <p><i>They become fluent and telling the time on analogue clocks and recording it.</i></p> <p>NRICH: <a href="#">Five Coins</a> **</p> <p>NRICH: <a href="#">Money Bags</a> **</p> <p>NRICH: <a href="#">The Puzzling Sweet Shop</a> **</p> <p>NRICH: <a href="#">What's the Time?</a> *</p> <p>NRICH: <a href="#">Stop the Clock</a> ***</p> <p><b>Mathematical Challenges for the More Able:</b> Monster-16</p>

WEEK 5	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Measures  Capacity and Temperature	<ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure <b>capacity</b> (litres/ml) to the nearest appropriate unit and using appropriate measuring vessels.</li> <li>Choose and use appropriate standard units to estimate and measure <b>temperature</b> (°C) to the nearest appropriate unit.</li> </ul>	<p><i>Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.</i></p> <p><i>Comparing measures includes simple multiples such as 'half as high', 'twice as wide'</i></p> <p>NRICH: <a href="#">Discuss and Choose</a> *</p> <p>NRICH: <a href="#">Little Man</a> *</p> <p>NRICH: <a href="#">Order, Order!</a> *</p>

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WEEK 5	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
	<ul style="list-style-type: none"><li>Compare and order <b>volume/capacity</b> and record using <math>&gt;</math> <math>&lt;</math> and <math>=</math> signs.</li></ul>	

WEEK 6	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
6 Assess + Review		