TERM: Summer 1 **YEAR: 2**

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	• Introduction to parts and whole • Equal and unequal parts • Recognise a half • Find a half • Recognise a quarter	*Using materials and a range of representations, pupils practice what are the parts of a whole, equal and unequal parts, recognizing a half and a quarter and solving a variety of related problems to develop fluency.* ***They should make these (half, quarter) using concrete representations to embed the knowledge to then move onto pictorial and then abstract understanding.*** *As they become more confident with halves and quarters they should understand what is equal and unequal and half and a quarter.* They begin to understand zero as a place holder. (Continue to use manipulatives to aid understanding of partitioning.) **NRICH:** Buzzy Bee * **NRICH:** Sort Them Out (1) * **NRICH:** Domino Sequences * **NRICH:** Domino Number Patterns ** **NRICH:** Next Domino * **NRICH:** 100 Square Jigsaw * **NRICH:** That Number Square! * **NRICH:** I Like … * **NRICH:** Light the Lights *** **NRICH:** Largest Even * **Mathematical Challenges for the More Able:** Fireworks- 18 Ben's Numbers-23

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WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Addition and Subtraction	• Find a quarter • Recognise a third • Find a third • Find the whole • Unit fractions#	*Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet $\frac{3}{4}$ as the first example of a non-unit fraction.* *Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and 2/4 equivalence on the number line (for example, 1 $\frac{1}{4}$. 1 2/4 (or 1 $\frac{1}{2}$), 1 $\frac{3}{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.* **NRICH:** Making Longer, Making Shorter **

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING

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Number 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	*Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet $\frac{3}{4}$ as the first example of a non-unit fraction.* *Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and 2/4 equivalence on the number line (for example, 1 $\frac{1}{4}$. 1 2/4 (or 1 $\frac{1}{2}$), 1 $\frac{3}{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.* **NRICH: Making Longer, Making Shorter **** *Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and **continuous quantities and relating these to fractions and measures** (for example 40 ÷ 2 =20, 20 is half of 40).* *They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 x 5= 20 and 20 ÷5= 4)* **NRICH: Odd Times Even ***** **NRICH: Two Numbers Under the Microscope **** **NRICH: Even and Odd *** **NRICH: Ring a Ring of Numbers *** **NRICH: More Numbers in the Ring ***** **NRICH: How Odd **** **NRICH: Doing and Undoing *** **NRICH: Clapping Times *** **NRICH: Ordering Cards *** **NRICH: Which Symbol? *** **NRICH: I'm Eight *** **NRICH: Our Numbers *** **NRICH: Are You Well Balanced? ***** **NRICH: Magic Plant **** **NRICH: The Amazing Splitting Plant ***** **NRICH: The Tomato and the Bean *****

		NRICH: Lots of Lollies *** **NRICH:** Ip Dip * **Mathematical Challenges for the More Able:** Ones and twos- 20 Birthday-21 At the Toy Shop- 23

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Time	• O'clock and half past • Quarter past and quarter to T • ell time past the hour	*Pupils should learn to connect the 5 multiplication table to the divisions on a clock face.* *They become fluent and telling the time on analogue clocks and recording it.* **NRICH:** Five Coins ** **NRICH:** Money Bags ** **NRICH:** The Puzzling Sweet Shop ** **NRICH:** What's the Time? * **NRICH:** Stop the Clock *** **Mathematical Challenges for the More Able:** Monster-16

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Time	• Tell time to the hour • Tell the time to 5 minutes • Minutes in an hour	*Pupils should learn to connect the 5 multiplication table to the divisions on a clock face.* *They become fluent and telling the time on analogue clocks and recording it.* **NRICH:** Five Coins ** **NRICH:** Money Bags **

TERM: Summer 1 **YEAR: 2**

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		NRICH: The Puzzling Sweet Shop ** **NRICH:** What's the Time? * **NRICH:** Stop the Clock *** **Mathematical Challenges for the More Able:** Monster-16

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Time Measure	• Hours in a day • Make tally charts • Tables	*They become fluent and telling the time on analogue clocks and recording it.* **NRICH:** Five Coins ** **NRICH:** Money Bags ** **NRICH:** The Puzzling Sweet Shop ** **NRICH:** What's the Time? * **NRICH:** Stop the Clock *** **Mathematical Challenges for the More Able:** Monster-16 *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 in tally charts and tables.* *Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.* **NRICH:** Discuss and Choose * **NRICH:** Little Man * **NRICH:** Order, Order! * (Capacity in Summer term or week 7!)

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WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		Real Life: Set up practical weighing activities in the classroom- Post Office etc.