Medium-term planning Spring 2

W	Title	Curriculum objective
1	Number and place value: estimating, counting, comparing and ordering quantities	• To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. • To recognise the place value of each digit in a 2-digit number (tens, ones). • To identify, represent and estimate numbers using different representations, including the number line. • To compare and order numbers from 0 up to 100; use <, > and = signs. • To read and write numbers to at least 100 in numerals and in words. • To use place value and number facts to solve problems.
2	Addition and subtraction: using mental calculation strategies	• To solve problems with addition and subtraction: ◦ Using concrete objects and pictorial representations, including those involving numbers, quantities and measures ◦ Applying their increasing knowledge of mental and written methods. • To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.To show that addition can be done in any order (commutative) and subtraction cannot. • To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
3	Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts	• To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • To recognise and use the inverse relationship between multiplication and division in calculations. • To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. • To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
4	Fractions: finding fractions of quantities, shapes and sets of objects	• To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. • To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.
5	Geometry: position and direction Measures: time	• To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line. • To 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.
6	Statistics: solving problems that involve collecting data in tallies, tables and pictograms	• To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity. • To ask and answer questions about totalling and compare categorical data.
Assess and review		• To assess the half-term's work.