



Dean Bank Primary School
Medium Term Plan for Mathematics: Year 2



Summer 2024				
Block	Weeks	Key Vocabulary	Small Steps	National Curriculum Objectives
Number – Fractions	1– 3	Parts, whole, equal, unequal, fraction, numerator, denominator, half, quarter, third, two quarters, equivalent, three quarters, unit fraction, non-unit fraction	<ul style="list-style-type: none">- Identify parts and wholes (starter)- Recognise equal and unequal parts (starter)- Recognise a half.- Find a half.- Recognise a quarter.- Find a quarter.- Recognise a third.- Find a third.- Find the whole.- Identify unit and non-unit fractions. (combined lesson)- Recognise the equivalence of a half and two quarters. (two-part lesson – one focused on concrete resources)- Recognise three quarters.- Find three quarters.- Count in fractions up to a whole.	<ul style="list-style-type: none">-Recognise, find, name and write fractions of a length, shape, set of objects or quantity.-Write simple fractions for example, half of 6 = 3 and recognise the equivalence of one half and two quarters.
Measurement – Time	4 – 6	Time, minute hour, clock, hands, o'clock, half past, quarter past, quarter to, hours, minute, length of time	<ul style="list-style-type: none">- Tell the time to o'clock.- Tell the time to half past the hour.- Tell the time to quarter past the hour.- Tell the time to quarter to the hour.(Objectives split into separate lessons to consolidate understanding of how to tell the time)- Tell time to the hour.- Tell the time to 5 minutes.- Explore the number of minutes in an hour.- Explore the number of hours in a day.	<ul style="list-style-type: none">-Compare and sequence intervals of time.-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.-Know the number of minutes in an hour and the number of hours in a day.

Statistics	7 – 8	Statistics, data, interpret, represent, tally charts, tables, rows, columns, block diagrams, pictograms, key	<ul style="list-style-type: none"> - Interpret tally charts. - Create tally charts. (Lesson split to consolidate understanding of tally charts) - Interpret tables. - Interpret block diagrams. - Draw 1-1 pictograms. - Interpret 1-1 pictograms. - Draw 2, 5 and 10 pictograms. - Interpret 2, 5 and 10 pictograms. 	<ul style="list-style-type: none"> -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing categorical data.
Geometry – Position and Direction	9– 10	Position, direction, left, right, above, below, behind, in front of, up, down, movement, turn	<ul style="list-style-type: none"> - Understand positional language. - Describe movement. - Describe turns. - Describe movement and turns. - Explore shape patterns with turns. 	<ul style="list-style-type: none"> -Order and arrange combinations of mathematical objects in patterns and sequences. -Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Consolidation Focused on the non-negotiables and any other gaps.				