Busy Ant Maths Year 2 Medium-Term Plans

Unit 1

Number -		*Geometry -*
Number & place value	Addition & subtraction	Properties of shapes

Unit 5

Number -		*Geometry -*
Number & place value	Addition & subtraction including *Measurement* (money)	Properties of shapes

Unit 9

Number -		*Geometry -*
Number & place value	Addition & subtraction	Position & direction

Unit 2

Number -		*Measurement* (length & height)
Addition & subtraction	Addition & subtraction	

Unit 6

Number -		*Measurement* (mass)
Multiplication & divison including Number & place value	Multiplication & divison	

Unit 10

Number -		*Measurement* (including Temperature)
Multiplication & divison including Number & place value	Multiplication & divison including Number & place value	

Unit 3

Number -		*Geometry -*
Multiplication & divison including Number & place value	Multiplication & divison including Number & place value	Position & direction

Unit 7

Number -		*Statistics*
Addition & subtraction	Addition & subtraction including *Measurement* (money)	

Unit 11

Number -		*Statistics*
Addition & subtraction	Addition & subtraction	

Unit 4

Number -		*Measurement* (time)
Multiplication & divison including Number & place value	Fractions	

Unit 8

Number -		*Measurement* (volume & capacity)
Multiplication & divison including Number & place value	Fractions	

Unit 12

Number -		*Measurement* (time)
Multiplication & divison including Number & place value	Fractions	

Busy Ant Maths Year 2 Medium-Term Plans

Unit 1 **Number – Number and place value**
Number – Addition and subtraction
Geometry – Properties of shapes

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Number and place value	**Week 1**	
• recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems	• Read and write numbers to 50 in numerals • Recognise the place value of each digit in a two-digit number up to 50 (tens, ones)	1
	• Compare and order numbers from 0 up to 50; use < and > signs	2
	• Read and write numbers to 50 in words	3
	• Use place value and number facts to solve problems	4
Number – Addition and subtraction	**Week 2**	
• recall and use addition and subtraction facts to 20 fluently • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	• Understand that addition of two numbers can be done in any order (commutative rule) but subtraction cannot	1
	• Recall and use addition and subtraction facts to 20	2
	• Recognise and use the inverse relationship between addition and subtraction, and use this to check calculations	3
	• Recall and use addition and subtraction facts to 20, using number lines, and understand the term 'difference'	4
Geometry – Properties of shapes	**Week 3**	
• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • compare and sort common 2-D shapes • draw lines and shapes using a straight edge *	• Identify and describe the properties of 2-D shapes	1
	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	2
	• Draw straight lines and 2D shapes using a straight edge	3
	• Compare and sort common 2D shapes using appropriate mathematical vocabulary (including quadrilateral)	4

Unit 2 **Number – Addition and subtraction**
Measurement (length & height)

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division	**Week 1**	
• 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 methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • recognise and use the inverse relationship between addition and subtraction and use this to solve missing number problems	• Recall and use addition and subtraction facts to 20, and derive and use related facts • Apply increasing knowledge of mental methods	1
	• Recall and use addition facts to 20 fluently, and derive and use related facts up to 100 • Apply increasing knowledge of mental methods	2
	• Recall and use subtraction facts to 20, and derive and use related facts up to 100 • Apply increasing knowledge of mental methods	3
	• Use patterns of similar calculations • Apply increasing knowledge of mental methods	4
	Week 2	
	• Add a one-digit number to a multiple of 10	1
	• Subtract a one-digit number from a multiple of 10	2
	• Solve missing number problems involving addition • Recognise and use the inverse relationship between addition and subtraction to solve missing number problems	3
	• Solve missing number problems involving subtraction • Recognise and use the inverse relationship between addition and subtraction to solve missing number problems	4
Measurement (length & height)	**Week 3**	
• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers • compare and order lengths and record the results using >, < and =	• Estimate, measure and record lengths in centimetres	1
	• Estimate, measure and record heights in centimetres and metres • Convert metres to centimetres and vice versa	2
	• Measure, compare and order different lengths • Record using >, < and =	3
	• Compare lengths using simple multiples	4

* Notes and guidance (non-statutory)

Busy Ant Maths Year 2 Medium-Term Plans

Unit 3	Number – Multiplication and division, including Number and place value Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:		**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division		**Week 1**	
• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		• Count in steps of 2	1
		• Calculate mathematical statements for multiplication within the 2 times table and write them using the multiplication (×) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative)	2
		• Calculate mathematical statements for division within the 2 times table and write them using the division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	3
		• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	4
Number – Number and place value		**Week 2**	
• count in steps of 2 and 5 from 0, forward and backward		• Count in steps of 5	1
		• Calculate mathematical statements for multiplication within the 5 times table and write them using the multiplication (×) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative)	2
		• Calculate mathematical statements for division within the 5 times table and write them using the division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	3
		• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	4
Geometry – Position and direction		**Week 3**	
• 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		• Identify patterns and sequences involving 2-D shapes to make predictions about what comes next	1
		• Order and arrange mathematical shapes to create patterns and sequences	2
		• Describe and find the position of a square on a grid of squares with the rows and columns labelled	3
		• Describe direction using mathematical language (North, South, East, West)	4

Busy Ant Maths Year 2 Medium-Term Plans

Unit 4 **Number – Multiplication and division, including Number and place value**
Number – Fractions
Measurement (time)

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division	**Week 1**	
• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• Count in steps of 10	1
	• Calculate mathematical statements for multiplication within the 10 times table and write them using the multiplication (×) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative)	2
	• Calculate mathematical statements for division within the 10 times table and write them using the division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	3
Number – Number and place value		
• count in steps of 2 and 5 from 0, and in tens from any number, forward and backward	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	4
Number – Fractions	**Week 2**	
• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape	1
	• Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape • Recognise that two quarters are the same as one half	2
	• Find half of a set of objects • Identify the total number of objects when half is known	3
	• Find a quarter and three-quarters of a set of objects • Identify the total number of objects when a quarter of three-quarters is known	4
Measurement (time)	**Week 3**	
• 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	• Tell and write the time to quarter past the hour • Draw the hands on a clock face to show these times	1
	• Tell and write the time to quarter to the hour • Draw the hands on a clock face to show these times	2
	• Tell and write the time to quarter past and quarter to the hour • Draw the hands on a clock face to show these times	3
	• Tell and write the time to 5 minutes, focusing on 5 to 30 minutes past • Draw the hands on a clock face to show these times	4

* Notes and guidance (non-statutory)

Busy Ant Maths Year 2 Medium-Term Plans

Unit 5 **Number – Number and place value**
Number – Addition and subtraction, including Measurement (money)
Geometry – Properties of shapes

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Number and place value	**Week 1**	
• count in steps of 3 from 0, forward and backward • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words	• Count in steps of 3	1
	• Read and write numbers to 100 in numerals and in words	2
	• Compare and order numbers from 0 up to 100; use <, > and = signs	3
	• Estimate numbers using a number line	4
Number – Addition and subtraction	**Week 2**	
• 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 methods • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones	• Add two-digit numbers and ones	1
	• Subtract two-digit numbers and ones	2
	• Double numbers to 20	3
Measurement (money)		
• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	• Recognise and use symbols for pounds (£) and pence (p) • Combine amounts to make a particular value	4
Statistics	**Week 3**	
• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects	• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	1
	• Identify 2-D shapes on the surface of 3-D shapes	2
	• Compare and sort common 2-D and 3-D shapes	3
	• Compare and sort common 2-D and 3-D shapes and everyday objects	4

Unit 6 **Number – Multiplication and division, including Number and place value**
Measurement (mass)

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division	**Week 1**	
• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• Count in steps of 2 and 5 from 0, forward and backward • Count in tens from any number, forward and backward	1
	• Recall and use multiplication facts for the 2 multiplication table	2
	• Recall and use multiplication and division facts for the 2 multiplication table	3
	• Recall and use multiplication facts for the 5 multiplication table	4
	Week 2	
	• Recall and use multiplication and division facts for the 5 multiplication table	1
	• Recall and use multiplication facts for the 10 multiplication table	2
	• Recall and use multiplication and division facts for the 10 multiplication table	3
Number – Number and place value		
• count in steps of 2 and 5 from 0, and in tens from any number, forward and backward	• Solve problems involving multiplication and division, using arrays	4
Measurement (mass)	**Week 3**	
• choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales • compare and order mass and record the results using >, < and =	• Estimate, measure and record mass in kilograms	1
	• Estimate, measure and record masses in grams and kilograms • Convert kilograms to grams and vice versa	2
	• Measure, compare and order different masses • Record using >, < and =	3
	• Compare mass using simple multipless	4

* Notes and guidance (non-statutory)

Busy Ant Maths Year 2 Medium-Term Plans

Unit 7	Number – Addition and subtraction Number – Addition and subtraction, including Measurement (money) Statistics	
National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Addition and subtraction	**Week 1**	
• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and tens - adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	• Add two-digit numbers and tens	1
	• Subtract two-digit numbers and tens	2
	• Find missing numbers when multiples of 10 are added to or subtracted from two-digit numbers	3
	• Add three one-digit numbers • Show that addition can be done in any order	4
Number – Addition and subtraction	**Week 2**	
• solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers - applying their increasing knowledge of mental methods • add and subtract numbers using concrete objects, pictorial representations, and mentally	• Add a 'near multiple of 10' to a two-digit number	1
	• Subtract a 'near multiple of 10' from a two-digit number	2
	• Find different combinations of coins that equal the same amounts of money	3
Measurement (money)		
• find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• Solve practical money problems, including giving change	4
Statistics	**Week 3**	
• interpret and construct tally charts 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	• Sort objects into groups, counting the number of objects in each category and comparing totals	1
	• Construct a tally chart from a Carroll Diagram and vice versa	2
	• Interpret and construct a simple frequency table	3
	• Sort information using a Venn Diagram	4

Busy Ant Maths Year 2 Medium-Term Plans

Unit 8 **Number – Multiplication and division, including Number and place value**
Number – Fractions
Measurement (volume and capacity)

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division	**Week 1**	
• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	• Count in steps of 2, 5 and 10 • Recognise odd and even numbers	1
	• Recall and use multiplication and division facts for the 2 multiplication tables • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	2
	• Recall and use multiplication and division facts for the 5 multiplication tables • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	3
Number – Number and place value		
• count in steps of 2 and 5 from 0, and in tens from any number, forward and backward	• Recall and use multiplication and division facts for the 10 multiplication tables • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	4
Number – Fractions	**Week 2**	
• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• Find $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length	1
	• Recognise $\frac{1}{3}$, $\frac{2}{3}$ and $\frac{3}{3}$ of a shape • Find $\frac{1}{3}$ and $\frac{2}{3}$ of a length, set of objects or quantity	2
	• Recognise $\frac{1}{3}$, $\frac{2}{3}$ and $\frac{3}{3}$ of a shape • Find $\frac{1}{3}$ and $\frac{2}{3}$ of a length, set of objects or quantity	3
	• Link fractions to division and multiplication	4
Measurement (volume and capacity)	**Week 3**	
• choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels • compare and order volume/capacity and record the results using >, < and =	• Estimate, measure and record capacity in litres and millilitres	1
	• Measure, compare and order different capacities • Convert from litres to millilitres and vice versa	2
	• Measure, compare and order different liquid volumes in litres and millilitres • Record using >, < and =	3
	• Compare capacity and volume using simple multiples	4

* Notes and guidance (non-statutory)

Busy Ant Maths Year 2 Medium-Term Plans

Unit 9	Number – Number and place value Number – Addition and subtraction Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:		**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Number and place value		**Week 1**	
• count in steps of 3 from 0, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs • use place value and number facts to solve problems		• Count in steps of 3	1
		• Recognise the place value of each digit in a two-digit number up to 100	2
		• Compare and order numbers from 0 up to 100; use <, > and = signs	3
		• Use place value and number facts to solve problems	4
Number – Addition and subtraction		**Week 2**	
• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - two two-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations		• Add two two-digit numbers using the 1-100 number square	1
		• Add two two-digit numbers using the empty number line	2
		• Subtract two two-digit numbers using the 1-100 number square	3
		• Subtract two two-digit numbers using the empty number line	4
Geometry – Position and direction		**Week 3**	
• 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)		• Use mathematical vocabulary to describe rotation as a turn for quarter, half and three-quarter turns (clockwise and anti-clockwise)	1
		• Use mathematical vocabulary to describe movement and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	2
		• Use mathematical vocabulary to describe position, direction and movement	3
		• Use mathematical vocabulary to give directions to navigate a course	4

* Notes and guidance (non-statutory)

Unit 10	Number – Multiplication and division, including Number and place value Measurement, including Temperature		
National Curriculum attainment targets Pupils should be taught to:		**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division		**Week 1**	
• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		• Count in steps of 2 from 0	1
		• Recall and use multiplication and division facts for the 2 multiplication table	2
		• Count in steps of 5 from 0	3
		• Recall and use multiplication and division facts for the 5 multiplication table	4
		Week 2	
		• Count in steps of 10 from 0	1
		• Recall and use multiplication and division facts for the 10 multiplication table	2
		• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	3
Number – Number and place value			
• count in steps of 2 and 5 from 0, and in tens from any number, forward and backward		• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	4
Measurement, including Temperature		**Week 3**	
• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =		• Solve problems involving temperature	1
		• Solve problems which involve comparing, measuring and ordering length, height and width • Convert from centimetre to metres and vice versa	2
		• Solve problems which involve comparing, measuring and ordering mass • Convert from grams to kilograms and vice versa	3
		• Solve problems which involve comparing, measuring and ordering capacity and volume • Convert from millilitres to litres and vice versa	4

* Notes and guidance (non-statutory)

Busy Ant Maths Year 2 Medium-Term Plans

Unit 11 **Number – Addition and subtraction**
Number – Addition and subtraction
Statistics

National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Addition and subtraction	**Week 1**	
• 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 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - two two-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations • record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers *	• Add two two-digit numbers using partitioning	1
	• Solve problems with addition, applying an increasing knowledge of mental and written methods - partitioning	2
	• Subtract two two-digit numbers using partitioning	3
	• Solve problems with subtraction, applying an increasing knowledge of mental and written methods - partitioning	4
	Week 2	
	• Add two two-digit numbers using the expanded written method	1
	• Subtract two two-digit numbers using the written method	2
	• Solve addition and subtraction problems using written methods	3
	• Solve addition and subtraction problems using mental and written methods	4
Statistics	**Week 3**	
• interpret and construct simple pictograms block diagrams and simple tables • use many-to-one correspondence in pictograms with simple ratios of 2 * • 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	• Make and use a block diagram to ask and answer questions about information gathered • Compare pictograms and block diagrams	1
	• Make and use a block diagram to ask and answer questions about information gathered	2
	• Construct a simple pictogram and ask and answer questions from the information collected	3
	• Begin to compare different presentations of the same information	4

* Notes and guidance (non-statutory)

Busy Ant Maths Year 2 Medium-Term Plans

Unit 12	Number – Multiplication and division, including Number and place value Number – Fractions Measurement (time)	
National Curriculum attainment targets Pupils should be taught to:	**Lesson objectives** Pupils will be taught to:	**Lesson**
Number – Multiplication and division	**Week 1**	
• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward	1
	• Calculate mathematical statements for multiplication and division within the 2, 5 and 10 multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Solve problems involving multiplication and division, using arrays	2
Number – Number and place value	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	3
• count in steps of 2 and 5 from 0, and in tens from any number, forward and backward	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	4
Number – Fractions	**Week 2**	
• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• Compare the relative sizes of fractions • Mark fractions on a number line	1
	• Mark fractions on a number line	2
	• Recognise and find fractions of a set of objects	3
	• Solve problems involving fractions	4
Measurement (time)	**Week 3**	
• 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	• Tell and write the time to five minutes and draw the hands on a clock face to show these times	1
	• Tell and write the time to five minutes and draw the hands on a clock face to show these times	2
	• Know the number of minutes in an hour and the number of hours in a day • Compare and sequence intervals of time	3
	• Know the number of minutes in an hour • Compare and sequence intervals of time	4

* Notes and guidance (non-statutory)