

'Ridgeway Infant School is a safe, happy school where everyone does their best!'



Y2 Long Term Maths

Planning

2017/18



Ridgeway Infant School
Maths Medium Term Plan [Year 2; Autumn]



Overview created by previous Year 2 team and DHT [July 2017]; subject to change due to teacher judgements/assessments and number of weeks in each half-term.

Autumn 1

Week	Focus	Assessment Statement
1	<p>M/OS - Doubles and Halves, shape Main Focus Book expectation Place value Comparing numbers < > <i>Reading and writing numbers correctly e.g. 14/41</i> <i>On-going Extra's</i> Number formation in handwriting (be persistent and insistent) Self-help/100 squares – move onto rounding.</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$). The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly). The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes. The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> No greater depth objectives covered
2	<p>M/OS - Doubles and Halves, Shape Main Focus Partitioning Showing in different ways including on empty number line, arrow cards, coins, denes rods, numicon and bead strings.</p>	
3	<p>M/OS - Doubles and Halves, Shape Main Focus Partitioning in different ways</p>	
4	<p>M/OS - counting in 2's, 5's & 10's, odds and evens Main Focus Addition Practical - including problems, estimating (consider teaching day 1 to introduce estimation)</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$). The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations. The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives). <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100). <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd). The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$). The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
5	<p>M/OS - counting in 2's, 5's & 10's, odds and evens Main Focus Addition Pictorial – number bonds, including problems, include missing number problems</p>	
6	<p>M/OS - counting in 2's, 5's & 10's, odds and evens Main Focus Addition Mental – including problems</p>	

Evaluation 2017/18:

Autumn 2

Week	Focus	Assessment Statement
1	M/OS – Place Value, comparing numbers, partitioning in different ways, estimation Main focus Subtraction Practical and Pictorial – including problems and estimation	<u>Working Towards Objectives</u> <ul style="list-style-type: none"> The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$). The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations.
2	M/OS – Place Value, comparing numbers, partitioning in different ways, estimation Main Focus Subtraction Mental – including problems and estimation	<u>Expected Objectives</u> <ul style="list-style-type: none"> The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100). The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). <u>Greater Depth Objectives</u> <ul style="list-style-type: none"> The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$). The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?). The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd). (MAKE TO REASON ABOUT SUBTRACTION)
3	M/OS – Doubles & Halves, Counting in 2's, 5's 10's Main Focus Inverse Operations Missing number problems Balancing equations	<u>Working Towards Objectives</u> <ul style="list-style-type: none"> The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives). The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$).
4	M/OS – Doubles & Halves, Counting in 2's, 5's 10's Main Focus Inverse Operations Missing number problems Balancing equations	<u>Expected Objectives</u> <ul style="list-style-type: none"> The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$). <u>Greater Depth Objectives</u> <ul style="list-style-type: none"> The pupil can solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$).
5	M/OS – Reading & writing numbers correctly (along with number formation), number bonds and related subtraction facts Main Focus 2D shape Include symmetry and problem solving linked to other contexts.	<u>Working Towards Objectives</u> <ul style="list-style-type: none"> The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly). The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$). The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes <u>Expected Objectives</u> <ul style="list-style-type: none"> The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).
6	M/OS – Reading & writing numbers correctly (along with number formation), number bonds and related subtraction facts Main Focus 3D shape Simple fractions of shape (not a square divided into 6!) Geoboards	<u>Greater Depth Objectives</u> <ul style="list-style-type: none"> The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).
7	Christmas maths Cover gaps if time permits	

Evaluation 2017/18:

Ridgeway Infant School
Maths Medium Term Plan [Year 2; Spring]



Overview created by previous Year 2 team and DHT [July 2017]; subject to change due to teacher judgements/assessments and number of weeks in each half-term.

Spring 1

Week	Focus	Assessment Statement
1	<p>M/OS – Place Value recap Main Focus Money - Making amounts & Exchanging</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$). <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> No greater depth objectives covered
2	<p>M/OS – Odd & Even Main Focus Addition & Subtraction Double & Half problems</p>	<p><u>Working towards Objectives</u></p> <ul style="list-style-type: none"> The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations. The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd). The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$). The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
3	<p>M/OS – 2D Shape Main Focus Multiplication Practical & Pictorial – including problems and estimation</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes. The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
4	<p>M/OS – 3D Shape Main Focus Multiplication Pictorial & Mental – including problems and estimation</p>	<p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them). The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows

Week	Focus	Assessment Statement
		that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
5	<p>M/OS – Number bonds Main Focus Time</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$). <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can read the time on the clock to the nearest 15 minutes. <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can read the time on the clock to the nearest 5 minutes.
6	<p>M/OS – Missing Number problems Main Focus Division Practical & Pictorial – including problems and estimation</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$). The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
7	<p>M/OS - Time Main Focus Division Pictorial & Mental – including problems and estimation</p>	<p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$). The pupil can read the time on the clock to the nearest 15 minutes. The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$). The pupil can read the time on the clock to the nearest 5 minutes. The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).

Evaluation 2017/18:

Spring 2

Week	Focus	Assessment Statement
1	<p>M/OS – Focus on gaps Main Focus Fractions of Number Recap estimating</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole. The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100). The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).
2	<p>M/OS – Focus on gaps Main Focus Fractions of Number Recap on place value and comparing numbers</p>	
3	<p>M/OS – Focus on gaps Main Focus Reading Scales & Measure Recap estimating</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug). The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100). The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$). The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?). The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
4	<p>M/OS – Focus on gaps Main Focus Reading Scales & Measure Problem Solving using Addition & Subtraction in measuring context Greater Depth – relationship between addition and subtraction objective!</p>	

Evaluation 2017/18:

Ridgeway Infant School
Maths Medium Term Plan [Year 2; Summer]



Overview created by previous Year 2 team and DHT [July 2017]; subject to change due to teacher judgements/assessments and number of weeks in each half-term.

Summer 1

Week	Focus	Assessment Statement
1	<p>M/OS – Fractions of numbers Main Focus Addition & Subtraction Inverse</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> • Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> • The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole. • The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. • The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). • The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> • The pupil can find and compare fractions of amounts (e.g. 14 of $\pounds 20 = \pounds 5$ and 12 of $\pounds 8 = \pounds 4$ so 14 of $\pounds 20$ is greater than 12 of $\pounds 8$). • The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$). • The pupil can solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$).
2	<p>M/OS – Time Main Focus Multiplication & Division Inverse</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> • Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> • The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins). • The pupil can read the time on the clock to the nearest 15 minutes. <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> • The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5). • The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left). • The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$). • The pupil can read the time on the clock to the nearest 5 minutes.
3	<p>M/OS – Measure & Scale Main Focus Money Place Value & Partitioning</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> • Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> • The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug). • The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many $\pounds 2$ coins are needed to exchange for a $\pounds 20$ note). • The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> • The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.

Week	Focus	Assessment Statement
4	<p>M/OS – Shape</p> <p>Mixed Calculations SATs preparation</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> • Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> • The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). • The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins). • The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. • The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). • The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> • The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5). • The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$). • The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left). • The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).
5/6/7	<p>SATs</p> <p>Focus on gaps</p>	

Evaluation 2017/18:

Summer 2

Week	Focus	Assessment Statement
1	<p>M/OS – Focus on gaps</p> <p>Main Focus Multiplication</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
2	<p>M/OS – Focus on gaps</p> <p>Main Focus Division</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
3	<p>M/OS – Focus on gaps</p> <p>Main Focus Money</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps
4	<p>M/OS – Focus on gaps</p> <p>Main Focus Fractions</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> The pupil can identify $1/3$, $1/4$, $1/2$, $2/4$, $3/4$ and knows that all parts must be equal parts of the whole <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).
5	<p>M/OS – Focus on gaps</p> <p>Main Focus Gaps</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps
6	<p>M/OS – Focus on gaps</p> <p>Main Focus Transition week</p>	
7	<p>M/OS – Focus on gaps</p> <p>Main Focus Gaps</p>	<p><u>Working Towards Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Expected Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps <p><u>Greater Depth Objectives</u></p> <ul style="list-style-type: none"> Focus on gaps

Evaluation 2017/18: