

Year 2

Autumn Term - Medium term plan

Weeks	Key knowledge	Previous experience (NCETM Guidance) Support gaps in learning	National Curriculum statement	Links to PD Materials from NCETM to support subject knowledge and small steps
1&2	<p>Understanding fractions</p> <p>Understanding quarters, thirds, halves, two- quarters and three quarters of a number or shape and know that all parts must be equal parts of the whole.</p> <p>Understanding part and whole relationship</p> <p>Understanding equal parts.</p> <p>A third will always be smaller than a half when the whole is the same</p> <p>Halves, quarters, thirds of discrete quantities e.g half of four sweets</p> <p>Understanding simple equivalence eg $\frac{2}{4}$ is the same as one half using bar model</p> <p>Using bar model to develop understanding of fractions as a quantity.</p> <p>Using practical equipment to develop understanding of the different fractions.</p> <p>Understanding that a half can be smaller than a third when the whole is a different size.</p>	<p>Year 1 do not teach fractions but do teach time. Linking understanding of reading the clock face to fractions but have not looked at fraction notion. Children should know that halves are two equal parts of a whole. Knows that quarters are 4 equal parts of a whole.</p>	<p>To 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.</p> <p>To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.</p>	<p>KS1 guidance from NCETM on fractions.</p> <p>Powermaths and MNP</p>
Weeks 3 & 4	<p>Time</p> <p>Introducing the concept of measuring time – the clock</p> <p>The structure of the clock face.</p> <p>Understanding the position of the hands for o'clock and half past. Knowing that when the hour hand is half way between two numbers the minute hand will be in</p>	<p>Time:</p> <p>Knows how to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>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.</p> <p>To find different combinations of coins to equal the same amount of money</p> <p>To solve simple problems in practical context</p>	<p>Time: powermaths and maths no problem.</p> <p>5s times tables – NCETM guidance (2.2, 2.4, 2.3,) Recap times tables lesson 10,5,2's –children need to be fluent.</p>

	<p>the 6 for half past. Understanding the position of the hands for quarter past and quarter to. Counting round the clock face in five minute intervals and then introduce the five minute interval Know the number of minutes in an hour and the number of hours in a day.</p> <p>Money Finding equivalent amounts Finding totals and giving change Use different coins to make the same amount Linking knowledge of counting 10s, 5s and 2s</p>	<p>Money: Count in multiples of 2, 5 and 10. Understands unitising.</p>	<p>involving additional and subtraction of money of the same unit including giving change.</p>	<p>Recap understanding of multiplication and division 2.2, 2.6</p> <p>Money: NCETM year 1 guidance 2.1 Counting, unitising and coins. Powermaths, MNP and WR</p>