Grindon Infant School Year 2 Mathematics Medium Term Planning 2025-2026– AUTUMN 1

Number - Number & Place Value

Pupils will be able to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- 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 20 in numerals and words
- read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems.

Geometry – Shape

Pupils will able to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- 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.

Week 1 08.09.25	Week 2 15.09.25	Week 3 22.09.25	Week 4 29.09.25	Week 5 06.10.25	Week 6 13.10.25	Week 7 20.10.25
Y1 Pre-Learning Challenge- Place Valuex2 days • Make numbers to 20 x3 days	• Count objects to 100 by making 10s • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Partition numbers in different ways to 100 • Write numbers to 100 in expanded form	• 10s on number line to 100 • 10s and 1s on number line to 100 • Estimate numbers on a number line • Compare objects	• Compare numbers • Order objects and. Numbers • Count in 2s, 5s and 10s *Y2 Post Learning Challenge- Place Value* Pause & stretch	*Y1 Pre-Learning Challenge- Geometry* • Recognise 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes	• Lines of symmetry • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-D shapes	• Count edges on 3-D shapes • Count vertices on 3D shapes • Sort 3-D shapes • Make patterns with 2-D 3-D shapes *Y2 Post Learning Challenge- Geometry* *Pause & stretch*
Key Vocabulary: ones part partition(ed) placeholder place value position recombine represent tens tens column whole	**Key Vocabulary:** expanded hundreds ones column part partition(ed) placeholder place value position recombine represent tens tens column whole	**Key Vocabulary:** compare decrease estimate forwards/backwards greatest greater/less than halfway between increase interval(s) lower multiples of (ten) ones column place value	**Key Vocabulary:** compare equal to forwards/backwards greatest greater/less than increase lower multiples of (ten) ones column pattern same as smallest tens column	**Key Vocabulary:** curved face edge half hexagon octagon properties pentagon rectangular rotate/rotating/rotation	**Key Vocabulary:** line of symmetry mirror image mirror line reflect/reflection right rotate/rotating/rotation straight line symmetry/symmetrical	**Key Vocabulary:** curved surface face edge properties prism rectangular square prism straight line triangular vertex/vertices vertical

		position start/end point smallest tens column		semicircle square prism triangular		
Board Games	**Discrete Problem Solving** Find possibilities NRICH-Three Ball Line up **Reasoning** Explain with reasons and beginning to use given sentence stems and connectives to expand. Listen to others' explanations, make sense of them and compare and evaluate.	**Board Games**	**Discrete Problem Solving** Explore and notice NRICH- Ladybirds in the garden. https://nrich.maths.org/problems/ladybirds-garden **Reasoning** Explain with reasons and beginning to use given sentence stems and connectives to expand. Listen to others' explanations, make sense of them and compare and evaluate.	**Board Games**	**Discrete Problem Solving** Explore and notice Reasoning, convincing and proving. NRICH- The Tall Tower https://nrich.maths.org/problems/tall-tower **Reasoning** Investigate 'what if?' questions.	**Outdoor Fun Activity** **Halloween Theme**
Mastering Numbers **Week 1:** • recap the composition of 6, 7, 8 and 9 as '5 and a bit' • identify the missing part of 6, 7, 8 and 9 if 5 is a part. • compose 6, 7, 8 and 9 as '5 and a bit' • compare different representations of the numbers 6–9. • conceptually subitise 6, 7, 8 and 9 • solve missing addend questions where 5 is a known addend. • practise (if necessary) making the numbers 6, 7, 8 and 9 with 5 as a part apply the composition of 6–9 to missing addend/sum questions.	**Mastering Numbers** **Week 2:** • recap the language of comparison using 'more than' and 'fewer than' • compare numbers and use the language of 'more than' and 'fewer than'. • compare numbers within 10 • compare numbers and use the language of 'more than', 'fewer • recap the language of comparison using 'more than', 'fewer than' and 'equal to' • compare numbers within 10 and use the language of 'greater than' and 'less than' • read expressions using the inequality symbols (< >). • identify whether inequalities are true or false with reference to a number line	**Mastering Numbers** **Week 3:** • recap that doubles are composed by combining 2 equal groups and are even numbers • make doubles arrangements on a 10-frame. • recap that even numbers can be made with doubles • practise recalling doubles within 10 • write addition equations for doubles. • recap the 'shape' of odd and even numbers • sort odd and even numbers within 10 identify that even numbers CAN be composed of 2 odd parts.	**Mastering Numbers** **Week 4:** • recap how 6 can arranged in a 2-by-3 pattern • recap the position of 6 on a 0 to 10 number line • experience different arrangements of 6 and identify arrangements • recap bonds of 6 shown in a 2-by-3 array • identify the missing part of 6 in a part-part-whole diagram. • make 6 on 2 rows of the rekenrek and reason about ways to make 6 complete missing number equations for 6. • identify missing parts of 6 and make 6 on a rekenrek • identify missing symbols in equations and inequalities.	**Mastering Numbers** **Week 5:** • recap the position of 8 in the linear number system work systematically to find all the ways in which 8 can be composed • identify that 8 can be composed of 2 odd parts or 2 even parts because it is an even number. • recap that 8 can be composed of 2 odd parts or 2 even parts because it is an even number • sort expressions for 8 according to odd and even addends. • recap that 8 can be composed of double 4 or 5 and 3 • identify 'how many more to make 8'. • reason about bonds of 8 complete missing	**Mastering Numbers** **Week 6:** • identify bonds of 10 on a 10-frame • record expressions for 10, identifying odd and even pairs of addends. • recap bonds of 10 • identify whether bonds of 10 are composed of odd or even numbers • complete part-part-whole diagrams in which the whole is 10. • identify bonds of 10 on their fingers • reason about bonds of 10 using a rekenrek. • reason about bonds of 10 • complete related addition and subtraction equations.	Consolidation

	interpret and represent inequalities such as 7 < 5 + 1 on the rekenrek.			number equations in which 8 is the total.		