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

Number – Fractions

Pupils will be able to:

- recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity
- write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½

Number – Money

Pupils will be able to:

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- 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

Week 1 20.04.26	Week 2 27.04.26	Week 3 04.05.26	Week 4 11.05.26	Week 5 18.05.26
I can calculate with money.	I can make a pound I can find change.	Year 2 Post-Learning Challenge – Money Pause & Stretch Pre- Learning Assessment: Fractions (Year 1)	I can recognise parts and wholes. I can recognise equal and unequal parts. I can recognise a half. I can find a half.	I can recognise a quarter. I can find a quarter.
amount coin notes equal to exchange change total value worth same amount item(s)	amount coin notes equal to exchange change total value worth same amount item(s)	denominator divide equivalent/equivalence factor mixed number non-unit /unit fraction numerator one third third two quarters two thirds whole	denominator numerator one half one quarter whole parts	denominator numerator one half one quarter whole parts
Board Games Four in a Row/Snakes and Ladders **Ox Ed Maths Assessment**	**Discrete Problem Solving** NRICH- Ladybirds in the Garden Exploring and noticing Being curious Being resilient **Reasoning** Explain with reasons and beginning to use given sentence stems and connectives to expand.	**Discrete Problem Solving** NRICH- Three Squares Exploring and noticing Being curious Conjecturing and generalising **Reasoning** Explain with reasons and beginning to use given sentence stems and connectives to expand.	**Outdoor Activity** Count the catches Counting in different steps- 2s,5s,10s.	**Board Games** Four in a Row/Snakes and Ladders

	Listen to others' explanations, make sense of them and compare and evaluate.	Listen to others' explanations, make sense of them and compare and evaluate.		
Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12 x 3 Count forwards and backwards, in multiples of 2, from zero, or any other multiple, up to 12x2	Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12 x 3 Count forwards and backwards, in multiples of 5, from zero, or any other multiple, up to 12x5	Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12 x 3 Count forwards and backwards, in multiples of 10, from zero, or any other multiple, up to 12x10	Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12 x 3 Count forwards and backwards, in multiples of 2, from zero, or any other multiple, up to 12x2	Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12 x 3 Count forwards and backwards, in multiples of 5, from zero, or any other multiple, up to 12x5
Mastering Number **Week: 22** ***Counting, ordinality and cardinality*** Connect the order of multiples of 10 to the order of numbers within 10. Use proportional reasoning to identify the position of numbers within 100 in the linear number system.	**Mastering Number** **Week: 23** ***Number facts and arithmetic*** Connect missing addend problems to subtraction problems.	**Mastering Number** **Week: 24** ***Number facts and arithmetic*** Subtract across the 10 boundry, by subtracting FROM 10 rather than bridging through 10.	**Mastering Number** **Week: 25** ***Number facts and arithmetic*** Practise subtracting within 20, selecting from a range of strategies. See that all subtractions can be solved by thinking of how a number is composed and identifying the missing part	**Mastering Number** **Week: 26** ***Composition*** Focus on the composition of 20. Use known facts within 10 to find missing part of 20 when the known part is less than 10.