



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

**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,  $1/2$  of 6 = 3 and recognise the equivalence of  $2/4$  and  $1/2$

**Length & Height**

**Pupils will be able to:**

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm);

Compare and order lengths and record the results using >, < and =

**Measure – Mass, Capacity, Temperature**

**Pupils will be able to:**

- choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order mass, volume/capacity and record the results using >, < and =

**Geometry- Position & Direction**

**Pupils will be able to:**

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 and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti- clockwise)

Week 1 01.06.26	Week 2 08.06.26	Week 3 15.06.26	Week 4 22.06.26	Week 5 29.06.26	Week 6 06.07.26	Week 7 13.06.26
<ul style="list-style-type: none"> <li>• I can recognise a third.</li> <li>• I can find a third.</li> <li>• I can find the whole</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise non-unit fractions.</li> <li>• I can recognise the equivalence of a half and two quarters.</li> <li>• I can recognise three quarters.</li> <li>• I can find three quarters.</li> </ul> Post Learning Challenge- Year 2 Fractions  Pause & Stretch	<b>Pre- Learning Challenge Length &amp; Height</b> <ul style="list-style-type: none"> <li>• I can measure in centimetres.</li> <li>• I can measure in metres.</li> <li>• I can compare heights and lengths.</li> <li>• I can solve length and height problems.</li> </ul> <b>Post Learning Challenge- Year 2 Length &amp; Height</b>	<b>Pre Learning Challenge: Y1 Mass and Capacity</b> <ul style="list-style-type: none"> <li>• I can compare mass.</li> <li>• I can measure in grams.</li> <li>• I can measure in kilograms.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare volume and capacity.</li> <li>• I can measure in millilitres</li> <li>• I can measure in litres.</li> </ul> <b>Post Learning Challenge: Y2 Mass and Capacity</b>	<b>Pre learning assessment: Y1 Position and Direction</b> <p>I can use language of position. I can describe movement. I can describe turns</p> <b>Post learning assessment: Y2 Position and Direction</b>	Pause & Stretch
denominator divide equivalent/equivalence factor mixed number non-unit /unit fraction numerator one third third whole	denominator divide equivalent/equivalence factor mixed number non-unit /unit fraction numerator one third third two quarters	centimetre further/furthest metre centimetre (cm) metre (m) standard unit of measure tape measure	gram half kilogram kilogram mass measuring (scale) weight(s)	capacity exact half litre litre measuring (jug/scale) millilitre	position direction movement whole turn quarter turn half turn three quarter turn clockwise/anticlockwise	
<b>Discrete Problem Solving</b> Mathematical Challenges for able pupils - Cross-road Exploring and noticing Being curious Being resilient <b>Reasoning</b>	<b>Discrete Problem Solving</b> Mathematical Challenges for able pupils – Coloured shapes Exploring and noticing Being curious Being resilient <b>Reasoning</b>	<b>Discrete Problem Solving</b> Mathematical Challenges for able pupils – Ben’s numbers Exploring and noticing Being curious Being resilient <b>Reasoning</b>	<b>Ox Ed Maths Assessment</b>	<b>Board Games</b> Four in a Row/Snakes and Ladders	<b>Outdoor- orienteering</b>	<b>Board Games</b> Four in a Row/Snakes and Ladders

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.	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.	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.				
Count forwards and backwards, in multiples of 2, from zero, or any other multiple, up to 12x2	Count forwards and backwards, in multiples of 10, from zero, or any other multiple, up to 12x10	Count forwards and backwards, in multiples of 5, from zero, or any other multiple, up to 12x5	Count forwards and backwards, in multiples of 5, from zero, or any other multiple, up to 12x5	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 3, from zero, or any other multiple, up to 12 x 3
<b>Mastering Number</b> Revisit: 22	<b>Mastering Number</b> . Revisit:23	<b>Mastering Number</b> Revisit:23	<b>Mastering Number</b> Revisit:25	<b>Mastering Number</b> Revisit:26	<b>Mastering Number</b> Revisit: Assess	<b>Mastering Number</b> Revisit: Assess