



Grindon Infant School Class 2 (Y1/2) Mathematics Medium Term Planning- AUTUMN 2

Number – Calculation Addition & Subtraction

Pupils will be able to:

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero

Geometry (Shape)

Pupils will be able to:

- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
• Find number bonds for numbers within 10 • Systematic methods for number bonds within 10 Year 2 • Find number bonds within 20 • Systematic methods for number bonds within 20	• Systematic number bonds to 10 • Number bonds to 10 • Addition - add together • Addition - add more Year 2 • Add and subtract 1s • Add three 1 digit numbers • Add to the next 10 • Add across 10	Post learning challenge - addition Pause and Stretch Pre learning challenge - geometry (shape) • Recognise and name 2D shapes	• Sort 2D shapes • Recognise and name 3D shapes • Sort 3D shapes • Patterns with 2D and 3D shapes	• Pre learning challenge- geometry (shape) • Pause and Stretch • Pre Learning challenge (subtraction) • Subtraction - find a part Year 2 • Subtract across 10	• Subtraction take away - cross out how many left? • Subtraction on a number line • Add or subtract 1 or 2. Year 2 • Subtract from 10 • Subtract a 1 digit number from a 2 digit number	Post learning challenge - subtraction to 10. Pause and Stretch

Key vocabulary addition bond part whole altogether ten frame more	Key vocabulary systematic bond addition altogether ten frame more	Key vocabulary 3D 2D shape sort pattern cube cylinder cuboid pyramid cone sphere rectangle circle square triangle	Key vocabulary 3D 2D shape sort pattern cube cylinder cuboid pyramid cone sphere rectangle circle square triangle	Key vocabulary subtraction subtract bond part whole take away ten frame less	Key vocabulary subtraction subtract bond part whole take away ten frame less	Key vocabulary subtraction subtract bond part whole take away ten frame less
Outdoor activity Using conkers/acorns - practically show number bonds to 10. Problem solving Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract).	Discreet Problem solving A magical Muddle (Tabitha's magical spells)(Twinkl) Problem solving Independently find possibilities.	Discreet Problem solving Nrich - Lets investigate traingles Problem solving Use trial and improvement strategy.	Discreet Problem solving Nrich - building with solid shapes Reasoning Describe and explain with reasons. Listen to others' explanations and try to make sense of them,	Outdoor activity - winter themed	Outdoor activity - Christmas themed	Board games
Mastering Numbers Week 7: - group objects into 2s (pairs) and identify when there is an 'odd one out' - explore the shapes made by odd and even numbers and relate this to the	Mastering Numbers Week 8: - explore ways in which 6 counters can be arranged - describe the parts they can see within 6. - see and describe	Mastering Numbers Week 9: - identify ways in which 8 can be composed of two parts. - entify ways in which 8 can be composed of two parts.	Mastering Numbers Week 10: - describe patterns using spatial language - identify bonds of 10 shown in a 10-frame. - use finger	Mastering Numbers Week 11: - recap and explain the 'staircase' pattern made by the 'counting numbers' - dentify missing numbers on a	Mastering Numbers Week 12: - recap that 7 is 1 more than 6 and can be composed of 5 and 2 - understand that 7 can be composed in different ways. - identify bonds of 7	Consolidation

composition of odd and even numbers • skip count in 2s to 10 • reason about why 9 is an odd number. • skip count in 2s to 10, from 0 and from 1 • show that even numbers are made of 2s and odd numbers have an odd	common representations of 6 • explore ways in which 6 can be partitioned in different ways. • describe the parts they can see within 6 using different arrangements • work systematically to find all the ways that 6 can be composed of two parts • conceptually subitise 6 • practise recalling a missing part when 6 is the whole.	• identify ways in which 8 can be composed of two parts • identify 'how many more to make 8'. • solve problems involving a missing part when 8 is the whole.	patterns to represent 2 numbers that sum to 10 find pairs of numbers that sum to 10. • use finger patterns to represent 2 numbers that sum to 10 • make 10 using a rekenrek. • say all the pairs of numbers that sum to 10 • make 10 using a rekenrek.	number track • complete a marked number line by placing numbers in the correct place by the marks on the line. • identify the key features of a number line • identify the midpoint on a 0-10 number line. • recap that 5 is the midpoint on a 0-10 number line • use their knowledge of the position of numbers on the number line to estimate the length of objects. • visualise the number line and the position of numbers within 10 • identify missing numbers on a number line.	on the double dice frame • find a missing part if 7 is the whole. • show 7 on their fingers • work systematically to find all the bonds of 7 on the rekenrek. • identify that 7 can be shown on fingers as '5 and 2' or '4 and 3' • find a missing part if 7 is the whole.	
Daily Counting Count forwards in 1s, from 0 to 20	Daily Counting Count backwards in 1s, from 20, to 0	Daily Counting Count forwards in 1s, from a different starting number, within 20	Daily Counting Count backwards in 1s, from a different starting number, within 20	Daily Counting Count forwards, in multiples of two, from zero, to 24 Count backwards, in multiples of two, from 24, to zero	Daily Counting Count forwards, in multiples of 10, from zero, to 120 Count backwards, in multiples of 10, from 120, to zero	Daily Counting Assessmen of facts

Maths facts 3+4	Maths facts 3+7	Maths facts 6-2	Maths facts 6-5	Maths facts 7-3	Maths facts 7-6	Maths facts Assessment of facts
3+5	3+10	6-3	6-6	7-4	7-7	
3+6		6-4	7-2	7-5		