St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 2 | Term: Spring

Unit: Money

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
money **coin** **penny, pence, pound** **price, cost** **buy, bought, sell, sold** **spend, spent** **pay** **change** **dear, costs** **more** **cheap, costs less, cheaper costs** **the same as** **how much …?** **how many …?** **total**	• all the coins and their values. • all the notes and their values. • the £ and p symbols. • an amount can be represented by different combinations of coins. • £1 = 100p	• more notes does not necessarily mean more money. • more coins does not necessarily mean more money. • there are a variety of combinations to make the same amount. • how to use their knowledge of addition to add money including: 2-digit + 2-digit 2-digit and ones 2-digit and tens 3 single-digit • the value of a coin must equal the total value of the exchanged coins. • counting on and counting back to find the difference between two amounts.	• match coins and notes to their values. • write the value for notes in symbols and numbers. • match notes to their written form. • count in fives, tens, twenties and fifties. • add a variety of notes together to get a total. • write the value for a combination of coins in symbols and numbers. • match coins to their written form. • count in the denomination of the coins. • add a variety of coins together to get a total.

		• they can use subtraction to find the change from given amounts.	• write the value for a combination of notes and coins in symbols and numbers. • count a combination of notes and coins. • add a variety of notes and coins together to get a total. • exchange other coins correctly. • compare two amounts of money. • order three amounts of money.

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 2 | Term: Spring

Unit: Multiplication and division

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
Multiplication **Multiply** **Multiplied by** **Groups of** **Times** **Repeated addition** **Division** **Dividing** **Divide**	• the multiplication facts and corresponding division facts for the 2,5 and 10 multiplication tables. • odd and even numbers. • when groups are equal and when they are unequal. • repeated addition contexts can be represented by multiplication equations. • when 0 is a factor, the product is always 0. • when 1 is a factor, the product is equal to the other factor (if there are only two factors). **Stem Sentences**	• why a number is odd or even. • the equivalence between a repeated addition expression and a multiplication expression: 5+5+5 = 3X5 • multiplication can be done in any order (commutative law) but division can not. • the relationship between the 5 times table and the 10 times table. • halving is the inverse of doubling. • grouping problems using division equations. • sharing problems using division equations.	• recognise equal and unequal groups. • use concrete resources and pictorial representations to show groups. • use arrays to show the commutatitvity of multiplication facts. • find doubles. • find halves.

Divided by **Divided into** **Grouping** **Sharing** **Shared equally** **Left over** **Remainder** **Equal groups of** **Doubling** **Halving** **Array** **Multiplication table** **Multiplication fact** **Division fact**	"There are 3 equal groups of eggs." "There are 5 eggs in each group." "There are 3 groups of 5." "The 3 represents the number of groups." "The 5 represents the number of eggs in each group." "The 15 represents the total number of eggs." "The 15 represents the total number of biscuits." "The 5 represents the number of biscuits in each bag." "The 3 represents the number of bags." "15 divided into groups of 5 is equal to 3."	• objects can be grouped equally, sometimes with a remainder.	

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 2 | Term: Spring

Unit: Length and height

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
measure measurement **size** **compare** **measuring scale** **length** **height** **width** **depth** **long, short** **tall, high, low**	• the abbreviation m for metre and cm for centimetres • to measure from 0 rather than the end of the ruler or tape measure. • 100 centimetres is the same as 1 metre. • measurements can be written as mixed units, e.g. the child is 1 metre and 25cm tall.	• whether it is better to measure in metres or centimetres. • you can only measure straight lines using a ruler and you need to use other methods to measure curvy lines.	• identify 1 cm on the ruler. • measure to the nearest centimetre using a ruler or tape measure. • determine if something is more or less than 1 metre in length, using a metre stick or measuring tape. • compare lengths using 'longer than' and 'shorter than'. • use the terms 'longest' and 'shortest'. • compare lengths in metres and centimetres. • draw lines of a specific length using a ruler.

wide, narrow, thick, thin **longer, shorter** **taller, higher …** **longest, shortest** **tallest, highest…** **far, further, furthest** **near, close** **centimetre** - a combination of the Latin word for "hundred," centum, and the French mètre. **metre** - from French *mètre*, from Greek *metron* 'measure' **ruler** **metre stick** **tape measure**			• draw lines that are longer or shorter than lines already drawn. • order more than two lengths from shortest to longest and vice versa. • solve one-step and two-step problems relating to length and use concrete and pictorial representations to calculate efficiently.

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 2 | Term: Spring

Unit: Mass, capacity and temperature

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
measure measurement **size** **compare** **measuring scale** **mass** **weight** **gram** - from French *gramme*, from late Latin *gramma* 'a small weight' **kilogram** - The prefix kilo is derived from the Greek word κιλό (kiló), meaning "thousand"	• the abbreviation 'kg' stands for kilogram and 'g' stands for gram. • 1kg is heavier than 1g. • the difference between volume and capacity. (Capacity is the amount a container can hold, volume is the amount it is actually holding.) • the abbreviation 'l' stands for litre and 'ml' stands for millilitre. • litres are a larger unit of measure than millilitres. • temperature is measured in degrees Celsius	• the term 'kilogram' as a unit of mass. • the term 'gram' as a unit of mass. • when we might measure an object in grams and when we might have to use kilograms. • the tallest container does not always hold the most. • 'litres' and 'millilitres' are standard units of measurement for volume. • a thermometer measures how cold or how hot something is.	• use the terms 'as heavy as', 'lighter than' and 'heavier than'. • use balance scales to compare the mass of two or more objects. • apply their knowledge of counting in 2s, 5s and 10s to reading different scales. • read scales to determine mass in kilograms and grams. • calculate the difference between the mass of two objects using subtraction. • compare and describe the volume using half full, quarter full, three quarthers full.

weigh, weighs **balances** **heavy, light** **heavier than, lighter than** **heaviest, lightest** **scales** **Capacity** - the amount a container or something can hold. **Volume** – the amount of space occupied by an object. **Litre** - a metric unit for measuring capacity from Greek *litra* **millilitre** - from Latin *mille* 'thousand'. **full, empty half full** **more than, less than** **temperature** **degrees Celsius** - named after the Swedish astronomer *Anders Celsius (1701–1744*), who developed a temperature scale. **degrees Centigrade** - from the Latin centum, which means 100, and gradus, which means steps. (This is only for your information and is the former name for Celsius)	• the abbreviation ℃ for degrees Celsius. **Stem Sentences** When the balance scales are level the mass of the objects is equal. Container _____ has the largest capacity because it can hold the most liquid. Container _____ has the smallest capacity as it holds the least amount of liquid. The bottle can fill _____ mugs. The pot can fill _____ mugs. The temperature in the classroom is_____. The classroom is _____ than the playground. The difference in temperature between the _____ and the _____ is _____ degrees Celsius.		• measure the volume of water in litres. • tell if an amount of water is more or less than a litre. • measure the volume of water in millilitres. • compare volumes of water in millilitres using 'more than' or 'less than'. • measure temperature in degrees Celsius. • read a thermometer in degrees Celsius.