St Anne's C of E Primary School Curriculum Plan

Subject: Maths   **Year:2**   **Term: Spring/ Summer**

Unit: Fractions

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
fraction **equivalent fraction** **mixed number** **numerator -** the top number in a fraction which shows us how many parts we have **denominator –** the bottom number in a fraction which shows how many equal partsthe item is divided into **equal part** **equal grouping** **equal sharing** **parts of a whole half,** **two halves** **one of two equal parts** **quarter,** **two quarters,** **three quarters** **one of four equal parts**	• the notation $\frac{1}{2}$ as half, $\frac{1}{4}$ as one quarter and $\frac{1}{3}$ as one third. • the numerator represents how many parts there are. • the denominator represents how many equal parts the item has been divided into. • two halves make a whole. • four quarters make a whole. • the numerator and denominator are the same when the fraction is equivalent to one whole.	• the concept of a whole as being one object or one quantity. • halves,quarters and thirds in different contexts, e.g. half of a length, set of objects or shape. • halving is the same as dividing by 2. • splitting a whole into four equal parts is the same as dividing into quarters. • the relationship between half an amount and quarter of an amount.	• recognise equal and unequal parts. • find half of a set of objects. • use concrete materials to show that something split into quarters will result in four identical amounts. • use concrete and pictorial representations to find a third of quantaties. • count in halves, quarters and thirds up to 10.

one third, two thirds one of three equal parts	• $\frac{2}{4}$ is equivalent to $\frac{1}{2}$ • two quarters make a half. **Stem Sentences** The whole is divided into _____ equal parts and we have _____ of them.	• one third is equal to one part out of three equal parts. • finding a third of a quantity is the same as dividing by 3. • non- unit fractions $\frac{2}{3}$□□□$\frac{3}{4}$ • fractions can be greater than one whole.	

St Anne's C of E Primary School Curriculum Plan

| Subject: Maths | Year: 2 | Term: Summer |

Unit: Time

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
days of the week, Monday, Tuesday … **months of the year (January, February …)** **seasons: spring, summer, autumn, winter** **day, week, weekend, month, year birthday, holiday**	• there are 24 hours in one day • there are 60 minutes in one hour. • the clock face can be split into 5 minute intervals. • there are 30 minutes in half an hour. • the numbers on the clock represent the hours. • the numbers on the clock can also represent 5-minute intervals.	• the fractions half and quarter to identify half past times, quarter past and quarter to times. • the hour hand moves along with the minute hand, therefore when it is quarter past the hour, the hour hand will be just past the hour and when it is quarter to the hour, the hour hand will be just before the hour. of • the duration of an event is how long an event has lasted.	• recognise the numbers on the clock as 5- minute intervals • count in fives. • use the terms 'quarter past' and 'quarter to'. • use the terms '5 minutes past' and '5 minutes to'. • convert minutes into hours and minutes. • Use clocks and number lines to help them work out the duration of an event. • determine the end time given the start time and the

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morning, afternoon, evening, night **bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later** **next, first, last** **now, soon, early, late** **quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest** **new, newer, newest** **takes longer, takes less time how long ago? how long will it be to …? how long will it take to …? how often?** **always, never, often, sometimes** **hour, o'clock, half past, quarter past, quarter to 5, 10, 15 … minutes past** **clock, clock face, watch, digital/analogue clock/watch, timer hands, hour hand, minute hand**			duration. compare durations of time taken by particular events. • count on in intervals of 5-minutes after passing the hour mark. determine the start time given the end time and the duration in 30-minute intervals • determine the start time given the end time and the duration in hourly intervals

St Anne's C of E Primary School Curriculum Plan

Subject: Maths   **Year: 2**   **Term: Summer**

Unit: Statistics

Vocabulary	Knowledge	Understanding	Skills
	know (that)	understand (that)	be able to
Count **tally,** **sort** **Vote** **Graph,** **block graph,** **pictogram,** **Represent** **Group,** **set,**	• how to represent multiples of 10 using a tally. • how to represent numbers that are not multiples of 5 as a tally. • how to build pictograms using concrete apparatus and then pictorially. • that symbols are used to represent a set ⚽ = 1 goal of data in pictograms, e.g • how to use one-to-one correspondence to interpret data presented in a pictogram.	• that tally charts are a systematic way to count and record data. • why we use tallys to count data quickly and easily. • how to complete missing columns or rows in pictograms. • the same picture needs to be used to represent all the data. • pictograms can be presented both horizontally and vertically. • pictures or symbols can represent more than one item. • to interpret parts of symbols, e.g. half a symbol representing 10 will represent 5. • blocks can represent data.	• count in 2s, 5s and 10s • create tally charts. • use tally charts to produce pictograms. • compare data within pictograms. • use their knowledge of number lines to read scales on charts.

list,	• how to represent numbers using cubes and then blocks.		
table	• how to interpret block diagrams.		
scale			
Label,			
title			
Most popular,			
most common,			
least popular,			
least common			

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | **Year: 2** | **Term: Summer term**

Unit: Position and direction

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
position **over, under, underneath** **above, below** **top, bottom, side** **on, in** **outside, inside** **around**	• the language 'forwards, backwards, up, down," describes movement in a straight line. • left and right. • "clockwise and anti-clockwise" describe turns.	• the language "full, half, quarter and three-quarter" to describe turns. • which direction to turn when using clockwise and anti-clockwise language. • it is important to know which direction the object/person is facing to begin when describing turns.	• practically follow and give directions to a partner. • write directions for routes recorded on a 2D grid • use their knowledge of turns and movement when describing and recording movement. • explore direction and movement in other curriculum areas, e.g. PE and computing. • use the language, "clockwise, anti-clockwise, quarter, half and three-quarters" to describe patterns.

in front, behind **front, back** **beside, next to** **opposite** **apart** **between** **middle, edge** **centre** **corner** **direction** **journey** **route** **left, right** **clockwise, anti-clockwise** **up, down** **forwards, backwards, sideways across** **next to, close, near, far** **along** **through** **to, from, towards, away from movement** **slide**			

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roll **turn** **stretch, bend** **whole turn, half turn, quarter turn, three-quarter turn** **straight line** **right angle**			

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