Let's multiply and divide! Maths : Year 2 : Summer Term, Week 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To show that multiplication of two numbers can be done in any order.	Children will use arrays to visually represent how multiplication is commutative, and may be solved in any order. They will then identify times tables which they find easier/have already learnt, and change the order of multiplication calculations to take advantage of these.	• Can children use resources to help show and solve multiplication calculations? • Can children draw arrays to show and solve multiplication calculations? • Can children change the order of multiplication calculations, making them easier to solve?	• Slides • Worksheets 1A/1B/1C • Multiplication Problem cards (FSD…? activity only) • Maths cubes, counters, peg boards etc.
Lesson 2	To create fact families to show relationships between multiplication and division calculations.	Children will use number lines or bead strings to determine that although multiplication may be done in any order, division may not. After that they may either use resources to help them solve division calculations and make 'fact families', or undertake a group 'fact family' sorting challenge.	• Can children use maths resources to help solve and show multiplication calculations? • Can children explain, in their own words, why divisions cannot be solved in any order? • Can children use known facts from a simple multiplication number sentence to make 'fact families'?	• Slides • Challenge Cards 2A/2B/2C • Fact Family Challenge 2A/2B/2C
Lesson 3	To solve multiplication calculations using a number line.	Children will recap using physical resources to solve multiplications by making rectangular arrays. They will go on to learn how number lines may also be used to solve multiplication calculations.	• Can children relate multiplication to repeated addition? • Can children use number lines to solve multiplication calculations (two, five and ten times tables)? • Can some children use number lines to solve multiplication calculations (including the three times table as well)?	• Slides • Worksheet 3A/3B • Number Lines to 30/100 • Multiplication Statements cards
Lesson 4	To solve division calculations using a number line.	Children will recap using physical resources to solve divisions by making rectangular arrays. They will go on to learn how number lines may also be used to solve division calculations.	• Can children solve division calculations using physical resources? • Can children relate dividing or sharing physical resources to repeated subtraction? • Can children use number lines to solve division calculations?	• Slides • Worksheets 4A/4B/4C • Challenge Card 4 • Unifix/Multifix cubes, bead strings • Blank Number Lines to 30 sheet
Lesson 5	To solve a variety of multiplication and division word problems using physical resources or a number line.	Children will practise and consolidate the skills learnt during this week by solving multiplication and division word problems, either using physical resources or number lines to help them.	• Can children compare methods for solving multiplication calculations? • Can children compare methods for solving division calculations? • Can children use number lines to solve multiplication and division word problems?	• Slides • Number Lines to 30/100 • Word Problems 5A/5B • Audio recorders, laptops and/or tablets (all optional; FSD…? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Let's Add Big Numbers: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know how to partition two- and three-digit numbers	In this first lesson, children will discuss and understand the value of each digit in two- and three-digit numbers. They will use this knowledge to partition each number into tens and ones, or hundreds, tens and ones. Children will then apply this understanding in their independent activities.	• Do children understand what the different digits in two- and three-digit numbers represent? • Can children partition two-digit numbers into tens and ones? • Can children partition three-digit numbers into hundreds, tens and ones?	• Slides • Whiteboards (Mental Oral Starter & FSD? activity) • Triple Up! Cards • Worksheet 1A/1B • What's My Number? Card Set A/B (FSD? activity only) • Instructions Card (FSD? activity only) • Sentence Prompt Card A/B (FSD? activity only) • Photo Sheet
Lesson 2	To use partitioning to add a multiple of ten to a two-digit number	In this lesson, children will use their partitioning skills to add a two-digit number to a multiple of ten. They will explore and practise the steps needed to solve different addition number sentences, and then apply them in their independent activities.	• Can children partition a two-digit number? • Can children use partitioning to help them add a two-digit number to a multiple of ten? • Can children explain how they use partitioning to solve addition number sentences?	• Slides • Worksheet 2A/2B/2C • Dienes/Place Value Blocks • Farmer Giles and Farmer Joan Cards (FSD? activity only) • How Many Altogether? Worksheet (FSD? activity only) • Photo Sheet
Lesson 3	To use partitioning to add two two-digit numbers together	Children will progress to using their partitioning skills to add two two-digit numbers together, by first partitioning each number and then recombining them as tens and ones, before adding these two numbers together to find the final answer. The independent activities give children further opportunities to practise this method of addition.	• Do children know how to partition numbers? • Can children solve number sentences involving the addition of two two-digit numbers? • Can children explain how they can use partitioning to add two two-digit numbers?	• Slides • Jigsaw Cards Set A/B/C/D • Help Cards • Worksheet 3A/3B • Balloon Challenge Cards (FSD? activity only) • Balloon Challenge Worksheet (FSD? activity only) • Photo Sheet
Lesson 4	To add two two-digit numbers in the context of money word problems	Children will apply their knowledge and understanding of partitioning to help them solve addition word problems involving money. They will learn how to bridge through ten in order to add together a wider range of numbers. In their independent activities, children find the total amounts spent during a trip to several shops. In the FSD? activity, children work as a group and use trial and improvement to decide what two items can be bought for a given price.	• Can children explain how they can use partitioning to add two two-digit numbers? • Can children add two two-digit numbers involving bridging through ten? • Can children solve addition problems involving money using partitioning?	• Slides • Whiteboards (optional - for Teaching Input) • Coin Cards • Shopping Trip Sheet 4A/4B/4C • Fruit & Veg Price List (FSD? activity only) • Puzzle Cards Set (FSD? activity only) • Photo Sheet
Lesson 5	To be able to add two two-digit numbers mentally	In this final lesson, children will focus on adding two two-digit numbers mentally. They will first work in pairs to partition and then recombine the separate tens and ones totals, and then will be challenged to solve number sentences mentally by themselves. In their independent activities, children will generate their own number sentences for others to answer.	• Can children partition two-digit numbers mentally? • Can children add two two-digit numbers mentally? • Can children explain the steps they took to solve an addition number sentence mentally?	• Slides • Number Cards • Worksheet 5A/5B/5C • Sellotape (optional) • Number Sentence Strips (FSD? activity only) • Blu-Tack (FSD? activity only) • Worksheet 5D (FSD? activity only) • Photo Sheet

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Subtract Big Numbers: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To partition two- and three-digit numbers.	Children will be challenged to partition up to three-digit numbers in different contexts through active and challenging games. Children will have the opportunity to increase their fluency and speed in partitioning bingo or use their teamwork to partition numbers in a more active setting.	• Can children partition two-digit numbers accurately? • Can children partition three-digit numbers accurately? • Are children able to read, name and write three-digit numbers?	• Slides • Bingo Cards • Place Value Grid 1A • Number Cards 1A /1B • Photo Sheet 1A • Place Value Cards 1A (FSD? activity only) • Hoops (FSD? activity only)
Lesson 2	To subtract multiples of ten from a two- or three-digit number.	Children will investigate the place value columns and describe what happens when a number is subtracted and which digits change and how they change. They use their place value understanding to help them solve simple subtractions of multiples of ten from two- or three-digit numbers.	• Can children identify the values of each place value column? • Can children partition and represent a number using physical place value equipment or drawings? • Are children able to subtract ten from a two- or three-digit number?	• Slides • Dienes • Worksheet 2A/2B/2C • Place Value Grid 2A • Photo Sheet 2A • Subtraction Cards 2A/2B (FSD? activity only)
Lesson 3	To subtract TO from TO or HTO numbers without bridging ten.	In this lesson the children will be introduced to subtracting TO from HTO or TO using partitioning. They will represent numbers using place value counters before taking them away (crossing out) to simulate subtraction. They will tackle subtraction calculations which do not involve bridging over ten.	• Are children able to partition a number? • Can children represent a partitioned number visually? • Can children use partitioning to solve a TO – TO subtraction problem?	• Slides • Subtraction Cards 3A • Place Value Counters 3A • Worksheet 3A/3B • Photo Sheet 3A • Number Cards 3A (FSD? activity only) • Worksheet 3C (FSD? activity only)
Lesson 4	To subtract TO from two-digit numbers, bridging ten when necessary.	Children progress with their understanding of using partitioning to subtract by moving on to solving calculations which involve exchanging tens for ones. The children are shown how to exchange within a number to obtain a useable amount of ones counters and are challenged to think carefully about when it is necessary to exchange and when they don't need to.	• Can children calculate a TO – TO calculation? • Are children able to explain the process of using partitioning to solve a TO – TO calculation? • Can children explain when they need to exchange ten for ten ones?	• Slides • Worksheet 4A/4B • Place Value Counters 4A • Dienes • Photo Sheet 4A • Spinner 4A (FSD? activity only) • Game Sheet 4A (FSD? activity only)
Lesson 5	To solve subtraction problems involving money.	Children will apply their understanding of partitioning as a subtraction method to the context of spending amounts of money. They will revisit their knowledge of making a total of a set of coins before using this in their subtraction calculations.	• Can children find the total of a set of coins? • Are children able to partition an amount of money? • Can children use partitioning to subtract amounts of money?	• Slides • Worksheet 5A/5B/5C • Coin Sheet 5A • Place Value Counters 5A • Photo Sheet 5A • Shop Sheet 5A (FSD? activity only) • Spending Cards 5A (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Can we find fractions of numbers? : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to recognise, find and name fractions.	Children will identify what fractions are at the start of this lesson. They will then go on to explore which visual representation out of a choice of three represents a written fraction. In their independent learning, children will undertake a variety of challenges to refresh their knowledge and understanding of fractions.	• Can children recognise fractions? • Can children find fractions of numbers, shapes and objects? • Can children identify and name fractions?	Slides Counters, cubes or similar Yellow Challenge Cards Blue Challenge Cards Green Challenge Cards Fair Farmers 1A/1B (FSD? activity only) Sharing Cards 1A/1B (FSD? activity only) Animal Stock Sheets 1A/1B (FSD? activity only)
Lesson 2	To be able to write fractions.	Children will explore how to write fractions to reflect a visual representation of a fraction. Children will be shown how to work out what fraction of a set of objects is shaded when there are e.g. three circled and nine not circled, using manipulatives to support them if necessary.	• Can children recognise fractions of shapes and objects? • Do children understand what the numerator and denominator represent in a fraction? • Can children write fractions accurately?	Slides Shape Cards Picture Cards 2A Worksheet 2A/2B Example Card Question Cards 2A/2B (FSD? activity only)
Lesson 3	To be able to find fractions of numbers.	Children will explore how to find fractions of numbers, learning how to solve fraction number sentences, e.g. $^1/_3$ of 18 = ? Children will be shown some different strategies for how to solve problems such as these. In their independent learning, they can play a fun board game to help practise this process.	• Can children understand what a fraction calculation is asking them to solve? • Can children solve a fraction calculation with the support of manipulatives? • Can children solve some simple fraction calculations mentally?	Slides Cubes, counters or similar Game Board 3A/3B/3C Game Sheet 3A/3B/3C Fraction Cards 3A/3B (FSD? activity only) Worksheet 3A/3B
Lesson 4	To be able to solve fraction problems in context.	In this lesson, children will consolidate what they have learnt so far about fractions to solve a variety of word problems. The slides go through several examples together before challenging children to solve problems independently.	• Do children understand what a word problem is asking them to find out? • Can children use their understanding of fractions to solve simple word problems? • Can children use reasoning to explain their answers to fraction problems?	Slides Worksheet 4A/4B/4C/4D Picture Cards (FSD? activity only)
Lesson 5	To be able to count in steps of one half and one quarter.	This lesson starts by teaching children to identify the equivalence between one half and two quarters. They then go on to look at how numbers can be split into fractions. They will explore number lines where numbers are split into halves and quarters, then look at how to find the difference between two fractions, counting up and down on the number line as they do so.	• Do children know that $^2/_4$ and $^1/_2$ are equivalent fractions? • Can children count in steps of a quarter and a half? • Do children know that fractions can add up to more than one?	Slides Fraction Cards Number Line 5A/5B/5C/5D Number Cards 5A/5B Game Cards (FSD? activity only) Game Board (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Measure Capacity : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To compare the capacities of different containers.	Children will look at the shapes of different containers and use adjectives to describe and compare them. They will then use pourable solids or water to compare the capacities of different containers, using <, > or = symbols to compare them.	• Are children able to describe different containers based on their capacity? • Can children use <, > or = symbols to compare capacities? • Are children able to order containers based on their capacity?	• Slides • Pourable solid e.g. rice/lentils • Worksheet 1A/1B/1C • Various containers for measuring • Photo Sheet 1A • Water tray or buckets of water, outside (FSD…? activity only)
Lesson 2	To compare the capacity of various containers using simple multiples.	Children will use pourable solids such as rice or lentils to compare the capacities of various containers. They will use simple multiples to compare the capacities e.g. four times bigger, half as big, etc.	• Can children use comparison language to compare containers? • Are children able to use rough comparisons to compare capacities? • Can children use simple multiples to compare capacities?	• Slides • Capacity Cards 2A/2B • Comparison Cards 2A/2B • Worksheet 2A • Photo Sheet 2A • Pourable solids e.g. rice/lentils (FSD? activity only) • Various containers of different sizes (FSD? activity only)
Lesson 3	To read and measure volumes using measuring jugs or measuring cylinders.	Children will be reminded of how to read a scale, focusing particularly on scales to show volumes of liquids. They will be shown volumes in multiples of 50 to determine and add together.	• Can children read numbered scales on measuring jugs? • Can children work out capacities that are marked, but not numbered, on measuring jugs? • Can children add volumes in millilitres?	• Slides • Bingo Pairs Cards 3A • Bingo Game Cards 3A/3B/3C • Mocktail Cards 3A (FSD…? activity only) • Measuring jugs and cups (FSD…? activity only) • Juice, carbonated water (FSD…? activity only)
Lesson 4	To measure and order capacities and volumes.	Children use and apply their learning from the previous lesson to measure and order volumes of liquid. They have the opportunity to use <, > and = symbols to compare measured volumes as well as exploring measuring scales with different intervals.	• Can children accurately measure volumes of liquid using the given scale? • Can children distinguish between volume and capacity? • Are children able to order volumes of liquid based on their own measurements?	• Slides • Container Cards 4A/4B/4C • Worksheet 4A • Various product containers with labelled volumes (see below) (FSD? activity only) • Capacity measuring equipment (FSD? activity only) • Worksheet 4B (FSD? activity only)
Lesson 5	To accurately measure and add small volumes of water.	Children will have the opportunity to add and measure small volumes to find the capacity of small containers. Alternatively they can investigate what happens when small amounts of coloured liquids are added together and the amounts of new mixtures that they make.	• Can children measure small capacities using regular measurements (such as 5 ml/teaspoon)? • Can children count in fives to work out the capacity of very small containers? • Can children write addition number sentences using the correct unit of measure (ml)?	• Slides • Worksheet 5A/5B/5C • Photo Sheet 5A • Teaspoons or 5 ml measuring spoons • Small containers e.g. jam-jar lids, shampoo-bottle tops, empty make-up containers • Plastic pipettes • Worksheet 5D (FSD…? activity only) • Food dyes (FSD…? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different…?' activity within the lesson plan

Let's Go Shopping: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To combine coins to make a given total	In this first lesson, children will recap on the value of different coins, and how to use the symbols for pounds and pence. They will then be challenged to identify and explain which coins, from a given selection, can be combined in order to pay exactly for an item. Children will continue to practise this skill in their independent work. In the FSD? activity, children will play a game of dominoes, combining different amounts of coins to see if they match given totals.	• Can children recognise and name each coin? • Can children use their addition skills to combine coins to make a given total? • Can children explain their reasoning?	• Slides • Worksheet 1A/1B/1C • Shopping Dominoes Set A/B (FSD? activity only) • Photo Sheet
Lesson 2	To explore how different combinations of coins can make the same total	Children will learn that different combinations of coins can be used to make the same total. They will work in pairs or small groups to see how many different combinations of coins they can find to make a given total. In their independent activities, children will find different ways to pay for items of different prices. In the alternative activity, children will be challenged to find all of the possible combinations of 1p, 2p and 5p coins to make either 6p, 7p, 8p, 9p or 10p.	• Do children understand that different combinations of coins can make the same total? • Can children find different combinations of coins to make a given total? • Can children explain their reasoning?	• Slides • Which Coins? Cards (Teaching Input) • Ways to Pay Jigsaw Cards • Ways to Pay Cards Set • Coin Cards (or plastic/real coins) • Money Bags Challenge Card A/B/C/D/E (FSD? activity only) • Photo Sheet
Lesson 3	To buy items using a budget	In this lesson, children will find out what a budget is. They will learn that they can spend less than their budget, but they cannot spend more than it. They will use the 'MathDonalds' menu to discuss what can be bought with different budgets. In their independent activities, children will use their mental addition skills of multiples of five and ten to buy lunch items, without exceeding the given budget. In the FSD? activity, children will explore all of the different ice creams they could make with a given budget.	• Do children understand what a budget is? • Can children reason which items to buy using a given budget? • Can children use their mental addition skills to add together the prices of different items?	• Slides • Budget Cards (Teaching Input) • Make a Meal Sheet A/B • Worksheet 3A/3B/3C • Ice Cream Challenge Cards (FSD? activity only) • Ice Cream Price List (FSD? activity only) • Ice Cream Cut-outs (FSD? activity only) • Ice Cream Design Cards (FSD? activity only) • Photo Sheet
Lesson 4	To solve problems involving money, including giving change	Children will learn what change is in the context of a purchase. They will use the counting on method and a number line to find the change for a range of different purchases. In their independent activities, children will indicate how much change is needed for different purchases by circling the correct coins. In the FSD? activity, children will work in small groups to match trios of cards showing a purchase, the coins paid with, and the change given.	• Do children understand the concept of change? • Can children explain how to solve a problem involving money? • Can children use their addition and subtraction skills to find totals and work out the change needed?	• Slides • What I Bought on Holiday... Sheet • Blank Number Lines • Worksheet 4A/4B/4C • Puzzle Cards (FSD? activity only) • Photo Sheet
Lesson 5	To solve missing number problems involving money	In this final lesson, children will use their knowledge of addition and subtraction, as well as their reasoning skills, to find the value of a missing coin or coins in a number sentence or word problem. In their independent activities, children will identify the 'lost' coin or coins from a given total amount. In the alternative activity, children will generate their own missing coin problems for a partner to solve.	• Can children explain how to solve a problem? • Can children solve one- and two-step problems involving money? • Can children use their knowledge of addition and subtraction to solve missing number problems?	• Slides • Pocket Money 5A/5B/5C • Blank Number Lines Sheet • Challenge Cards A/B/C (FSD? activity only) • Challenge Strips A/B/C (FSD? activity only) • Coin Cards (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Make Charts: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and draw pictograms with many-to-one symbols.	Children will be introduced to pictograms which have symbols representing multiple pieces of data. They will be challenged to interpret and draw their own pictograms using keys to guide how much their symbols are work.	• Can children interpret a many-to-one pictogram? • Can children use tallied data to complete a pictogram? • Can children use data displayed in a pictogram to complete a tally chart?	• Slides • Worksheet 1A/1B • Picture Cards 1A • Photo Sheet 1A • Tally Chart Cards 1A (FSD? activity only) • Pictogram Cards 1A (FSD? activity only)
Lesson 2	To investigate and draw pictograms with many-to-one symbols.	Children will investigate many-to-one pictograms further by interpreting and drawing charts where half symbols are needed to show the data correctly. They have the opportunity to collect their own data and present it in a 2:1 pictogram.	• Can children read and interpret pictograms with half symbols? • Can children complete pictograms with half symbols? • Are children able to choose an appropriate many-to-one scale for a set of data?	• Slides • Counters (optional) • Worksheet 2A/2B • Picture Cards 2A • Photo Sheet 2A • Picture books (FSD? activity only) • Worksheet 2C (FSD? activity only) • Chart Sheet 2A (FSD? activity only)
Lesson 3	To use reasoning to prove our answers.	Children are challenged to use their learning about many-to-one pictograms to spot mistakes and answer questions about various pictograms. They must decide who they agree with when characters make statements about a chart and provide explanations for their answers.	• Can children spot mistakes made in a pictogram or table? • Are children able to decide if a statement is correct or not? • Can children use effective reasoning to prove if an answer is correct or not?	• Slides • Challenge Cards 3A/3B/3C • Pictogram Card 3A • Photo Sheet 3A • Worksheet 3A (FSD? activity only) • Special marking pens (optional) (FSD? activity only)
Lesson 4	To interpret and draw block diagrams with ratios of one, two, five and ten.	Children are re-introduced to block diagrams and are challenged to interpret them when the blocks represent multiple pieces of data. They have the opportunity to compare them to pictograms and think about the use of half squares in order to show data accurately. Children will tackle challenging interpretation questions where they must take note of the keys for each diagram.	• Can children interpret a block diagram where the blocks represent two, five or ten? • Can children draw a block diagram where the blocks represent two, five or ten? • Are children able to read data from a block diagram to input into a simple table?	• Slides • Worksheet 4A/4B/4C • Photo Sheet 4A • Block Diagram Sheet 4A (FSD? activity only) • Statement Cards 4A (FSD? activity only)
Lesson 5	To collect and present data.	Children are challenged to collect their own data using a tally chart after discussing the most effective way to lay out their categories in a tally chart to make it clear and easy to read. They will collect their data and then use this to draw a pictogram and a block diagram from the data.	• Can children use tallies to effectively collect their data? • Are children able to use data to produce a clear pictogram or block diagram? • Can children present what they have found through their survey and investigation?	• Slides • Worksheet 5A/5B/5C • Photo Sheet 5A • Tally Chart 5A (FSD? activity only) • Chart Sheet 5A (FSD? activity only) • PE equipment (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Solve Place Value Problems: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To count in steps of 2, 3, 5 and 10.	Children will learn about Venn diagrams and missing number grids. They will explore sorting numbers into them as well as explaining the rules. Additionally the children can be challenged to add their own numbers to the Venn diagrams.	• Can children count in steps of 2, 3, 5 and 10? • Can children apply their knowledge of number sequences to solve problems? • Can children think of their own rules for number sequence problems?	• Slides • Missing Number Grids A/B/C • Venn Diagrams A/B/C (FSD? activity only) • Photo Sheet
Lesson 2	To recognise and use the place value of digits to solve problems.	Children to read or listen to clues and solve them to reveal the number being described. They will be challenged to write their own clues for partners to solve.	• Can children identify the value of each digit in a two-digit number? • Can children apply their knowledge of number facts to solve problems? • Can children apply their knowledge of number representations to solve problems?	• Slides • Question Cards A/B/C • Jigsaw Cards (FSD? activity only) • Photo Sheet
Lesson 3	To use the place value of digits to solve problems.	Children to learn how to represent numbers using coins and beads. They will solve problems of making as many one-digit and two-digit numbers as they can using a certain amount of given beads.	• Can children identify the value of each digit in a two-digit number? • Can children apply their knowledge of number facts to solve problems? • Can children apply their knowledge of number representations to solve problems?	• Slides • Worksheet 3A/3B/3C • Number Cards (FSD? activity only) • Coin Cards (FSD? activity only) • Photo Sheet • Counters, mini whiteboards
Lesson 4	To use place value to order two-digit numbers.	Children will be challenged to use their knowledge of place value to order a variety of numbers portrayed in different ways, such as by date, by age, by temperature or by money.	• Can children identify the value of each digit in a two-digit number? • Can children apply their knowledge of number facts to solve problems? • Can children apply their knowledge of the value of each digit in a two-digit number when ordering numbers?	• Slides • Age Cards A/B/C • Worksheet 4A/4B/4C • Temperature Cards A/B (FSD? activity only) • Number Cards Set A/B (Plenary only) • Photo Sheet
Lesson 5	To use place value and number facts to solve problems.	Children to use the one hundred square to work out what the number is by reading the clues provided. They will be challenged to find this number in a variety of different representations.	• Can children identify the value of each digit in a two-digit number? • Can children apply their knowledge of number facts to solve problems? • Can children apply their knowledge of the value of each digit in a two-digit number when ordering numbers?	• Slides • Market Stall Cards A/B/C • Fifty Grids (FSD? activity only) • Hundred Squares (FSD? activity only) • Clue Cards A/B/C (FSD? activity only) • End of Unit Quiz • Photo Sheet

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What time is it?: Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To revise reading, saying and drawing o'clock, half past, quarter to and quarter past times.	The children will be reintroduced to telling the time to the nearest 15 minutes as they recognise o'clock, half past, quarter past and quarter to times. They will have the opportunity to use reasoning to tell the time, despite having clocks with missing hands.	• Can children identify how many minutes are in an hour, half an hour and quarter of an hour? • Are children able to correctly identify the minute and hour hands on a clock? • Can children correctly identify times for o'clock, half past, quarter past and quarter to?	• Slides • Loop Cards 1A • Worksheet 1A/1B • Photo Sheet 1A • Challenge Cards 1A (FSD? activity only) • Time Cards 1A (FSD? activity only) • Individual clocks/Clock Face 1A
Lesson 2	To tell the time to the nearest five minutes on an analogue clock (minutes past).	Children will discover how to tell the time to the nearest five minutes using just the right half of the clock face. They will discuss how five-minute intervals are marked on a clock face and use this to help them count round the clock face to tell the time. They will also have the opportunity to develop and use their reasoning skills whilst sorting times according to different headings.	• Can children identify intervals of five minutes on a clock face? • Are children able to read times between 'o'clock' and 'half past' to the nearest five minutes? • Are children able to draw times between 'o'clock' and 'half past' to the nearest five minutes?	• Slides • Clock Face Cards 2A • Time Cards 2A • Blank Clock Face 2A • Photo Sheet 2A • Hoops (FSD? activity only) • Heading Cards 2A (FSD? activity only) • Worksheet 2A/2B (FSD? activity only)
Lesson 3	To tell the time to the nearest five minutes on an analogue clock.	This lesson begins by recapping telling the time to the nearest five minutes up to half past. The children will then be introduced to telling the time using minutes to. They discuss the use of the next hour when the minute hand is on the left of the clock face. They then use all they have learnt to solve puzzles and loop cards.	• Can children identify the 'minutes to' side of the clock? • Are children able to correctly identify times which show minutes to the next hour? • Can children accurately tell the time to the nearest five minutes?	• Slide • Tarsia Puzzle 3A (photocopied to A3) • Loop Cards 3A • Time Poster 3A • Individual clocks • Photo Sheet 3A • Time Cards 3A (FSD? activity only)
Lesson 4	To find five minutes/one hour earlier/later than a given time.	Children will use their knowledge of telling time to the nearest five minutes to describe what happens to the hands on a clock face as an hour goes by. They will be challenged to find times which are one hour earlier or later than a given time before moving on to find five minutes earlier or later.	• Can children describe what happens to a clock's hands as one hour passes by? • Are children able to identify times one hour earlier/ later than a given time? • Are children able to identify times five minutes earlier/ later than a given time?	• Slides • Folding Clock Sheet 4A • Blank Clock Face 4A • Photo Sheet 4A • Mechanical class clock (optional) • Bingo Cards 4A • Game Cards 4A/4B/4C • Time Hunt Cards 4A (FSD? activity only) • Answer Cards 4A (FSD? activity only)
Lesson 5	To plan a school day to the nearest five minutes.	Children are encouraged to use what they have learnt about telling the time to the nearest five minutes to plan a timetable for a school day. They will have the opportunity to plan another child's school day or personalise their timetable to their own school day.	• Can children draw the times on the clocks according to a worded time? • Are children able to identify key events in a school day? • Can children order events according to given times?	• Slides • Individual clocks • Blank Clock Faces 5A • Worksheet 5A • Challenge Card 5A/5B/5C • Photo Sheet 5A • Time Poster 5A • Clock Cards 5A (FSD? activity only) • Timetable Cards 5A (FSD? activity only) • Information Sheet 5A (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What's the Answer? : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To solve problems involving addition and subtraction	In this first lesson, children will begin by looking at the range of vocabulary used in addition and subtraction word problems. They will then discuss different problems, identifying the operation needed, and choosing a method to solve each one with. Children will continue to apply this skill in their independent activities. In the FSD? activity, children will be challenged to create their own word problems for others to solve, based on given information.	• Can children identify which operation is needed to solve a problem? • Can children write an appropriate number sentence to solve a problem? • Can children explain and express their answers in relation to the context given?	• Slides • Animal Checks List A/B/C • Worksheet 1A/1B/1C • Comparing Creepy Crawlies Sheet (FSD? activity only) • Creepy Crawly Calculation Cards (FSD? activity only) • Addition and Subtraction Vocabulary Cards (FSD? activity only) • Photo Sheet
Lesson 2	To solve problems involving multiplication and division	Children will use and apply their knowledge of multiplication and division in order to solve a variety of word problems with a zoo- theme, using methods of their choice. Children will continue to apply these skills in their independent activities. In the alternative activity, children will be challenged to make up their own multiplication and division word problems based on given images.	• Can children identify which operation is needed to solve a problem? • Can children write an appropriate number sentence to solve a problem? • Can children explain and express their answers in relation to the context given?	• Slides • Feeding Time! Sheet 2A/2B/2C • Whiteboards (optional) • What's the Question? Cards (FSD? activity only) • Photo Sheet
Lesson 3	To solve one- and two-step word problems involving money	Children will use their knowledge and understanding of all four operations to discuss and solve one- and then two-step word problems involving money. In their individual activities, children will calculate the cost of different customer's purchases. In the FSD? activity, children will work in pairs to solve word problems step - by - step, checking each other's answers.	• Can children identify the correct operation/s needed to solve a word problem? • Can children use their knowledge of the four operations to solve word problems? • Can children check their answers?	• Slides • Zoo Gift Shop Sheet • Worksheet 3A/3B/3C • 'A Problem Shared is a Problem Solved' Cards Set A/B (FSD? activity only) • Photo Sheet
Lesson 4	To solve word problems involving time	In this lesson, children will apply their knowledge of reading time to the nearest five minutes to solve a range of word problems. They will learn how to find the duration, start or finish time of an event using given information by counting on or back in lots of five around a clock face. Children will apply this skill in their independent activities by calculating the times of animal shows. In the FSD? activity, children will be challenged to complete the missing times on a zookeeper's task list.	• Can children use their knowledge of reading analogue clocks and the five times table to solve related word problems? • Can children calculate the duration of an activity given the start and finish time? • Can children calculate the start/finish time when given the duration and finish/start time?	• Slides • Mini-clock faces (optional) • Showtime! worksheet 4A/4B/4C • Zookeeper Task Sheet (FSD? activity only) • Photo Sheet
Lesson 5	To solve problems and puzzles	In this final lesson, children will use their knowledge of all four operations. As a class, they will discuss their approaches and methods when asked to identify which two numbers from a given set have been added/subtracted/divided/multiplied to produce a given answer. In their independent activities, children will work out what numbers different animals represent in a series of linked number sentences.	• Can children confidently use their knowledge of the four operations to solve number sentences? • Can children choose and use appropriate written or mental methods to solve number sentences? • Are children beginning to clearly explain their reasoning?	• Slides • Animal Values worksheet5A/5B/5C • Animal Cards • Alphabet Strips (FSD? activity only) • Challenge Cards (FSD? activity only) • Photo Sheet

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Let's Sort Shapes and Objects : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify and describe 2-D shapes	In this first lesson, children will recap on the names and properties of some common 2-D shapes. They will understand and use terms such as: sides, corners, regular, irregular, polygon and quadrilateral to help describe and distinguish between different shapes. In their independent activities, children will use their knowledge of 2-D shapes to play a game in pairs. The FSD? activity challenges children to match up descriptions to the correct shapes.	• Can children name a range of 2-D shapes? • Can children identify different 2-D shapes according to descriptions of their properties? • Can children use the correct vocabulary to describe the properties of different 2-D shapes?	• Slides • Spin-a-Shape Game Board A/B/C • Spinner A/B/C • Coloured pencils • What Shape Am I? Cards (FSD? activity only) • Photo Sheet
Lesson 2	To identify and describe 3-D shapes	Children will recap on the vocabulary used to describe the properties of 3-D shapes and to differentiate between them. In their independent activities, children will play games where they need to use this vocabulary to describe the properties of 3-D shapes to others, who then try to identify the shape from the description given.	• Can children name a range of 3-D shapes? • Can children identify different 3-D shapes according to descriptions of their properties? • Can children use the correct vocabulary to describe the properties of different 3-D shapes?	• Slides • 3-D Shape Grid A/B • Description Card • Vocabulary Card • Set of 3-D Shapes (optional) • Guess the Shape Game Cards (FSD? activity only) • Question List (FSD? activity only) • Strips of card, sticky back velcro or tape • Photo Sheet
Lesson 3	To use reasoning to sort 2-D and 3-D shapes	In this lesson, children will apply their knowledge and understanding of the properties of both 2-D and 3-D shapes in order to identify and sort them. They will learn how to use and create a simple identification key for a set of shapes. They will apply this in their independent activities, where they are given a set of shapes to create an identification key for. In the alternative activity, children will sort shapes into grids according to given labels.	• Do children choose and use the correct vocabulary when talking about 2-D and 3-D shapes? • Can children use a key to identify different shapes? • Can children use reasoning to explain their answers to various questions about 2-D and 3-D shapes?	• Slides • Shape Identification Key (Teaching Input) • Shape Cards Set A/B/C • Question Cards • A3 sheets of paper (optional) • 2-D & 3-D Shape Sorting Grids (FSD? activity only)
Lesson 4	To use reasoning skills to compare and discuss 2-D and 3-D shapes	Children will first apply their knowledge and understanding of 2-D and 3-D shapes to compare the similarities and differences between the properties of different shapes. They will then explore and discuss statements about different shapes. In their independent activities, children will sort or write their own statements about different shapes. In the FSD? activity, children decide in groups whether a statement is always, sometimes or never true for the chance to win points.	• Can children identify the similarities and differences between two shapes? • Can children identify whether a statement about a shape is true or false (or sometimes true)? • Can children explain their reasoning clearly?	• Slides • True or False? Cards • 2-D and 3-D Shape Sheets • Shape Cards • Shape Statements Sheet (FSD? activity only) • Decision Cards (FSD? activity only) • Photo Sheet
Lesson 5	To explore 3-D shapes in real-life objects	In this final lesson, children will apply their knowledge to identifying 3-D shapes in real-life objects. They will be encouraged to give reasons for their answers and use the correct shape vocabulary. In their independent activities, children will discuss, sort and label real-life objects according to what 3-D shapes they are similar to. In the alternative activity, children will be challenged to list as many real-life objects as they can which are similar to given 3-D shapes.	• Can children recognise 3-D shapes in real-life objects? • Can children use the correct shape vocabulary to describe what they see? • Can children give their own examples of 3-D shapes in real-life objects?	• Slides • Object Cards Set A/B • Sorting Sheet • Label Cards • 3-D Shaped Objects Sheets (FSD? activity only) • Photo Sheet

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What is Your Position? : Maths : Year 2 : Summer Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know and use the language of position	In this first lesson, children will familiarise themselves with positional language. They will use it to describe and identify the positions of shapes on a grid. Children will use their knowledge and understanding of this vocabulary in their independent activities, to orally explain and follow instructions for organising people into different seating positions. In the FSD? activity, children will be challenged to follow written instructions to accurately place shapes in a grid.	• Do children understand the positional vocabulary used to describe the location of objects or people? • Can children choose and use the appropriate positional vocabulary to describe the location of object or people? • Can children follow instructions which use positional vocabulary?	• Slides • Who Sits Where? Card Set A/B/C • Grid A/B/C • Instructions Card • Positional Language Word Card • Grid and Shape Cards (FSD? activity only) • Challenge Cards (FSD? activity only) • Photo Sheet
Lesson 2	To know and use the language of movement and direction	To begin, children will share tips for remembering how to distinguish between left and right. They will then practise following directional instructions to move around a grid. In their independent activities, children will find the answers to riddles by moving around a grid of letters. In the FSD? activity, children will follow a route around a game grid to collect stars of different values.	• Do children know and understand the words associated with direction and movement? • Can children follow the vocabulary of direction to move around a grid? • Can children use vocabulary to give directions for movement around a grid?	• Slides • Letter Grids (Teaching Input) • Spell It Out! Worksheet 2A/2B/2C • Star Player Game (FSD? activity only) • Star Player Moves Cards (FSD? activity only) • Star Player Challenge Cards (FSD? activity only) • Photo Sheet
Lesson 3	To describe movement as part of a turn	In this lesson, children will combine their knowledge and understanding of direction and movement with their knowledge and understanding of turns. They will learn that a person's body has to be facing the way they need to travel before they can walk forward, and use this knowledge to direct a character around a grid to collect stars. Children will continue to apply this understanding in their independent activities, following and planning routes for a robot, or, in the alternative activity, playing the physical game of 'The Spider and the Fly'.	• Do children understand the terms 'clockwise' and 'anti-clockwise'? • Can children turn themselves and objects a whole turn, half turn, quarter turn and three-quarter turn? • Can children describe movement using the language of turns?	• Slides • Robot Routes 3A/3B/3C • Robot Pop-Up Card • Factory Floor A/B • Masking tape or chalk (FSD? activity only) • Spider and Fly Labels (FSD? activity only) • Teacher Instructions Sheet (FSD? activity only) • Photo Sheet
Lesson 4	To know how to identify patterns and continue sequences	Children will recap on their understanding of what sequences and patterns are, before using this knowledge to identify and use repeating patterns to predict the next object in a sequence. They will be further challenged to identify the *n*th object in a sequence. In their independent activities, children will become pattern detectives and apply their knowledge, understanding and reasoning skills.	• Can children identify a repeating pattern in a sequence? • Can children identify what further objects within a sequence should be? • Can children explain their choices and reasoning?	• Slides • Pattern Detective Sheet 4A/4B/4C • Which Sequence is This? Cards (FSD? activity only) • Photo Sheet
Lesson 5	To discuss and complete patterns and sequences	In this final lesson, children will apply their knowledge and understanding by identifying and discussing patterns on different sequences of dominoes. In their independent activities, children will draw the dots of the missing dominoes in different sequences. In the FSD? activity, children will create their own sequence of dominoes.	• Can children describe and explain patterns and sequences? • Can children continue and complete patterns in a sequence? • Can children explain their reasoning clearly?	• Slides • Domino Dilemmas 5A/5B/5C • Domino & Cover Cards (FSD? activity only) • Photo Sheet

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan