

# Curriculum prioritisation materials 2021/22

## Curriculum planning grid for the rest of 2021/22

 Year 2

Summer Term 2 2022

	Week 1 wc 6.6.22	Week 2 wc 13.6.22	Week 3 wc 20.6.22	Week 4 27.6.22	Week 5 4.7.22	Week 6 11.7.22	Week 7 18.7.22
s u m m e r  1	<b>NPV</b> <u>Number talk</u> Daily Flashback 4. <ul style="list-style-type: none"> <li>To identify 1, 10 or 100 more than a given number.</li> <li>Recap all times table (Rapid recall).</li> <li>Introduce counting in 3s</li> </ul> <u>PA Maths objectives:</u> <ul style="list-style-type: none"> <li>To read and write in numerals in words.</li> <li>To recognise the place value of each 2 digit number.</li> <li>To begin to round numbers less than 100 to the nearest 10.</li> </ul>	<b>Addition and Subtraction</b> <u>Number talk</u> Daily Flashback 4 <ul style="list-style-type: none"> <li>recall rapid addition facts to 20 and 100.</li> <li>to practise 'compensating e.g. <math>24 + 9 = 24 + 10</math> then <math>-1</math>.</li> </ul> <u>PA Maths Objectives.</u> <ul style="list-style-type: none"> <li>to add by partitioning. (supporting mental maths)</li> <li>Review addition strategies (pictorially and abstract methods) x2 review lessons.</li> <li>To use the inverse to solve missing number problems.</li> </ul>	<b>Addition and Subtraction</b> <u>Numbertalk</u> Daily flashback 4 <ul style="list-style-type: none"> <li>Review doubles and then use near doubles to solve problems. e.g. <math>30 + 29 =</math> double <math>30-1</math> or <math>14 + 15</math> is double <math>14</math> or double <math>15 -1</math></li> <li>To subtract multiples of ten from any two digit number.</li> <li>To find a small difference by counting up.</li> </ul> <u>PA Maths Objectives</u> <ul style="list-style-type: none"> <li>Review subtraction (pictorial and abstract methods, include crossing ten)</li> <li>To solve one step problems using the part whole and bar model.</li> </ul>	<b>Multiplication and Division</b> <u>Numbertalk</u> Daily flashback 4 <ul style="list-style-type: none"> <li>begin to use the two times table to work out the fours (by doubling).</li> <li>review all times tables learned so far.</li> </ul> <u>PA Maths Objectives.</u> <ul style="list-style-type: none"> <li>To connect the 10 times table to place value.</li> <li>to ue the bar model to represent word problems.</li> </ul>	<b>Multiplication and Division</b> <u>Numbertalk</u> Daily flashback 4 <ul style="list-style-type: none"> <li>to halve any multiple of 10 to 100.</li> <li>Respond rapidly to multiplication and division questions phrased in a variety of ways.</li> </ul> <u>PA Maths Objectives</u> <ul style="list-style-type: none"> <li>To review solving division problems with remainders.</li> <li>To know whether to round up or down depending on the context.</li> <li>To use the bar model to solve division problems.</li> </ul>	<b>Position and Direction</b> <u>Numbertalk</u> Daily flashback 4 <ul style="list-style-type: none"> <li>To count along a counting stick as a scale in intervals of 1.</li> <li>(x-axis) To count up a counting stick as a scale in intervals of 1 (y axis)</li> <li>To count around a clock face in quarter turn, half turn, three quarter turn, full turn</li> </ul> <u>PA Maths Objectives</u> <ul style="list-style-type: none"> <li>To describe the position of objects.</li> <li>To give directions.</li> <li>To describe and control movement.</li> <li>To describe movement in terms of right angles for turns.</li> <li>To programme robots to turn.</li> </ul>	<b>Fractions</b> <u>Numbertalk</u> Daily flashback 4 <ul style="list-style-type: none"> <li>Review: finding fractions of shape and quantity.</li> </ul> <u>PA Maths Objectives</u> <ul style="list-style-type: none"> <li>To place fractions on a number line</li> <li>To count in fractions</li> <li>To use the bar model to show fractions</li> </ul>



**Notes on ready-to-progress criteria that have been mastered, to keep ticking over**

**Notes on any areas for additional small group support**

