Year 2 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Phase 1	**Number and Place Value**		**Addition and Subtraction**			**Measures: Length and mass**		**Statistics**	**Multiplication and Division**		
Phase 2	**Measures: Money**		**Geometry Properties of shape**			**Fractions**					
Phase 3	**Measures: Time**		**Measures: Capacity, volume and temperature**		**Post SATs Consolidation: Four Operations**						
Phase 4 (EoY)	**Consolidation: Four Operations**			**Consolidation: Fractions**							

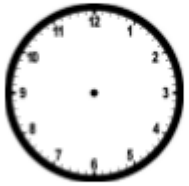
Ongoing throughout the year:	**Time** • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day • compare and sequence intervals of time **Multiplication Facts** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **Counting** • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

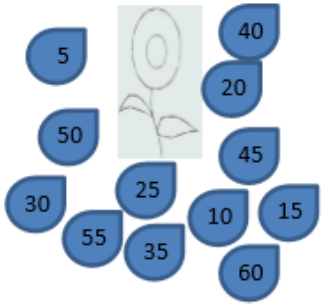
Year 2 Phase 3 Objectives

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Main Sessions	Measurement: Time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour & the number of hours in a day. Compare and sequence intervals of time.		Measurement Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity & record the results using >, < and =.		Post SATs consolidation			

S & D Sessions			

Year 2 MTP – Phase 3

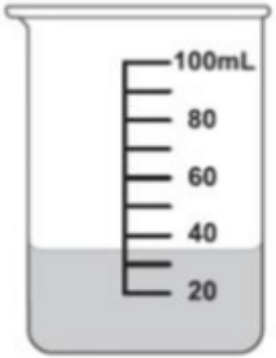
Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving
Measurement: Time	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	• Lily starts school at 8:45am. She arrives 10 minutes early. Show what time she arrived on the clock.  • What time is the clock showing?  • Complete the missing times. James wakes up at 6:50am. 15 minutes later, he eats his cereal. This takes him 5 minutes. It is now _____. Half an hour later the time is _____. This is when he arrives at work.	• At a supermarket, the workers take turns to have a break. All breaks start at either quarter past and quarter to and end at either quarter past or quarter to. What are the two lengths of break times? How do you know? • The big hand on the clock is pointing to the 8 and small hand is pointing to the 8. What time is it? How do you know? • Which clock is showing 10 past 5? Explain why. 	• Put these clocks in order  • Look at these 3 clocks. What might you be doing at these times in the day?  • Sammy starts her questions at 11:10 It takes her 5 minutes per question. She finishes at 11:55 How many questions did she complete?

Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving
Measurement: Time	Know the number of minutes in an hour & the number of hours in a day.	• The petals of the flower that shows how many minutes have passed the hour have fallen off. Can you put them back in the right order?  • Amie arrives to a party at 4:30pm. She leaves at 5:30pm. How long did she stay? Tell me in hours and then in minutes. • Tell me: The number of minutes in an hour. The number of hours in a day.	• Nick is looking at the amount of minutes in one hour and two hours. 1 hour = 60 minutes 2 hours = 120 minutes He says, "The amount of minutes are doubling each time. To find how many minutes are in 3 hours I will double 120 minutes." Is he correct? • **True or false?** There are more minutes in the day than there are hours. Explain why. • Kim says "If you are looking at a clock and adding 3 hours on, the minutes do not change". Is she correct? Prove it!	• Show all the different ways you can calculate how many hours are in 2 days. • Play pairs – create a set of cards with time facts. When two cards are turned over that equal the same length of time then that person wins those cards e.g. 24 hours 1 day Half a day 12 hours

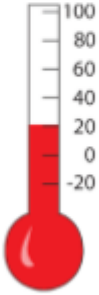
Domain	NC Objectives	Example tasks fluency	Example tasks Reasoning	Example tasks problem solving
Measurement: Time	Compare and sequence intervals of time.	• Which is greater? Half an hour | 45 minutes 60 minutes | 1 hour • Order these from the earliest time to the latest time: Half past 2 3 o'clock 1 o'clock Quarter to 3 • Andy worked from half past 10 until 2 o'clock. Kat worked from 3 o'clock till 6 o'clock. Who worked the shortest amount of time?	• Beth needs to be in Leeds for a film showing that starts at 4 o'clock. She can either: - Get the 3:20 bus that takes half an hour or - Get the 3:30 train that takes 30 minutes. Which should she take and why? • Kassie records the time every half an hour. Her sequence looks like this 11:15, 11:45, 12:15, 12:45, 1:15, 1:45 What do you notice? Can you explain why this happens? • Which is time is longer? 43 minutes or 10 minutes less than an hour. Explain how you know.	• Amee is planning her birthday. She wants to plan something to do from 9am to 5pm. Here are the things she wants to do: - visit the zoo (3 hours) - go to Pizza Hut (1 hour and a half) - Have breakfast (half an hour) - Play party games (1 hour) - Watch a film (2 hours) Create a timetable for Amee's day. Share and compare with a friend. • A football match kicks off at 1pm. Half time is 45 minutes later. Full time is 2:50pm. The first and second half are equal in length. How long was half time?

<table>
<tr><th>Domain</th><th>NC Objectives</th><th>Example tasks fluency</th><th>Example tasks reasoning</th><th>Example tasks problem solving</th></tr>
<tr>
<td>Measurement:</td>
<td>Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels.</td>
<td>

How much water is in the container?



What temperature is the classroom?



Choose the appropriate unit to measure how much water is used in a shower.
ml or l

</td>
<td>

Class 2 were recording the temperatures of 2 classes at different times of the day.
Two classrooms, in the same building, had a difference of 6˚c at 12 noon. Why might this be?
<u>Sometimes, always, never</u>
Liquid can be measured in millilitres.
Sarah’s 1L bucket has a hole in it. She needs exactly 1L to water the plants.
She has a 250ml measuring jug.
Can she use this?

</td>
<td>

Below is a table of temperatures.
Write a story about each place and what they will be doing at 1pm.
Relate this to the temperature.

<table>
<tr><th><u>City</u></th><th><u>Temp (˚c) at 1pm</u></th></tr>
<tr><td>Leeds</td><td>14˚c</td></tr>
<tr><td>Barcelona</td><td>32˚c</td></tr>
</table>

Gather different sized containers in width and height.
Estimate how much is in each container.
Record your results in the table below.

<table>
<tr><th>Container</th><th>Estimate</th><th>Actual</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
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Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving
Measurement	Compare and order volume/capacity & record the results using >, < and =.	• Complete the sentences using the following symbols <, > or = 30ml ◯ 60ml 1L jug ◯ Two half litre jugs 52L ◯ 25L • Order the results from largest to smallest: 500ml, 750ml, 250ml, 1L • Who has more pop? Eric: "I have these 2 bottles."  Sasha:  "I have a 750ml bottle."	• **True or false?** The taller a container is, the more liquid there is. Explain why you agree or disagree. • Work out these values: 40ml – 20ml = 20ml – 10ml = 10ml – 5ml = What do you notice about the answers? Why do you think this happening? • **True or false?** You can use both < and > if you are ordering 25ml and 30ml.	• Sahil, Marta & John have 700ml of pop between them. Sahil and John drink the same amount. Marta has 100ml more than Sahil and John. How much do they all drink? • These 3 bottles each have more than 20ml of water in but less than 50ml. The green bottle has 5ml more than the red bottle. The blue bottle has 10ml more than the green bottle. How much could each bottle have in?