

Maths Medium Term Plan Year 2

Stage: 2

Time Title	Framework Codes Learning Objective	Activities	Resources	Comments – UAE links/Cross Curricular links/curriculum modification
Starting Point Assessments for APPs and Revision				
Week 1+2				
TERM 1				
Term 1 Week 3 Sept. 17-21st *Hijri New Year 21st holiday Number system Problem solving (Weekly). Mental Maths (Daily). Starting Point assessment	2Nn1 Count, read and write numbers to at least 100 and back again. 2Nn2 Count up to 100 objects, e.g. beads on a bead bar. 2Nn3 Count on in ones and tens from single- and two-digit numbers and back again. 2Nn7 Find 1 or 10 more/less than any two-digit number. 2Pt1 Choose appropriate mental strategies to carry our calculations and explain how they worked out the answer. 2Pt2 Explain methods and reasoning orally. 2Pt3 Explore number problems and puzzles.	Whole class counting. Whole class reading numbers, targeted questions. Filling in number lines and hundred squares. Drawing a certain number of objects. Counting on and back in ones from a given number. Mental Math- quick recall of 1 more/less / 10 more/less- throw the ball game. Placing two digit number on a 100 hundred square- counting on in tens and then ones to find its place on the 100 square. Starting point assessment: Maths Cambridge Wigan Year 1 Baseline Test	Ten more/less, 1 more/less cross shape 100 square helper 100 squares Empty splat (100) square Splat square Dice to roll a two digit number 10 more/ less spinner 10/20 frames	Curriculum Modifications Extra week to focus on number and number systems to 100 – based on starting point assessments. Regular reflection in copybooks. Daily mental maths practice (mental maths starter) Weekly problem solving focus on skills in the curriculum.
Term 1 Week 4 Sept. 24-28th	2Nc1 Find and learn by heart all number pairs to 10 and pairs with a total of 20.	Elicit prior knowledge and if students can show ways to make ten.	Number bonds cards	Curriculum Modifications

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<p>*starting points due 25th</p> <p>Number bonds</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Pt1 Choose appropriate mental strategies to carry our calculations and explain how they worked out the answer.</p> <p>2Pt2 Explain methods and reasoning orally.</p> <p>2Pt3 Explore number problems and puzzles.</p>	<p>Use lollipop sticks/ cubes and other concrete materials like dominos to show how to make number bonds to 10/ 20. Kids can use beads on a bracelet to make number bonds.</p> <p>Craft- lady bug and his spots on each wing.</p> <p>Problem solving- Farmers problem with his ten sheep not being able to stay in the same field. Children must come up with solution, all the combination of the ten sheep shared between two fields.</p> <p>Dice- roll a number and fill the ten frame with that many cubes, then count how many more empty spaces left to make ten.</p>	<p>Tens frame</p> <p>Twenty's frame (Race to ten/ twenty)</p> <p>Ways to make 10/ 20 or 100 using multiples of ten</p> <p>100 squares, counters, cubes.</p>	<p>Focus on selecting correct operation in problem solving and being able to explain answers based on last years data</p>
<p>Term 1</p> <p>Week 5</p> <p>Oct. 1-5th</p> <p>Odd and even</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p> <p>Mid Unit Check Assessment</p>	<p>2Nn14 Understand even and odd numbers and recognise these up to at least 20.</p> <p>2Nn15 Sort numbers e.g.odd/even</p> <p>2Pt1 Choose appropriate mental strategies to carry our calculations and explain how they worked out the answer.</p> <p>2Pt2 Explain methods and reasoning orally.</p> <p>2Pt3 Explore number problems and puzzles.</p>	<p>Introduce even and odd number and once children have learned even and odd number through song they will learn how to identify odd/ even numbers greater than 10 by circling the one.</p> <p>Class can then make even odd street with their place value houses.</p> <p>Odd and even snap card game.</p> <p>Use the story of 10 and the story of 20 to complete simple one step word problems and decide whether the answer is odd or even</p> <p>Mid unit check assessment: Meet with the teacher - curriculum related activity/ highlight curriculum objectives achieved.</p>	<p>Doubles cards.</p> <p>Doubles bump, dice.</p> <p>CUBE problem solving strategy poster.</p>	<p>Curriculum Modifications</p> <p>Begin to mix up mental strategies being tested weekly - choosing the correct strategy.</p>

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<p>Term 1 Week 6 Oct. 8-12th Place Value</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Nn6 Know what each digit represents in two-digit numbers; partition into tens and ones</p> <p>2Nn5 Understand what each digit represents in three-digit numbers and partition into hundreds, tens and units.</p> <p>2Pt4 Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and, with help, represent them, with objects or drawings or on a number line.</p>	<p>Introduce place value through place value houses story.</p> <p>Use ones, tens and hundreds during story to help students differentiate between them and establish that a ten has ten ones, and a hundred has ten tens.</p> <p>Model through race to 50 game (using place value mats) how we need to trade 10 ones for a ten (link to story- “when one more one came to the one house to make ten they had to move to a bigger house, the ten house”.)</p> <p>Have students play race to 50 in pairs, trading ten ones for “a ten house” until they reach 50.</p> <p>Have HA do the same but race to 100.</p> <p>Use pictures of tens and ones on smart board- kids count tens and ones and record the number on their whiteboards.</p> <p>Give student number cards for the students to represent using tens and ones blocks on their place value mats.</p> <p>Have students roll a two digit number, draw/ build it using tens and ones and write the number. Extend to three digit numbers for HA.</p> <p>Ask the students to circle a ten in a number etc. to assess their understanding.</p>	<p>Dice, dominos, place value flip chart, place value story (literacy)- Bean Thirteen or Place value houses.</p> <p>Smart board resources</p> <p>Place value mats</p> <p>Cubes, lollipop sticks, dice, dominos.</p> <p>Hundreds, tens and ones</p> <p>Number cards</p> <p>Hundreds, tens, ones cutouts.</p> <p>Odd/ even bump</p> <p>Hundreds/tens/ones dice.</p>	<p>Curriculum Modifications Extra week based on mid term assessments.</p> <p>Challenge HA – write in expanded form -numbers to 1000.</p>

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<p>Term 1 Week 7 Oct. 15-19th Place Value</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p> <p>Unit Assessment</p>	<p>2Nn6 Know what each digit represents in two-digit numbers; partition into tens and ones</p> <p>2Nn5 Understand what each digit represents in three-digit numbers and partition into hundreds, tens and units.</p> <p>2Pt4 Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and, with help, represent them, with objects or drawings or on a number line.</p>	<p>Extend children's understanding of place value.</p> <p>Encourage students who are ready to work with three digit numbers to do some of the challenge activities for three digit numbers- race to 100, representing numbers greater than 100 on place value mat.</p> <p>Have lower ability group tens- straws and cubes and write how many tens and ones leftover.</p> <p>Work on expanded form- children will roll, write, expand and draw representation of the number.</p> <p>Assess students understanding through house activity- students will make a street, each will make a house using tens, ones and hundreds cut outs. Once finished they will add up all the hundreds tens and ones used to make their house and write the number and if they can in expanded form under the house for display.</p> <p>Unit review and assessment: formal assessment</p>	<p>Dice, dominos, place value flip chart, place value story (literacy)- Bean Thirteen or Place value houses.</p> <p>Smart board resources</p> <p>Place value mats</p> <p>Cubes, lollipop sticks, dice, dominos.</p> <p>Hundreds, tens and ones</p> <p>Number cards</p> <p>Hundreds, tens, ones cutouts.</p> <p>Odd/ even bump</p> <p>Hundreds/tens/ones dice.</p> <p>Unit assessment</p> <p>IWB links</p> <p>Place value blocks</p> <p>Place value work mats</p> <p>Place value bump</p>	<p>Curriculum Modifications</p> <p>Extra week based on mid term assessments.</p> <p>Challenge HA – write in expanded form -numbers to 1000. -numbers in all 3 forms: standard, expanded and written form.</p>

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<p>Term 1 Week 8 Oct. 22-26th 2D shapes</p> <p>Problem Solving</p> <p>Mental Maths</p>	<p>2Gs1 Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognise common 2D shapes in different positions and orientations.</p> <p>2Gs4 Find examples of 2D and 3D shapes and symmetry in the environment.</p>	<p>Shape short on big paper</p> <p>Shape hunt in the school environment.</p> <p>Make shape monsters and describe them to a friend using vertices/edges etc. Their friend has to pick the right one.</p> <p>Play shape heads up with shapes, partner to describe.</p>	<p>2D shapes</p> <p>ipads</p>	<p>Cross Curricular Links</p> <p>Art - Link to Art 2D shape pictures</p> <p>English – Shape books, new in resources</p>
<p>Term 1 Week 9 Oct. 29-Nov. 2nd Half Term Break</p>				
<p>Term 1 Week 10 Nov. 5-9th 3D shapes</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Gs2 Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognise 2D drawings of 3D shapes.</p> <p>2Gs4 Find examples of 2D and 3D shape and symmetry in the environment.</p> <p>2Pt4 Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and, with help, represent them, with objects or drawings or on a number line.</p>	<p>Make castle using recyclable materials. Justify why shapes have been used.</p> <p>Identify real life shapes – use real life shapes/recyclable materials/powerpoint</p> <p>Identify properties of 3D shapes/sticky tack and 3D plastic shapes</p> <p>Build and describe 3D shapes using task cards, sticky tack and toothpicks</p> <p>Build 3D shapes using printable nets</p> <p>QR code name the shape/properties activity Kahoot shape quiz/review</p>	<p>3D shapes</p> <p>ipads</p> <p>Recyclable materials (ex: cereal boxes, empty containers, juice jugs, tissue boxes etc.)</p>	<p>Cross Curricular Links</p> <p>Art - Link to Art 3D junk modelling</p> <p>English – write instructions to tell how you built your 3D shape</p> <p>Science – what 3D shapes can we see in the solar system?</p>

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<p>Term 1 Week 11 Nov. 12-16th *</p>				
<p>Term 1 Week 12 Nov. 19-23rd Symmetry</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Gs3 Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry</p> <p>2Pt4 Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and, with help, represent them, with objects or drawings or on a number line.</p>	<p>Make symmetrical snowflakes.</p> <p>Manipulate 2D shapes.</p> <p>Use mirrors to find lines of symmetry.</p> <p>Draw lines of symmetry on 2D shapes.</p> <p>Observe lines of symmetry in their own environment and in the world around them.</p> <p>Unit assessment</p>	<p>Mirrors</p> <p>2D shapes</p> <p>Pictures of symmetrical animals, buildings etc.</p> <p>Unit assessment</p>	<p>Cross Curricular Links</p> <p>Art - Snow flakes</p>
<p>Term 1 Week 13 Nov. 26-30th National Day celebrations 29th & holiday 30th Symmetry</p> <p>Problem solving</p> <p>Mental Maths</p>	<p>2Gs3 Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry</p> <p>2Pt4 Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and, with help, represent them, with objects or drawings or on a number line.</p>	<p>Make symmetrical snowflakes.</p> <p>Manipulate 2D shapes.</p> <p>Use mirrors to find lines of symmetry.</p> <p>Draw lines of symmetry on 2D shapes.</p> <p>Observe lines of symmetry in their own environment and in the world around them.</p> <p>Lines of symmetry in road sign and country flags (print and use as task cards to glue in copybooks)</p>	<p>Mirrors</p> <p>2D shapes</p> <p>Power point with pictures of symmetrical animals, buildings etc.</p> <p>Reflective symmetry pattern task cards</p> <p>Lego/rulers to build symmetrical patterns</p>	<p>Cross Curricular Links</p> <p>Art - Snow flakes</p> <p>English – make a symmetrical pattern using a ruler and lego. Write a set of instructions telling year 1 students how to do this.</p>

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<p>Unit Assessment</p>		<p>Unit assessment</p>	<p>Islamic architecture complete the symmetrical pattern/building activity sheet</p> <p>Unit assessment</p>	<p>Science – what materials did you use? What are they made out of and will they bend, twist or stretch?</p> <p>Islamic Studies – look at symmetrical patterns in Islamic architecture, art and prayer mats</p>
<p>Term 1 Week 14 Dec.3-7th *UAE National Day Dec. 3rd – short week</p> <p>Addition</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Nc8 Add four or five small numbers together.</p> <p>2Nc9 Recognise the use of a symbol such as ... or Δ to represent an unknown, e.g. $\Delta + \square = 10$</p> <p>2Nc10 Solve number sentences such as $27 + \square = 30$.</p> <p>2Pt4 Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and, with help, represent them, with objects or drawings or on a number line.</p>	<p>IWB games- ABCYA, Topmarks, Turtle Diary</p> <p>Roll dice to make an addition equation work mats</p> <p>Addition task cards</p> <p>Number sentence cards with symbols which represent an unknown</p> <p>TPT Resources: work mats/task cards https://www.teacherspayteachers.com/Product/Adding-4-Numbers-Task-Cards-FREEBIE-3001579</p> <p>Twinkl Resources: power point http://www.twinkl.ae/resource/t-n-1985-year-2-adding-three-one-digit-numbers-lesson-5-which-3-numbers-powerpoint</p>	<p>Key vocabulary posters</p> <p>Dice</p> <p>Task cards</p> <p>Counters</p> <p>Online resources</p>	<p>Curriculum Modifications</p> <p>HA show how they use subtraction to solve an addition equation with an unknown.</p>

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<p>Term 1 Week 15 Dec. 10-14th Subtraction</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Nn3 Count back in tens and ones from a single- and two digit numbers and back again.</p> <p>2Nc6 Relate counting on/ back in tens to find 10 more/ 10 less and then to adding and subtracting other multiples of 10. Eg. 76-30</p> <p>2Nc15 Understand subtraction as both the difference and take away</p> <p>2Nc11 Add and Subtract one digit numbers from two digit numbers.</p> <p>2Nc13 Find a small difference between pairs of two digit numbers</p> <p>2Pt4 Make sense of simple word problems, decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line</p> <p>2Pt7 Check a subtraction by adding the answer to a smaller number in the original subtraction.</p> <p>2Pt11 Consider whether an answer is reasonable.</p> <p>2Pt4 Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and, with help, represent them, with objects or drawings or on a number line.</p>	<p>Mental Math: Counting games as suggested below.</p> <p>http://www.smartfirstgraders.com/hundreds-chart.html</p> <p>Take children outside and play ring of fire- for counting forward/ backwards in multiples of ten from any number Explain that the ball is hot so they have to think fast and last person standing is the winner.</p> <p>Minus Linus and Gus plus characters</p> <p>Hundred square- colour in the answer, call out sums orally, 52-10 and have them do the work independently with different calculations. Pair work with instructions – put your finger on 65-20</p> <p>Subtraction strategies- ten/ 20 frame to take concrete cubes away to count how many are left. Subtraction using pictures and stories Word problems to discuss as a whole class.</p> <p>Number line- jumping backwards and the number gets smaller. Using this fact to help consider if an answer is reasonable.</p> <p>Challenge for HA- take more 3 – 4 small numbers away from a larger number e.g. 15-4-6-2= Relate to make a ten, doubles, near doubles strategy.</p> <p>Playing card/ domino/ dice subtraction</p> <p>Brain pop jr video on subtraction</p> <p>Primary games splat square – splat a few numbers and have students identify the number that is 10 more/10 less or 20 more/20 less</p>	<p>http://www.smartfirstgraders.com/hundreds-chart.html</p> <p>Subtraction key words poster</p> <p>Number lines on their tables</p> <p>Hundred squares</p> <p>10/20 frame and cubes/ pictures</p> <p>Playing cards/ dominos/ dice</p> <p>Online games http://resources.woodlands-junior.kent.sch.uk/maths/interactive/subtraction.htm</p> <p>http://www.topmarks.co.uk/maths-games/5-7-years/addition-and-subtraction</p> <p>http://www.mathplayground.com/index_addition_subtraction.html</p> <p>http://www.abcya.com/subtraction_game.htm http://www.sheppardsoftware.com/mathgames/fruitshoot/fruitshoot_subtraction.htm</p> <p>Copies</p> <p>Ipads</p>	<p>Curriculum Modifications</p> <p>HA count back in multiples of 10 ex: find 20 more/less find 40 more/less</p>
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			Posters to differentiate between addition and subtraction.	
TERM 2				
<p>Term 2 Week 1 Jan. 7-11th</p> <p>Subtraction</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Nn3- Count back in tens and ones from a single- and two digit numbers and back again.</p> <p>2Nc6- Relate counting on/ back in tens to find 10 more/ 10 less and then to adding and subtracting other multiples of 10. Eg. 76-30</p> <p>2Nc15- Understand subtraction as both the difference and take away</p> <p>2Nc11 Add and Subtract one digit numbers from two digit numbers.</p> <p>2Nc13- Find a small difference between pairs of two digit numbers</p> <p>2Pt4- Make sense of simple word problems, decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line</p> <p>2Pt7- Check a subtraction by adding the answer to a smaller number in the original subtraction.</p> <p>2Pt11- Consider whether an answer is reasonable.</p>	<p>Display splat square: Hundred square- colour in the answer, call out sums orally, 52-10 and have them do the work independently with different calculations. Pair work with instructions – put your finger on 65-20</p> <p>Subtraction strategies- ten/ 20 frame to take concrete cubes away to count how many are left. Subtraction using pictures and stories Word problems to discuss as a whole class.</p> <p>Number line- jumping backwards and the number gets smaller. Using this fact to help consider if an answer is reasonable.</p> <p>Challenge for HA- take more 3 – 4 small numbers away from a larger number e.g. 15-4-6-2=</p> <p>Relate to make a ten, doubles, near doubles strategy.</p> <p>Playing card/ domino/ dice subtraction</p>	<p>http://www.smartfirstgraders.com/hundreds-chart.html</p> <p>Subtraction key words display</p> <p>Number lines (on name tags on tables)</p> <p>Hundred squares + splat square IWB game/display</p> <p>10/20 frame and cubes/ pictures</p> <p>Playing cards/ dominos/ dice</p> <p>Online games http://resources.woodlands-junior.kent.sch.uk/maths/interactive/subtraction.htm</p> <p>http://www.topmarks.co.uk/maths-games/5-7-years/addition-and-subtraction</p>	<p>Curriculum Modifications</p> <p>HA tell 20 more/less or 50 more/less</p>

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			http://www.mathplayground.com/index_addition_subtraction.html http://www.abcya.com/subtraction_game.htm http://www.sheppardsoftware.com/mathgames/fruitshoot/fruitshoot_subtraction.htm	
<p>Term 2 Week 2 Jan. 14-18th Subtraction</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Nn3- Count back in tens and ones from a single- and two digit numbers and back again.</p> <p>2Nc6- Relate counting on/ back in tens to find 10 more/ 10 less and then to adding and subtracting other multiples of 10. Eg. 76-30</p> <p>2Nc15- Understand subtraction as both the difference and take away</p> <p>2Nc11 Add and Subtract one digit numbers from two digit numbers.</p> <p>2Nc13- Find a small difference between pairs of two digit numbers</p> <p>2Pt4- Make sense of simple word problems, decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line</p> <p>2Pt7- Check a subtraction by adding the answer to a smaller number in the original subtraction.</p> <p>2Pt11- Consider whether an answer is reasonable.</p>	<p>Display splat square: Hundred square- colour in the answer, call out sums orally, 52-10 and have them do the work independently with different calculations. Pair work with instructions – put your finger on 65-20</p> <p>Subtraction strategies- ten/ 20 frame to take concrete cubes away to count how many are left. Subtraction using pictures and stories Word problems to discuss as a whole class.</p> <p>Number line- jumping backwards and the number gets smaller. Using this fact to help consider if an answer is reasonable.</p> <p>Challenge for HA- take more 3 – 4 small numbers away from a larger number e.g. 15-4-6-2= Relate to make a ten, doubles, near doubles strategy.</p> <p>Playing card/ domino/ dice subtraction</p> <p>Subtraction spinners activity TPT</p>	<p>Ipads</p> <p>Hundred squares + splat square IWB game/display</p> <p>10/20 frame and cubes/ pictures</p> <p>Playing cards/ dominos/ dice</p> <p>Online games http://resources.woodlands-junior.kent.sch.uk/maths/interactive/subtraction.htm</p> <p>Brain pop Jr video</p> <p>TPT https://www.teacherspayteachers.com/Product/2-digit-subtraction-game-without-regrouping-234901</p> <p>Twinkl http://www.twinkl.co.uk/resource/t-n-2321-ks1-subtraction-word-problem-challenge-cards</p>	<p>Curriculum Modifications:</p> <p>HA subtraction with regrouping and 3-4 digit numbers</p> <p>Check answers using subtraction – explain reasoning.</p>

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<p>Term 2 Week 3 Jan. 21-26th Subtraction</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p> <p>Unit Assessment</p>	<p>2Nn3- Count back in tens and ones from a single- and two digit numbers and back again.</p> <p>2Nc6- Relate counting on/ back in tens to find 10 more/ 10 less and then to adding and subtracting other multiples of 10. Eg. 76-30</p> <p>2Nc15- Understand subtraction as both the difference and take away</p> <p>2Nc11 Add and Subtract one digit numbers from two digit numbers.</p> <p>2Nc13- Find a small difference between pairs of two digit numbers</p> <p>2Pt4- Make sense of simple word problems, decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line</p> <p>2Pt7- Check a subtraction by adding the answer to a smaller number in the original subtraction.</p> <p>2Pt11- Consider whether an answer is reasonable.</p>	<p>Display splat square: Hundred square- colour in the answer, call out sums orally, 52-10 and have them do the work independently with different calculations. Pair work with instructions – put your finger on 65-20</p> <p>Playing card/ domino/ dice subtraction</p> <p>Subtraction spinners activity TPT</p> <p>Subtraction Maths centers for review activity</p> <p>IPAD subtraction apps</p> <p>Kahoot subtraction quiz/game</p> <p>Unit Assessment</p>	<p>Hundred squares + splat square IWB game/display</p> <p>Online games http://resources.woodlands-junior.kent.sch.uk/math/interactive/subtraction.htm</p> <p>Brain pop Jr video</p> <p>TPT https://www.teacherspayteachers.com/Product/2-digit-subtraction-game-without-regrouping-234901</p> <p>Twinkl http://www.twinkl.co.uk/resources/ks1-maths-2014-number-addition-and-subtraction-1/ks1-maths-2014-number-addition-and-subtraction-1-add-and-subtract-numbers-using-concrete-objects-pictorial-representations-and-mentally/ks1-maths-2014-number-addition-and-subtraction-add-and-subtract-numbers-using-two-two-digit</p>	<p>Curriculum Modifications:</p> <p>HA subtraction with regrouping and 3-4 digit numbers</p> <p>Check answers using subtraction – explain reasoning.</p>
<p>Term 2 Week 4 Jan 28-Feb1st Data Handling</p> <p>Problem solving (Weekly).</p>	<p>2Dh1 I can answer questions by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results</p> <p>2Dh2 I can use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including not.</p>	<p>Focus on tally charts, surveys, gathering information</p> <p>Introduce lists and tables, ask the students to make lists of vegetables, fruits, chocolate based on what data will be collected for the tally.</p> <p>Display a table with a selection of fruit for them to vote their favourite. Ask lots of questions- which fruit do you think will be most popular? Which will be the</p>	<p>page 110-120</p> <p>Copies, IWB games to model how to take a tally and represent data.</p> <p>Surveys and questions https://www.teacherspayteachers.com/Product/Math-</p>	

<p>Mental Maths (Daily).</p>		<p>least popular? How will we find out? Take votes, making sure students understand they can only vote once or the results will not be accurate.</p> <p>Model how to take a tally on the board. Children can work in their copies/ whiteboard to practice. Discuss how we can count tally to find total for each. Discuss whether counting in 5's and 1's or just 1's would be faster and why. Model counting both ways.</p> <p>Discuss the purpose of taking a tally and what questions we can answer by interpreting the data.</p> <p>Have children come up with their own ideas for collecting data- favourite colour, sweet, pet etc.</p> <p>Work on representing data using pictograms and block graphs, week 1 and more block graphs and Carroll diagrams on week 2</p> <p>Children will come up with class surveys to collect information and represent it in different ways. They will compare the ways of representing data and understand what a picture represents. Challenge students to come up with questions about the graphs/ pictograms. Use pictograms that have 1 picture represents more than one vote so students will have to skip count.</p> <p>They will use come up with ways to sort things – guess the rule, link to rocks. Encourage them to come up with ways to sort numbers, shapes, rocks etc. They will represent these on Carol and Venn diagram. They can sort numbers by even. Odd, multiples, place value. They can sort shapes by 2D, 3D, vertices, faces, shape faces, edges etc.</p>	<p>Surveys-and-Sign-In-Questions-and-Graphs-121665</p> <p>https://www.teacherspayteachers.com/Product/Graphing-Freebie-797118 Can be used for whole group activities on board etc.</p> <p>https://www.teacherspayteachers.com/Product/Winter-Graphing-Freebie-Bar-Graph-Line-Plot-1026010</p> <p>Ice cream / M and M tally and graph https://www.teacherspayteachers.com/Product/Skittles-Graph-and-Line-Plot-194887</p> <p>Outdoors graph and tally</p>	
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<p>Term 2 Week 5 Feb 4-8th Data Handling</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p> <p>Topic</p> <p>Assessment</p>	<p>2Dh1 I can answer questions by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results</p> <p>2Dh2 I can use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including not.</p>	<p>Work on representing data using pictograms and block graphs, week 1 and more block graphs and Carroll diagrams on week 2</p> <p>Children will come up with class surveys to collect information and represent it in different ways. They will compare the ways of representing data and understand what a picture represents. Challenge students to come up with questions about the graphs/pictograms. Use pictograms that have 1 picture represents more than one vote so students will have to skip count.</p> <p>They will use come up with ways to sort things – guess the rule, link to rocks. Encourage them to come up with ways to sort numbers, shapes, rocks etc. They will represent these on Carol and Venn diagram. They can sort numbers by even. Odd, multiples, place value. They can sort shapes by 2D, 3D, vertices, faces, shape faces, edges etc.</p> <p>Have them discuss the difference between a Carol and Venn diagram.</p> <p>What is your favourite ice cream flavour? Have 3 different flavours of ice cream for students to sample, have them record their favourite flavour on a large displayed tally chart on the front board. Students should copy the tally chart when finished and make a pictograph or bar graph of the results.</p> <p>Topic Assessment –Data Analysis (teacher created center activity/students should meet with teacher one at a time and complete the activity while the rest of the class are on task. Use this teacher led – student centered activity to highlight off APP & assess).</p>	<p>https://www.teacherspayteachers.com/Product/Winter-Graphing-Freebie-Bar-Graph-Line-Plot-1026010</p> <p>Ice cream / M and M tally and graph https://www.teacherspayteachers.com/Product/Skittles-Graph-and-Line-Plot-194887</p> <p>Outdoors graph and tally</p> <p>Hoola hoops, shapes and number cards for Venn diagram</p> <p>Using kids shoes to classify and sort</p> <p>https://dl.dropboxusercontent.com/u/39678673/grab%20and%20graph%20pattern%20blocks%20graph.pdf</p> <p>Using pattern blocks/ colour cubes or counters to tally and graph.</p> <p>Online games http://www.topmarks.co.uk/maths-games/5-7-years/data-handling</p> <p>Kahoot</p>	
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			https://play.kahoot.it/#/k/3cae2319-7a42-4be4-a919-f86794ff6d76 https://play.kahoot.it/#/k/3807546a-94d8-4485-92dd-cbb8a3c88502	
Term 2 Week 6 Feb 11-15th Half term break				
Term 2 Week 7 Feb 18-22nd Fractions Problem solving (Weekly). Mental Maths (Daily).	<p>2Nn16 Recognise that we write one half $\frac{1}{2}$, one quarter $\frac{1}{4}$ and three quarters $\frac{3}{4}$.</p> <p>2Nn17 Recognise that 22 or 44 make a whole and 21 and 42 are equivalent.</p> <p>2Nn18 Recognise which shapes are divided in halves or quarters and which are not.</p> <p>2Nn19 Find halves and quarters of shapes and small numbers of objects</p>	<p>Use the story “Give me Half” to introduce fractions: When it gets to the part where she asks for half, ask the students to show examples of half around the room/ draw it on their whiteboards. Give them paper/Playdough to represent half.</p> <p>Brainpop Pause to ask questions. Elicit that parts must be equal in fractions.</p> <p>Use introduction to Fractions PPT or smart exchange to have students practice recording fractions to represent pictures. Explain what each number represents. The bottom is how many altogether and the top signifies how many are coloured.</p>	<p>Story “Give me half” https://www.youtube.com/watch?v=RYMD8SFreyI or brainpop video https://jr.brainpop.com/maths/fractions/basicpartsofawhole/preview.weml</p> <p>Introduction to fractions PPTs https://www.teacherspayteachers.com/Product/Intro-to-Fractions-PowerPoint-Lesson-506079 or http://exchange.smarttech.com/details.html?id=56910</p>	

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		<p>Whole class activity- My little book of fractions, can be completed independently or in pairs. Children will add construction paper to show equal/ unequal and the different fractions. See booklet in CF.</p> <p>Extension activities: MA/LA use dominos to record the numerator and denominator ensure the bigger number is on the bottom. (Domino fraction recording sheet on CF for modelling)</p> <p>They can then represent in the way they choose in their copies using flowers, circles etc.</p> <p>HA will try challenge cards, comparing fractions and will record answers in their copies. If fraction sets are available, get the students to make fractions while comparing.</p> <p>Fractions with pizza – order 6 large pizzas and have students answer a list of fraction questions about their pizza, Ex: If Jim has a slice, what fraction of the pizza is left? What fraction of the pizza has tomatoes? What fraction of the pizza is left after everyone has had a piece? Etc.</p>	<p>9ae-47dc-49ca-8c69-cf37a4bc1eca</p> <p>https://www.tes.com/teaching-resource/fractions-ppt-6093277</p> <p>Fraction Match up https://www.teacherspayteachers.com/Product/Fraction-Match-Up-Freebie-247911</p>	
<p>Term 2 Week 8 Feb 25-Mar 1st Fractions</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Nn16 Recognise that we write one half $\frac{1}{2}$, one quarter $\frac{1}{4}$ and three quarters $\frac{3}{4}$.</p> <p>2Nn17 Recognise that 22 or 44 make a whole and 21 and 42 are equivalent.</p> <p>2Nn18 Recognise which shapes are divided in halves or quarters and which are not.</p> <p>2Nn19 Find halves and quarters of shapes and small numbers of objects</p>	<p>Review what they learned the previous day and explain how to play the game “Fraction bingo”.</p> <p>Use link to show whole. When it gets to 4 parts in total have them write how we write this as a fraction and elicit that $\frac{4}{4} = 1$ whole</p> <p>http://www.sheppardsoftware.com/mathgames/fractions/fracTut1.htm</p>	<p>Introduction to fractions PPTs</p> <p>https://www.tes.com/teaching-resource/fractions-ppt-6093277</p> <p>Fraction Match up https://www.teacherspayteachers.com/Product/Fraction-Match-Up-Freebie-247911</p>	

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<p>Term 2 Week 9 March 4-8th</p>	<p>Revision and Assessment for APPs</p>	<p>Review Data Analysis and Fractions before completing a formal assessment.</p> <p>Twinkl assessment review</p> <p>Kahoot quiz</p> <p>Pizza fractions – make mini pizzas in class using Arabic bread, cheese, tomato sauce and a series of cut up veggies/meat. Students should work with a partner to create their pizza and write a fraction for how many pieces have cheese? Tomatoes? Etc. Students should divide their pizza into 4 equal parts.</p>	<p>http://www.twinkl.ae/resource/t-pa-024-year-2-maths-assessment-fractions</p> <p>Kahoot quiz</p> <p>http://www.twinkl.ae/resource/t2-m-5816-lks2-fractions-working-wall-display-pack</p>	
<p>Term 2 Week 10 March 11-15th Position and Movement Problem solving (Weekly).</p>	<p>2Gp1 Follow and give instructions involving position, direction and movement.</p> <p>2Gp2 Recognise whole, half and quarter turns, both clockwise and anti-clockwise.</p> <p>2Gp3 Recognise that a right angle is a quarter turn</p>	<p>Giving directions: Hook- Display a basic map of neighbourhood with the streets and the Burj Al Arab and Aswaq. Ask students where they think the school is. Have a volunteer come a point to where they think it is. Then take suggestions for other landmarks to include.</p> <p>Explain that a friend of mine is at the Burj Al Arab now but is lost. How can we help him? Elicit that he needs directions and then brainstorm what words we would need to give directions.</p>	<p>Key vocabulary: Directions, left, right, right angle, turn, north, south, east, west, clockwise, anti-clockwise, whole/ quarter and half turns</p> <p>Directions grid http://kidsactivitiesblog.com/27772/map-game</p>	<p>Curriculum Modifications One week on each measure.</p> <p>Relate strongly to addition and subtraction</p>

<p>Mental Maths (Daily).</p>		<p>Discuss with the students key vocabulary left, right, forwards and backwards etc.</p> <p>Whole class game- Simon says to practice lefts and rights. Simon says put your left hand on your head. Simon says put your right hand behind your back. Simon says jump to steps forward on your left leg etc.</p> <p>Activity ideas for giving directions stations/ group or pair work.</p> <p>Class grid for giving instructions: Tape down a grid and students will have a direction sheet with directions to give their partner to get from one position on the grid to another</p> <ul style="list-style-type: none"> • Which direction game (on CF) • Do you know your left from right? • Obstacle game where you put a group of bollards and obstacles in the students path and one partner will be blindfolded and the other must give directions using how many steps forward, right/ left or backwards to get through the obstacles without hitting them. <p>Right angles and turns lesson</p> <p>Ask them if they know what an angle is? Discuss that we get angles where lines meet. Introduce the right angle gobbler and ask them to note that his mouth is the shape of a right angle.</p> <p>Critical thinking: Give them a challenge in pairs to use things on their tables to create right angles. Let them off and then take examples and discuss materials they choose to make angles and why they choose them (ruler/lollipop sticks/ pencils)</p>	<p>Which direction game on CF Do you know your left from right game on CF</p> <p>Cones, domes and blindfolds for obstacle game</p> <p>Online games http://www2.smarttutor.com/player/swf/Geometry_LocationsGrid_L3_V1_t4a.swf</p>	
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		<p>Then explain their second challenge: how many different ways can you make right angles using your body and working with a partner.</p> <p>Take photos as evidence to project on board next day.</p> <p>Using right angle monster or lollipop sticks or rulers, children will go outside on a right angle hunt. They will have one ipad per pair and will record right angles in real life by taking pictures.</p>		
<p>Term 2 Week 11 March 18-22nd PTC Mar 20th</p> <p>Position and Movement</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Gp1 Follow and give instructions involving position, direction and movement.</p> <p>2Gp2 Recognise whole, half and quarter turns, both clockwise and anti-clockwise.</p> <p>2Gp3 Recognise that a right angle is a quarter turn</p>	<p>Right angle turns</p> <p>Ask the children to do a full turn. Question? How many right angle turns do you think is in that full turn? Ask a volunteer to come and show what they think a right angle turn is. Encourage them to stand on a right angle on the mat. Model that it is from one line to the other in a right angle.</p> <p>Pair work: Give each group a large circle. Ask them to discuss where they would draw lines to make four right angles? On one side they will draw what they think.</p> <p>Guidance: Tell them to draw lines on the other side now to divide the circle into four equal pieces.</p> <p>pieces? How many right angles are there? Then encourage them to stand in the center and check how many right turns they will make to get back to where they were facing in the beginning.</p> <p>Independent task: giving and writing instructions using vocabulary quarter turn, half turn, full turn.</p>	<p>Angles and turns resources</p> <p>Right angle monster to explore right angles in the classroom and outside. https://www.tes.com/teaching-resource/the-right-angle-monster-6116065</p> <p>https://www.tes.com/teaching-resource/whole-half-and-quarter-turns-6325228</p> <p>https://www.tes.com/teaching-resource/using-90-degree-turns-on-a-map-directions-6319487</p> <p>Beebots to be programmed to go from one position to another. (Contact Seema for beebots)</p> <p>http://nrich.maths.org/5560</p>	<p>Cross Curricular Links</p> <p>PE- basketball, team positions and movement toward completing a pass/layup</p> <p>SS – where do you live? Who are the community helpers in your area?</p> <p>English – write clear instructions and recount events and experiences.</p>

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		<p>Differentiated lesson using beebots and giving directions on tes:</p> <p>https://www.tes.com/teaching-resource/year-3-identifying-right-angles-with-beebots-6432631</p>		
TERM 3				
<p>Term 3 Week 1-4 Measure</p> <p>Problem solving (Weekly).</p> <p>Mental Maths (Daily).</p>	<p>2Mi1 I can estimate, measure and compare lengths, weights and capacities using suitable uniform non-standard and standard units and appropriate measurement instruments. (week and a half)</p> <p>2Mi1l can compare lengths, weights and capacity using the standard unit: centimetre, metre, 100g, kilogram and litre. (ongoing through out the three weeks)</p>	<p>Week 7- mid of week 8 Length using non-standard units:</p> <p>Suggested breakdown of lessons: lessons 1,2,3- non standard units 4,5 – standard units cm, using rulers and measuring tape (station style lesson) 6,7- problem solving.</p> <p>Lesson 1 of the following week will be mental math test. Lesson 2, 3, 4 standard units- M and cm using meter stick and trundle wheel to measure greater lengths. Mental math down as a starter each day for 5-7 minutes and tested</p> <p>Discuss the word measurement. Have them talk partner- what pops into their heads when they hear the word. Discuss what we can measure.</p> <p>Explain the focus will be Length this week. Discuss what length is. Elicit it is a measure of how long, high wide, narrow and short something is. Ask them what we can use to measure length.</p>	<p>Week 7- mid of week 8 Length</p> <p>Non standard units: Children will rules copies to record estimates and actual results. Worksheets linked will be used as a model as to how to organise their pages.</p> <p>Posters for display: https://www.teacherspayteachers.com/Product/I-Can-Measure-Anchor-Charts-527905</p> <p>Paper clips, cubes, sugar cubes, crayons, dirhams, dominos and cubes, pasta, lollipop sticks, string etc.</p> <p>Use things around the room for measuring- books, copies, rulers, table, pencil cases etc.</p>	

		<p>Then explain that this week, we are going to imagine we have no rulers etc. We have to think of other objects we can use to compare and measure length. Discuss that we can use things around the class. Explain they have to be things we have a bunch of and that are of equal size.</p> <p>After making a list of non-standard units, discuss that before we start measuring, we must estimate. Explain what the word means and do whole class estimation together and model how to use non-standard units. Model where they record actual result and encourage them to find the difference between estimate and actual mentally.</p> <p>Then have them work in groups in stations to measure different things using non-standard units.</p> <ul style="list-style-type: none"> • Measure things around the classroom- books, pencil cases, table width, pencil, foot and hand print etc. • Measure ruler lines using non standard units • Task cards for non standard unit measure • Measure a friend- discuss what problem we will face using cubes, get suggestions for bigger non standard unit. Emphasise how we need to keep items straight when measuring. <p>Critical thinking- Why do you think the measurement of your shoe took fewer crayons than paper clips.</p> <p>They can do recording in their copybooks. Use visualizer to model how to line them to set them up.</p>	<p>Online picture cards for measuring with non standard units: https://www.teacherspayteachers.com/Product/Measure-the-Room-Math-Centre-271172 https://www.teacherspayteachers.com/Product/Valentine-Measurement-Math-Center-1046386</p> <p>Children choose a non standard unit and different things to measure: https://drive.google.com/file/d/0B_mieVEhjKG5ZTY5MjdkYjctOTg3Zi00NTc5LWFmODctNDNIYzU1NmNkNWZk/view</p> <p>Using pattern blocks: https://drive.google.com/file/d/0Bysy7oGhWSHwZWUyZjExYjQtNmFIYy00YmM1LWExMzctNDcwYThjNWY1ZmFi/view</p> <p>Using marshmallows: https://www.teacherspayteachers.com/Product/Marshmallow-Measurement-FREE-131212</p>	
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		<p>Then explore measuring the length of the classroom, doorway, from the doorway to the rail using bigger non standard units- their feet, books etc</p> <p>Standard units. Activities:</p> <p>Discuss the need for standard units of measure. Help the kids to see that while the non standard units are fun they are impractical for everyday use. Ask them why we need to measure length in real life? Get them to talk partners and discuss what kind of jobs would need to measure for their work- dressmaker, tailor, builder, carpenter etc.</p> <p>Introduce standard units- cm and M. Explain that a cm is the width of a nail. Ask them to make a list of things they think would be 1cm to check with their rulers later. Critical thinking, if 1 cm is the length of a small cube, how may cubes would fit across the length of your ruler?</p> <p>Make a list of tools that measure length. Tape, ruler metre sticks.</p> <p>Discuss the difference between measuring the width and the length of things.</p> <p>Model how to use a ruler.</p> <p>Activities- measure things like books, copies, erasers, and sharpeners, pencil case, lines, picture cards used in non standard lesson, monster measure activity,</p> <p>Encourage them to estimate first and then compare estimate with actual result and find the difference.</p> <p>Discuss the need for tools that are longer than the ruler.</p>	<p>Measure a friend activity- using bigger units like rulers, torches, paper plates etc. https://drive.google.com/file/d/0B_mieVEhjKG5NmMOODYyY2ItNDU4My00NzdILTg4ZGYtMTE2ODhiODg0Mjg5/view</p> <p>Measure the length and width of mats using hand and feet.</p> <p>Standard units:</p> <p>Rulers, measuring tape, meter stick, string cut into meter long pieces, trundle wheels (borrow from Year 3, need to be assembled a day before using.) Measure me: http://www.teachingace.com/wp-content/uploads/2015/03/Measuring-our-Bodies1.pdf</p> <p>Measure monster: (see Sarah for a copy) https://www.teacherspayteachers.com/Product/Measurement-Activities-Inches-Feet-Centimeters-and-Meters-507507</p> <p>Measurement task cards for stations/ challenge:</p>	
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		<p>Encourage students to choose tools and explain why they select certain tools for different measuring activities.</p> <p>Activity- measure me using measuring tape. Have students talk partners to select which toll would be best for measure me activity and why.</p> <p>Next lesson, introduce the Metre stick. Get students to estimate how many rulers fit in a metre and how many cm are in a metre using Mental Math, 25 cm x 5.</p> <p>Have the children go on a scavenger hunt around the room to identify things that are roughly a metre long. (have string cut to length of a metre)</p> <p>Have them measure the length and width of the class, corridor, pitch etc. using the metre stick. Critical thinking- how can we measure the width of the class with just one metre stick?</p> <p>Give students challenge questions: Compare and find the difference between the length of two things you measured. E,g The width of the classroom was 124 cm more/ less than the width of the mat.</p> <p>Introduce the trundle wheel for the last lesson with standard units. Discuss what they think it does. Place a meter stick on the floor and roll it along to model it clicks after 1 meter. Ask them where we might use this and why?</p> <p>Children will measure the length and width of the grass area, pathways etc. They will just record to the nearest M. Model how they will do this. Explain that in their teams they need to keep a tally of the number of times it clicks.</p>	<p>https://www.teacherspayteachers.com/Product/Measurement-216416</p> <p>Build a lego tower and measure</p>	
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		<p>HA will record answer and them convert to cm.</p> <p>Challenge: A can start to convert M to cm and cm to M to find the difference.</p> <p>Mid-week 8 – week 1 after spring break Weight:</p> <p><u>Suggested breakdown:</u> Lesson 5,6,7 of week 8 will be on non standard units and developing language associated with weight, comparing and estimated using non standard units and a balance.</p> <p>Week 1: Lesson 1,2,3,4 will be using standard units. Lesson 5,6 problem solving and lesson 7 mental Math.</p> <p>Non standard unit Activities:</p> <p>Discuss words we use linked with weight- heavy, light, lighter and heavier.</p> <p>Find something heavier than your pencil. How can we check it is heavier?</p> <p>Find something lighter than your copy. How can we check if its lighter?</p> <p>Find something that weighs the same as your pencil case. How can we test it? How will we know if they are equal?</p> <p>Critical thinking- How could we make our own balance? How could we use a can, play dough and a shoebox to create a balance? Allow students to work in groups to assemble a balance using given materials or this can be a station.</p>		
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		<p>Bag of objects, order them from the lightest to the heaviest and then check your prediction using balance and cubes/ other non standard units used in length.</p> <p>Critical thinking: Why did it only take 7 pencils to balance the cube and it took 31 paper clips? Have children write their explanation in their copies.</p> <p>Heavier than the rock/ apple: Kids predict which items on their table will be heavier/ lighter than their rock/apple.</p> <p>Make it balance: Make an object balance with a non standard unit of choice, cubes, pencils etc. First estimate how many it will take to make it balance. Have children explain what it means to make the scales balance.</p> <p>Which object is heavier: Kids use task cards and estimate which object will be heavier and will then test and record actual result.</p> <p>Standard units: Teacher will introduce standard units of measure to the class.</p> <p>Children will estimate, weight and compare prediction to actual result, using objects around the classroom to weigh.</p> <p>Week 2 Capacity</p> <p>Use the link under capacity resources to get ideas on how to introduce capacity.</p>	<p>Mid-week 8 – week 1 after spring break Weight: Children will do all estimating and record of results in their</p>	
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		<p>Use the PPT on the website. Create a scenario where the teacher is thirsty and show them three cups, one small one, one tall cup and one shorter but wider cup. Which cup would I use to get the most water?</p> <p>Then investigate the capacity of the taller versus the wider cup. Hear ideas on how we can check which holds more etc. Could we use non-standard units from length/ weight?</p> <p>Discuss that capacity means how much a container can hold.</p> <p>Use the different container collected to discuss which containers hold the most/ the least.</p> <p>Have the student take their water bottles and then find container that they think would hold more/ less. Have them compare their water bottle with a partner and then predict which has a greater capacity. Then discuss how they can test this using water or cubes</p> <p>For non standard stations have the students estimate, find the actual of different containers and then find the difference (how many more/ less) using:</p> <p>Water, cotton wool, cubes, sugar cubes, marshmallows, pattern blocks, dominoes, cheerios etc.</p> <p>Student record how many cups of water, cheerios it took to fill the different containers.</p> <p>Standard units: Use beakers, measuring jugs and a variety of different containers.</p>	<p>copies and will use worksheets as a model to help them organise their copies.</p> <p>Ideas to introduce measurement scroll down for weight- good questions, nice shoe box balance idea for kids to create their own balance.</p> <p>Estimating task cards for center:</p> <p>https://www.teacherspayteachers.com/Product/Non-Standard-Units-of-Measurement-Task-Cards-FREEBIE-691117</p> <p>Which weighs more activity- could be laminated for a station</p> <p>https://www.teacherspayteachers.com/Product/Which-Weighs-More-1080631</p> <p>How many cubes to balance – children can record prediction and result in copies. Use worksheet to project on board for students to line their copies.</p> <p>https://drive.google.com/file/d/0B3zplWUt7zh5YjZ6X2gxWWpaWkU/edit</p>	
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		<p>Have the children estimate how many 100ml jugs will fill a L container, how many L jugs will fill a large container etc.</p> <p>Problem solving: If it takes 5 cogs to fill this container, how many would it take to fill 4?</p>	<p>Mixed measurement games: https://www.teacherspayteachers.com/Product/Measurement-Games-Freebie-733573</p> <p>Standard units:</p> <p>Weighing scales with g and kg (The ones in the storeroom are too difficult for the children to read so get digital scales from Daisy in Science lab.)</p> <p>Interactive games to model how to read different types of scales: http://www.ictgames.com/weight.html</p>	
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			<p>Week 2 Capacity: You will need to get lots of different size containers from Science lab/ home, small plastic cups, and then Water, cotton wool, cubes, sugar cubes, marshmallows, pattern blocks, dominoes, cheerios etc</p> <p>Capacity resources:</p> <p>Good questions as starters, whole group investigation. http://www.kindergartenkindergarten.com/2012/07/math-problem-solving-measurement-capacity.html</p> <p>videos: https://www.youtube.com/watch?v=E4UC_StFhAk&list=PLkeLQieTmtHPKCLLIQ53u7Z0ICGwuPisU</p>	
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			<p>Resources to review all units of measure: https://www.tes.com/teaching-resource/units-of-measurement-powerpoint-3011627</p> <p>Task cards, which unit of measure: https://www.teacherspayteachers.com/Product/Choose-the-Best-Metric-Measurement-Task-Cards-247810</p> <p>https://www.teacherspayteachers.com/Product/Measurement-Match-Metric-360460</p> <p>https://www.teacherspayteachers.com/Product/Measurement-Match-Metric-360460</p> <p>Online games http://www.bbc.co.uk/skills/wise/game/ma23capa-game-taking-measures-capacity</p>	
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