Medium term Plans for Autumn Year 2

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
1	***Number and place value*** **Day 1:** Mark 2-digit numbers on a beaded line **Day 2**: Count in tens from 1- and 2-digit numbers **Day 3:** Estimate a quantity, then count in tens **Day 4:** Estimate a quantity, then count in tens **Day 5:** Perform place value additions and subtractions	**Day 1:** Starter – Count and read numbers to 100 **Day 2**: Starter – Say the number that is one more or one less **Day 3:** Starter – Pairs to 6 **Day 4:** Starter – Pairs to 7 **Day 5:** Starter – Pairs to 8	***Number and place value*** **Day 1:** Outcomes: 1. Locate 2-digt numbers on a beaded line. 2. Say which is more. 3. Say a number between neighbouring multiples of ten. **Day 2:** Outcomes: 1. Count in tens from a single-digit number marking jumps on a beaded line.. **Day 3:** Outcomes: 1. Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). **Day 4:** Outcomes: 1. Show 2-digit numbers on a bead string and write the place value addition (e.g. 26 = 20 + 6). **Day 5:** Outcomes: 1. Partition 2-digit numbers into multiples of ten and one. 2. Use place value to add and subtract (e.g. 30 + 4, 53 – 3).
2	***Addition and subtraction*** **Day 1:** Know pairs to 10, and then to 7, 8 and 9 **Day 2**: Know pairs to 10, and then to 20 **Day 3:** Know pairs to 20 **Day 4:** Add/subtract 10 using spider **Day 5:** Add/subtract 10 using coins	**Day 1:** Starter – Say one more or one less than any 2-digit number **Day 2**: Starter – Place value in 2-digit numbers **Day 3:** Starter – Pairs to 10 **Day 4:** Starter – Count in 10s from a single-digit number **Day 5:** Starter – Add/subtract 10	***Addition and subtraction*** **Day 1:** Outcomes: 1. Use the = sign to represent equality. 2. Understand how □ can represent an unknown. **Day 2:** Outcomes: 1. Partition 10 and 20 into pairs and write related addition and subtraction facts. **Day 3:** Outcomes: 1. Begin to know by heart pairs with a total of 20. **Day 4:** Outcomes: 1. Add and subtract 10 to/from 2-digit numbers by using counting in tens, not ones. **Day 5:** Outcomes: 1. Find 10p more/less than amounts up to 89p.

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3	***Money and Measures*** **Day 1:** Recognise coins; make amounts **Day 2**: Investigate amounts to be made using coins; use a system **Day 3:** Use coins to buy objects up to 20p and find change **Day 4:** Read time on digital/analogue clocks to nearest half of hour **Day 5:** Read time on digital/analogue clocks to nearest quarter of hour	**Day 1:** Starter – Paying amounts **Day 2**: Starter – Adding 3 numbers **Day 3:** Starter – Pairs to 10 **Day 4:** Starter – Time to ½ hour **Day 5:** Starter – ½s and ¼s	***Money and Measures*** **Day 1:** Outcomes: 1. Recognise all coins. 2. Add the values of 2 coins. **Day 2:** Outcomes: 1. Begin to use ordered lists to find all possibilities. **Day 3:** Outcomes: 1. Find the total of 2 times (total) less than 20p). 2. Find change from 20p. **Day 4:** Outcomes: 1. Read the time to the half hour on digital and analogue clocks. **Day 5:** Outcomes: 1. Read the time to the ¼ hour on analogue clocks. 2. Begin to identify time intervals.
4	***Measures and Shape*** **Day 1:** Measure using decimetre strips **Day 2**: Measure using centimetres; understand there are 10cm in a decimetre **Day 3:** Measure using rulers measured in centimetres and metres **Day 4:** Identify left and right; give accurate directions **Day 5:** Understand clockwise and anticlockwise turns and right angles as quarter turns	**Day 1:** Starter – Compare numbers to 30 **Day 2**: Starter – Count to 100 **Day 3:** Starter – Order numbers to 100 **Day 4:** Starter – Left and right **Day 5:** Starter – Follow directions	***Measures and Shape*** **Day 1:** Outcomes: 1. Use a uniform unit to measure to the length to the nearest unit. **Day 2:** Outcomes: 1. Measure length to the nearest centimetre. **Day 3:** Outcomes: 1. Choose from a range to estimate the lengths of objects. 2. Measure length to the nearest centimetre. **Day 4:** Outcomes: 1. Follow and give instructions involving position, direction and movement including left and right. **Day 5:** Outcomes: 1. Recognise whole, half and quarter turns, both clockwise and anticlockwise. 2. Recognise that a right angle is a quarter turn.

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5	***Addition and subtraction and Money*** **Day 1:** Use pairs to 10 to find amount to next ten **Day 2**: Use pairs to 10 to find the next ten **Day 3:** Use pairs to 10 to find how many to the next ten **Day 4:** Find change from 20p **Day 5:** Add and subtract 10, 11 and 20 in the context of money	**Day 1:** Starter – Pairs to 10 **Day 2**: Starter – Multiples of 10 **Day 3:** Starter – Next multiple of 10 **Day 4:** Starter – Pairs to 20 **Day 5:** Starter – Adding 10 and 11	***Place value*** **Day 1:** Outcomes: 1. Use pairs to 10 and the image of the 100 beaded string to find what needs to be added to a 2-digit number to make the next multiple of 10. **Day 2:** Outcomes: 1. Use pairs to 10 and the image of the 1-100 grid to find what needs to be added to a 2-digit number to make next multiple of 10. **Day 3:** Outcomes: 1. Use pairs to 10 to find what needs to be added to a 2-digit number to make next multiple of 10. **Day 4:** Outcomes: 1. Solve and write simple number stories involving money. **Day 5:** Outcomes: 1. Add and subtract 10, 11 and 20 in the context of money.
6	***Number and Fractions*** **Day 1:** Count in 10 s and 2s; spotting patterns **Day 2**: Count in 10s and begin to use multiplication **Day 3:** Recognise odd and even numbers **Day 4:** Find halves and quarters of shapes by folding **Day 5:** Find halves and quarters of shapes	**Day 1:** Starter – Count in 2s **Day 2**: Starter – Count in 10s **Day 3:** Starter – Count in 2s **Day 4:** Starter – Odds and evens **Day 5:** Starter – Doubles	***Number and Fractions*** **Day 1:** Outcomes: 1. Describe and continue patterns. 2. Count in 2s and 10s. 3. Recognise multiples of 2 and 10. **Day 2:** Outcomes: 1. Understand multiplication as repeated addition. 2. Count in 10s. **Day 3:** Outcomes: 1. Recognise odd and even numbers to at least 20. **Day 4:** Outcomes: 1. Find halves and quarters of shapes by folding. 2. Recognise which shapes are divided in halves/ quarters and which are not. **Day 5:** Outcomes: 1. Colour ¼ or ¾ of shapes.

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7	***Doubling and halving and Mental addition and subtraction*** **Day 1:** Find doubles to double 20 **Day 2**: Find doubles to double 20 & related halves **Day 3:** Find halves of even numbers using strips to help **Day 4:** Add 10, 11, 20 and 21 **Day 5:** Subtract 10, 11, 20 and 21	**Day 1:** Starter – Double 1-5 and halves **Day 2**: Starter – Double 1-10 and halves **Day 3:** Starter – Pairs to 6, 7, 8 and 9 **Day 4:** Starter – Count on and back in tens **Day 5:** Starter – Count on and back in tens	***Doubling and halving and Mental addition and subtraction*** **Day 1:** Outcomes: 1. Find doubles to double 20 using bead strings to help. **Day 2:** Outcomes: 1. Investigate which numbers to 30 can be halved (whole number answers), and find that these are even numbers. **Day 3:** Outcomes: 1. Use strips to halve even numbers and write the corresponding double. **Day 4:** Outcomes: 1. Add 10, 20, 11 and 21 to 2-digit numbers less than 80. **Day 5:** Outcomes: 1. Subtract 10, 20, 11 and 21 from 2-digit numbers.
8	***Shape and Data*** **Day 1:** Describe and recognise regular and irregular common 2D shapes **Day 2**: Describe, visualise and draw common 2D shapes **Day 3:** Make and describe polygons **Day 4:** Use Venn diagrams to sort **Day 5:** Use Carroll diagrams to sort	**Day 1:** Starter – 2D shape **Day 2**: Starter – Pattern **Day 3:** Starter – Recognise 2D shapes **Day 4:** Starter – Properties of shapes **Day 5:** Starter – Sorting coins	***Shape and Data*** **Day 1:** Outcomes: 1. Recognise pentagons, hexagons and octagons including those that are irregular. **Day 2:** Outcomes: 1. Recognise and draw pentagons, hexagons and octagons and describe their properties. **Day 3:** Outcomes: 1. Visualise, make, recognise and describe 2D shapes. **Day 4:** Outcomes: 1. Sort objects according to 2 criteria in a Venn diagram. **Day 5:** Outcomes: 1. Sort 2D shapes according to given criterion using Carroll diagram.

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9	***Addition and subtraction*** **Day 1:** Addition and subtraction facts for 20 **Day 2**: Work out what numbers symbols stand for; Use addition facts **Day 3:** Add and subtract single digit numbers, not crossing 10s, using number facts and patterns **Day 4:** Add a single digit to a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value **Day 5:** Subtract a single digit from a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value	**Day 1:** Starter – Pairs to 10 **Day 2**: Starter – Adding 3 numbers **Day 3:** Starter – Pairs to 20 **Day 4:** Starter – Complements to multiples of 10 **Day 5:** Starter – Subtraction facts for 10	***Addition and subtraction*** **Day 1:** 1. Find pairs to 20 and record the addition and subtraction fact. 2. Recognise/ use the inverse relation between addition and subtraction **Day 2:** 1. Recognise the use of a symbol such as ■ to represent an unknown. 2. Recognise/ use the inverse relation between addition and subtraction / **Day 3:** 1. Add single digit numbers to 2-digit numbers (not crossing a multiple of ten) 2. Subtract 1-digit numbers from 2-digit numbers (not crossing a multiple of ten) 3. Use number facts and patterns to add and subtract rather than counting on or back in ones. **Day 4:** 1. Add single digit numbers to 2-digit numbers 2. Use number bonds to 10 and place value to add rather than counting on in ones. **Day 5:** 1. Subtract 1-digit numbers from 2-digit numbers 2. Use number bonds to 10 and place value to subtract rather than counting back in ones.
10	***Addition and subtraction*** **Day 1:** Add and subtract 20, 30, 40, 50 to/from 2-digit numbers using the 1-100 grid **Day 2**: Add and subtract 20, 30, 40, 50 to/from 2-digit numbers using the beaded line **Day 3:** Add 11, 12, 13, 21, 22 and 23 **Day 4:** Add 11, 12, 13, 21, 22, 23, 31, 32, and 33 **Day 5:** Add and subtract 11 and 21	**Day 1:** Starter – Count on and back in 10s **Day 2**: Starter – Count on and back in 10s **Day 3:** Starter – 2 more/less than 2-digit numbers **Day 4:** Starter – Add 3 to 2-digit numbers **Day 5:** Starter – Add/subtract 20	***Addition and subtraction*** **Day 1:** Outcomes: 1. Add and subtract 20, 30, 40 and 50 to/from 2-digit numbers using a 1-100 grid. **Day 2:** Outcomes: 1. Add and subtract 20, 30, 40 and 50 to/from 2-digit numbers using a beaded line. **Day 3:** Outcomes: 1. Add 11 and 12 to 2-digit numbers using the 1-100 grid. **Day 4:** Outcomes: 1. Add 11, 12, 13, 21, 22, 23, 31, 32 and 33 to 2-digit numbers using the beaded line. **Day 5:** Outcomes: 1. Locate 4-digit numbers between multiples of 1000 on landmarked lines.

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11	***Mental addition*** **Day 1:** Add near multiples of 10 using a calculator; spot patterns **Day 2**: Add near multiples of 10 by adding a multiple of 10 and adjusting **Day 3:** Add near multiples of 10 **Day 4:** Revise adding 'ordinary' numbers (mostly ending in 1, 2, or 3) **Day 5:** Add an ordinary or nearly number and do the addition accordingly	**Day 1:** Starter – Count on and back in 10s **Day 2**: Starter – Add 20 **Day 3:** Starter – Count in 10s **Day 4:** Starter – Add 3 to two-digit numbers **Day 5:** Starter – Number facts	***Mental addition*** **Day 1:** Outcomes: 1. Add near multiples of 10 spotting patterns. **Day 2:** Outcomes: 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1. **Day 3:** Outcomes: 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1. **Day 4:** Outcomes: 1. Add a 2-digit number ending in 1, 2 or 3 by counting on in 10s then adding 1, 2 or 3. **Day 5:** Outcomes: 1. Add near multiples of 10 and numbers ending in 1, 2 or 3 choosing how to do so.

Title of topic – colour code (see below)

GREEN – Place Value or number
ORANGE – Addition or subtraction
PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)
GREY – Fractions or decimals or percentages or ratio
BLUE – shape or measures or data
BROWN – Algebra

The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings. However, some teachers may prefer to use textbooks as an additional source of practice. We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks. These are new books, written specifically to match the new National Curriculum. Any schools wishing to follow this up should go to this webpage:
http://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx