# Year 2 Spring 1

| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Maths Outcomes** | **Cross Curricular Links** | **Maths Outcomes** | **Cross Curricular Links** | **Maths Outcomes** | **Cross Curricular Links** | **Maths Outcomes** | **Cross Curricular Links** | **Maths Outcomes** | **Cross Curricular Links** | **Maths Outcomes** | **Cross Curricular Links** |
| compare and sort common 2-D and 3-D shapes and everyday objects | | compare and sort common 2-D and 3-D shapes and everyday objects | | recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value | | become fluent in counting and recognising coins. They read and say amounts of money confidently and | | recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including | | | |
| handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and | | handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and | | find different combinations of coins that equal the same amounts of money | | solve simple problems in a practical context involving addition and subtraction of money of the same | | calculate mathematical statements for multiplication and division within the multiplication tables and write | | | |
| identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, | | identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, | | solve simple problems in a practical context involving addition and subtraction of money of the same | | | | show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 | | | |
| read and write names for shapes that are appropriate for their word reading and spelling. | | read and write names for shapes that are appropriate for their word reading and spelling. | | | | | | solve problems involving multiplication and division, using materials, arrays, repeated addition, | | | |
| draw lines and shapes using a straight edge. | | draw lines and shapes using a straight edge. | | | | | | use a variety of language to describe multiplication and division | | | |