

TERM 5 OVERVIEW YEAR 2 – Maths

Term 5 Book(s) – Lila and the Secret of Rain

Topic(s) – Measurement: Length and Height Geometry: Position and Direction.		Guide Time = 4 weeks
Assessment:	White Rose end of block assessments Teacher judgements Weekly/fortnightly arithmetic tests and key skills tests Practice SATs	<p><u>Very Important Points (VIPs):</u></p> <p><u>Measure- Length and Height</u> -Rulers measure in centimetres (cm) -The end of the object you want to measure needs to be at '0' on the ruler. -To measure in non standard units, make the units the same length or height as the object, then count them.</p> <p><u>Fat Questions:</u> How can measuring be used in everyday life? What jobs involve measure? Why do we measure things? How do we measure something that isn't a regular shape?</p> <p><u>Geometry – Position and direction</u> -Clockwise and anti-clockwise is a way of indicating the direction of a turn. -Clockwise involves a turn to the right as it follows the hands of a clock. -Anti-clockwise involves a turn to the left, against the directions of a clock's hands. -A turn is a move in a circular direction around an axis or point. -A quarter turn is a right angle (90 degrees) -A right angle is a measure of a turn and is measured in degrees</p> <p><u>Fat Questions:</u></p>
Links to prior learning (sequencing) and canon book	<p><u>Measure</u> The children will have learnt to compare measurement by using language such as shorter than, longer than. Children will have measured practically with cubes and been introduced to cm on a ruler.</p> <p><u>Position and Direction</u> The children will have learnt to use positional and directional language- above, below, forwards, backwards and been introduced to the terms 'left' and 'right'.</p>	
Links to other learning (cross fertilisation)	<p>Links to PE will be made through Active Maths (AM) activities –Measuring the length of a jump/ball throw</p> <p>-Orienteering to encourage the use of positional and directional language.</p> <p>-Links made to Geography and map work- plotting a route on a map and using mathematical vocabulary such as right turn, half turn and so on.</p>	

Links to future learning	<p>The skills taught this half term will be applied to other units throughout the year- including scales and number lines. Children will be counting in 2s, 5s and 10s and will be introduced to counting in 3.</p> <p>Children will use what they have learnt about position and direction and apply this to their understanding of rotating and translating shapes.</p>	<p>When do we need to use directions? What can we use to help us to plan a route? Why do the hands of a clock turn right? What would happen if they turned left?</p>
Character/Wider Development ('50 things', cultural capital, skills)	<p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u> What is the distance to space/what is it comparable to? What are the largest and smallest things in the universe?</p> <p><u>The World Around Us:</u> How do we find our way from one place to another?</p> <p><u>Modern Britain:</u> Is direction helpful to us in everyday life? How?</p> <p><u>Healthy Bodies & Healthy Minds:</u> How can we use units of measure to stay fit and healthy? How far can we run –measure distance. Can we improve our distance?</p> <p><u>Culture:</u> Are all units of measurement used in all cultures?</p> <p><u>Technology in Action:</u> Why is it important for us to be able to work measure? What kind of things will we be measuring in 'real' life.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Measure- Height and Length (2 weeks)	<p>Measure the height of an object.</p> <p>Measure the length of an object.</p> <p>To measure using cm and m's.</p> <p>To compare lengths and heights.</p> <p>To use the greater, less than and equal symbols to compare.</p> <p>To choose the appropriate standard unit of measure.</p>	<p>To compare and order lengths and height. using the appropriate symbols- greater than, less than and equal to</p> <p>To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</p>	<p>measure height length ruler unit of measure centimetres metres taller shorter compare</p>	<p>GD: Children are introduced to a mixture of cm/m measurements. Children are asked to convert and understand that there are 100cm in a metre. 1m 32cm is 132cm.</p> <p>Children are to continue to access problem solving and reasoning questions, which require reasoning in their responses. Children continue to 'prove it' and use phrases 'I notice', 'I think' and 'I wonder'. 'I know this because'</p> <p>SEND:</p>	<p>Children may confuse with cm and m.</p> <p>Children may measure by putting the ruler in the wrong place and therefore need reminding to start at 0.</p> <p>Children may become confused with comparing height and length and not fully understand the terms taller than or shorter than or have fully grasped this from their learning in Y1.</p>	<p>See Y2 folder for slides and resources for 8 Lessons (2 key skills/arithmetic each week)</p> <p>Links to resources and folders</p> <p>White Rose Maths Trust Shared folder – Year 2 Classroom Secrets folder White Rose Maths folder</p>

	<p>To estimate the length or height of an object.</p>			<p>Activities are made more 'concrete' when appropriate and additional resources are used to support visual and kinaesthetic learning. Word banks and pictorial representations are to be given to support with the understanding of vocabulary (a picture of objects with shorter/longer next to them.)</p> <p>Children focus simple shapes and mastering the key facts about their shapes.</p> <p>Children complete a majority of fluency style questions and are introduced to problem solving as an oral group activity. Adults model how to verbally use the word 'because'.</p>		
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<p>Geometry- Position and direction.</p> <p>(2 Weeks)</p>	<p>Order objects in patterns and sequences.</p> <p>Complete patterns and sequences.</p> <p>To describe the position of something.</p> <p>To use appropriate vocabulary when describing (turn, right turn, left turn, quarter turn, half term, clockwise and anti clockwise)</p>	<p>Children will learn to:</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</p>	<p>forwards backwards left right north east south west quarter turn three quarter turn half turn full turn anti- clockwise clockwise</p>	<p>This unit requires hands on experience for all pupils. Concrete equipment should be used wherever possible and questions should be accompanied by pictures. Chn should be provided with practical opportunities to give directions-link to PE and outdoor activities.</p> <p>GD – pupils will make links to prior learning and notice how our knowledge of fractions helps us to describe position and direction (quarter turn/half turn and so on). Chn will begin to learn about angles and be introduced to what a right angle is- they may recognise this in shapes and bring in their learning from 2D shapes.</p>	<p>Children may confuse the terms anti clockwise and clockwise.</p> <p>Children may confuse their left and right and need reminding of how to remember this.</p> <p>Children may not have a secure enough understanding of fractions and be able to use this to grasp positional and directional language such as ‘a quarter turn’ and so on.</p>	<p>See Y2 folder for slides and resources for 8 lessons.</p> <p>Links to resources and folders</p> <p>White Rose Maths</p> <p>Trust Shared folder – Year 2 Classroom Secrets folder White Rose Maths folder</p>
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SEND - Pupils should play games and use concrete manipulatives to embed learning. Practical approach to learning should be used- physically walking a route and verbally using the language with prompts as support.

Context (big picture learning)

Mathematics is an important, creative discipline that helps us to understand and change the world. We want all of our children within the Pontefract Academies Trust to experience all that mathematics has to offer and to develop a sense of curiosity about the subject with a clear understanding. When they leave us, we want them to continue their love of maths and use it continuously and positively in their future lives.

We foster a positive 'growth mind-set' attitude and we promote the fact that we believe that all children can achieve in mathematics. We teach for secure and deep understanding of mathematical concepts through manageable, bespoke steps and cross fertilize at every opportunity. VIPs (Very Important Points) are implemented in every lesson to ensure knowledge and skills are revisited and retained over time.

We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated reasoning and problem-solving activities. At our school, the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways.

Resources

Trust shares > Primaries > Departments > KS1 > Planning Cycle B > Summer 1 > Maths > Year 2

Links to resource folders:

[White Rose](#)

[Classroom Secrets](#)

[Year 2 Skeleton Slides](#)