Yr 2 Spring scheme of work

Multiplication and Division	Statistics	Geometry- properties of shape	Number – fractions	Measurement: length and height
Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data. | **Consolidation**

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]

Compare and sort common 2-D and 3-D shapes and everyday objects. | Recognise, find, name and write fractions 1/ 3 , 1/ 4 , 2/ 4 and 3/ 4 of a length, shape, set of objects or quantity.

Write simple fractions for example, 1// 2 of 6 = 3 and recognise the equivalence of 2 /4 and 1 /2 . | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Compare and order lengths, mass, volume/capacit y and record the results using >, < and = |