Y2 medium-term immersion plan - learning sequence 1

Week	1	2	3	4	5	6	7	8	9	10	11	12
Number and place value	 count in link identify read an compare recognis partition identify, describe use place 	steps of 2, 3, a to counting coin one more, one la d write numbers e and order nur se the place val numbers in dif represent and and extend sim ce value and nu	and 5 from 0, ar as in denomination ess and 10 more s to at least 100 mbers from 0 up lue of each digi fferent ways (e. estimate numb ple sequences in umber facts to s	and in tens from ons of 2p, 5p an , 10 less than a p 0 in numerals a p to 100; use $<$ t in a two-digit g. 23 = 20 + 3 ers using differ twolving counting olve problems	any number, f d 10p given number and multiples o , > and = sign: number (tens, and $23 = 10 +$ ent representa g on or back in 2N6	forward and bac f ten in words e.g s 2N2b ones) including 13 or 10 + 10 + ations, including different steps	kward <i>to 100</i> thirty, forty recognising 0 3 = 23 the number) 2N1 etc. 2N2a as a place ho line 2N4	older 2N3			
Addition and subtraction	• use plac		 recall and multipl what m double add and suincluding: a two-d recognise number pre- 	use addition ar les of 10 with to nust be added to s for multiples of ubtract number ar digit number ar and use the inv oblems 2C3	ad subtraction tals up to 100 (o any two digit of 10 to 50 (if 4 s within 100 us ad ones includ ad tens (and reverse relations	facts to 20 fluen 50 + 20 = 70 or 70 number to make + 4 = 8 then 40 + sing concrete ob ing partitioning the clate to counting of thip between add	tly and derive 0 – 20 = 50) the next mult 40 = 80) jects, pictorian be ones numb on and back i r dition and sul	e and use re tiple of 10 e. al represent per when brid tens from a btraction an	elated facts to g. if 2 + 8 = 10 ations (inclue lging through ny number) d use this to	then 52 + _ = ding number multiples of 2C1b check calcu	a = 60 er line), and ten lations and m	mentally
Measurement			 show that a put the add 3 r recognise 2M3a find differe solve simp change 2 	addition of two a largest number numbers using st and use symbol nt combination le problems in M9	numbers can r first in order t trategies such a ols for pounds s of coins that a practical co	be done in any o to count on as reordering or lo (£) and pence (p equal the same ntext involving ac	order (comm ooking for pai o); combine a amounts of ddition and s	utative) and rs to make 1 amounts to r money 21 ubtraction o	subtraction of 2C9a make a partic W3b f money of the place for the	of one numb cular value (ne same unit	er from anoth no decimal i , including gi	ner cannot
Multiplication and division					 memorise 2C6 recognise begin to e addition u continue g facts 	e and renearse n e odd and even r explore the conc using concrete ol grouping and shar	numbers 20 ept of commo ojects and pi ing within pra	6 ctorial repre	en multiplying sentations 2 xts using 2, 5 a	i small numł 2 C9b and 10 multij	pers and rela	te to division
Fractions						 count in ½ up to 10 recognise, name and fractions 1/ 3/4 of a leng set of obje quantity 	s and $\frac{1}{4}$ s find, write $\frac{1}{4}$, $\frac{2}{4}$ and gth, shape, cts or 2F1a					
Measurement							 estimate lengths volume number - includ fraction choose standar and merany dire (kg/g); capacite nearest using returned thermoovessels begin te time - cand dra alack feet for the standard transmerant thermoovessels 	e, compare , mass, /capacity ar r and place e measures al value suc and use ap rd units to es easure lengt ection (m/cm) t appropriate ulers, scales meters and s 2M2 o tell and wr juarter past/ aw the hand	and order and link to value 2M1 with a h as 1 ½ kg propriate stimate h/height in h); mass e (°C); to the e unit, s, measuring ite the to the hour s on a			
							times a turns	nd link to ¼ , 2M4a	 ⅓ and ¾ use ma 	thematical v	rocabulary	



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 anti-clockwise) **2P2**

 use concept and language of angle to describe turn by applying rotations, including in practical contexts and using ICT

Y2 medium-term immersion plan - learning sequence 2

Week	1 2	3	4	5	6	7	8	9	10	11	12
Number and place value	 count in multiples of 2, 3 counts in intervals of 5 million understand the connection identify one more, one lease read and write numbers use <, > and = signs to derecognise the place value recognise the place value recognise 0 as a place for partition numbers in differentiation identify, represent and end number lines 2N4 	B, 5, from 0 and in inutes around the in between the x 1 iss and 10 more, 10 to at least 100 in compare number ue of each digit in holder erent ways (e.g. 2 estimate numbers	In tens from a clock, tallies to multiplicat D multiplicat D less than a g a numerals a from 0 - 1 a two-digit 23 = 20 + 3 as from 0 up to b	any number in tally char tion table ar given number and in words 00 2N2b number (tel and 23 = 10 to 100; usin	r forwards and ts, counting wind place value er s 2N2a ns, ones) 2N3 0 + 13 or 10 + g different rep	l backwards ith 2p, 5p and 3 10 + 3 = 23, resentations	to 100 <i>includir</i> 1 0p coins , including strue	ng 2N1	nment such as	s number tracks a	and
Addition and subtraction	 use place value and nur Continue to rehearse mental a recall and use addition a add and subtract number identify and derive co add 2 two-digit numbers partition and count o 	nber facts to solv and written calcula and subtraction fa ers within 100 usi pomplements to 10 using concrete o n in tens and ther	ve problems ation strategi acts to 20 flu ng concrete 0 objects and p ones to find	(e.g. 60 - □ ies from lear iently and d objects, pic pictorial rep I the total	(1 = 20) 2N6 rning sequence derive and use ctorial represe presentations	related facts ntations <i>(inc</i> 2C2	a to 100 2C1a Iuding number	i <i>lines),</i> and n	nentally inclu	ding: 2C1b	
	 partition to combine subtract 2 two-digit num partition and count o partition and count b recognise and use the ir solve simple 2-step prob quantities and measures show that addition of two 	tens, then ones ar bers using concr n in tens and ones ack in tens and on overse relationsh olems with additions and applying th o numbers can b	nd then totals rete objects a s to find the o nes to take av ip between a on and subtr eir increasin e done in an	s of tens and and pictoria difference way addition and raction using by knowledg by order (co	d ones e.g. 32 + I representation d subtraction a g concrete obj ge of mental a mmutative) ar	24 = 30 + 20 ons 2C2 and use this ects and pic nd written m od subtractio	+ 2 + 4 = 50 + 6 to check calcul torial represent ethods 2C4 n of one numb	= 56 lations and s tations, inclu er from anot	olve missing ding those in her cannot	number probler volving number 2 C9a	ns 2C3 ^{'S,}
Multiplication and division	•	rehearse and b calculate math multiplication show that mul using concrete solve problem methods, and	begin to recal hematical sta (x), division ltiplication of e objects an is involving r multiplicatic	Il multiplica atements fo (÷) and equ f two numbe d pictorial r multiplicatio on and divis	tion and divisi or multiplicatio uals (=) signs ers can be dor epresentation on and divisior ion facts, inclu	on facts for t n and divisio 2C7 ne in any ord s 2C9b n, using mate uding probler	ne 2, 5 and 10 n within the mu er (commutativ rials, arrays, re ns in practical	multiplicatio ultiplication ta ve) and divis epeated addi contexts 2	n tables 20 ables and wri ion of one nu ition, groupin C8	te them using the them using the them using the them using the	ne ≱r cannot ental
Fractions			• • •	count in ½ denomina recognise length, sh understan than 1 write simp	2 s and ¼ s up tor , find, name a ape, set of ob of that ¾ is a i le fractions fo	o to 10 and o nd write frac jects or quar non-unit frac r example, ¹	rder fractions with ions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ tity 2F1a ion as its number of 6 = 3 2F1	with the same and ³ / ₄ of a erator is mor b and recogn	e re nise		
Measurement				the equiva	alence of ² / ₄ ar naterials 2F	2 compare volume/c < and = choose a estimate direction (°C); cap appropria thermom tell and w quarter p a clock fa compare know the	tical contexts a and order leng apacity and red 2M1 nd use approp and measure I (m/cm); mass acity (litres/mI) te unit, using r acity (litres/mI) te unit, using r acity clitres/mI) te unit, using r acity (litres/mI) te unit, using r acity (litres/mI) te unit, using r acity clitres/mI) te unit, using r acity clitres/mI)	and using ths, mass, cord the resu riate standar ength/height (kg/g); tempo to the neare sulers, scales suring vesse o five minutes and draw th ese times 2 intervals of nutes in an h	ults using >, rd units to in any erature est s, els 2M2 s, including e hands on M4a time 2M4b our and the		
Geometry						number c	 f hours in a da sort and c everyday of their own identify an the numbe 2G2a identify an 	ay 2M4c ompare sets objects 2G1a d describe ther of sides ar d describe th	of common 2 a,b <i>using give</i> he properties hd line symmo he properties	2D and 3D shap on criterion and of 2-D shapes, etry in a vertical of 3-D shapes.	es and devising including l line including

the number of edges, vertices and faces **2G2b** identify 2-D shapes on the surface of 3-D shapes [e.g. a ٠ circle on a cylinder and a triangle on a pyramid] 2G3 order and arrange combinations of mathematical objects in ٠ patterns and sequences 2P1 • use simple scales (e.g. with intervals of 1, 2, 5 and 10), interpret and construct simple pictograms (where symbols show **Statistics** 1:1 correspondence and then 2:1), tally charts, block diagrams and tables 2S1 • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 2S2a • ask and answer questions about totalling and comparing categorical data 2S2b

Y2 medium-term immersion plan - learning sequence 3

Week		1	2	3	4	5	6	7	8	9	10	11	12
Geometry	•	identify shapes symme and der underst languag compar shapes	and describe , including the try in a vertica vising their own tanding of prop ge 2G2ab re and sort con and everyday	the properties number of sid l line <i>using giv</i> n <i>using increas</i> perties and ma nmon 2-D and objects 2G1a	of 2-D es and en criterion sing thematical 3-D b		 use dire stra turr thre 2P2 use app usi 	mathematical vection and move light line and dis and in terms of ee-quarter turns concept and la olying rotations, ng ICT	vocabulary to de ment, including stinguishing bet f right angles fo (clockwise and nguage of angle including in pra	escribe posi movement ween rotatio r quarter, ha anti-clockw e to describ ctical conte	tion, in a on as a alf and ise) e <i>turn by</i> xts and		
Number and place value	•	count ir forward - ide number - use pla number - incl - par 13 identify represe use pla	a steps of 2, 3, and backward ntify one more mber ce value in wh rs, sometimes luding recognis tition numbers or $10 + 10 + 3$, represent and entations, inclu ce value and r	4 and 5 from 6 d to 100 2N1 , one less and ole numbers u using <, > and sing 0 as a pla in different wa 2 = 23 d estimate num ding the numb	0, and in ten <i>10 more, 10</i> p to 100 to c l = signs corr <i>ce holder</i> <i>ays (e.g. 23</i> = nbers using c er line 2N o solve proble	s from any num less than a giv compare and or rectly 2N2b/3 = 20 + 3 and 23 different t ems 2N6	1ber, <i>ren</i> der 3 = 10 +						
Addition and subtraction			Continue to r recall ar including - iden - solve add and line), an - add - part - part - cour - cour - recognis problem - solve sin - use sam - apply inc	The hearse menta and use addition s: tify complement e missing numb subtract numb d mentally incl 2 two-digit num <i>ition and count</i> <i>ition to combin</i> tract 2 two-digit <i>to n in tens and</i> <i>back in tens a</i> <i>back in tens a</i> <i>back in tens a</i> <i>back in tens a</i> <i>con crete abje</i> <i>e unit (24p + 40</i> <i>creasing know</i>	I and written and subtract and subtract of the	calculation stra ction facts to 20 de bridging thro oncrete objects d then ones to f mes and then to sing concrete ob l the difference ake away 2C1 tionship betwee th addition and prial representa and give change thal and written	tegies from fluently a ugh 100 for and pictor ind the tot tals of ten jects and b/2C2 en additio subtractio tions, incle methods	n phases 1 and 2 and derive and u or addition) using ial representation al or s and ones e.g. 3 bictorial represen n and subtraction on: uding those invo 2C4	use related facts g concrete obje ns 2 + 24 = 30 + 20 ntations on and use this f olving numbers	s to 100 2 cts, pictoria + 2 + 4 = 50 + to check cal , quantities	C1a I representations a culations a and measu	ations (including Ind missing num Ires e.g . <i>use mon</i>	number ber hey of the
Measurement			• show the	 at addition of the recognise pence (pence (pence)) particular find different the same solve sime involving the same 	wo numbers e and use sy); combine a r value (no d rent combina e amounts of aple problem addition and e unit, includi	can be done in mbols for poun mounts to mak ecimal notation titions of coins t money 2M3I s in a practical subtraction of ng giving chang	any orde ds (£) and e a) 2M3a hat equal context money of ge 2M9	r (commutative)	 and subtractio compare record the choose al measure temperate appropria measurin tell and w the hour a times 2M compare know the hours in a 	n of one nur and order le e results usi nd use appr length/heigh ure (°C); cap te unit, usin g vessels 2 rite the time and draw the l4a and sequen number of r a day 2M40	mber from a engths, mas ng >, < and opriate sta nt in any dir bacity (litres g rulers, so 2M2 e to 5 minut e hands on ace intervals minutes in a	another cannot ss, volume/capac d = 2M1 ndard units to es rection (m/cm); n s/ml) to the near cales, thermomet res, including qua a clock face to s s of time 2M4b an hour and the n	2C9a city and stimate and nass (kg/g); est ters and arter past/to show these number of
Multiplication and division					 recall ar and eve recognis calculat using th solve pr and mu show th another 	nd use multiplic e and derive fac e mathematica e multiplication oblems involvin tiplication and at multiplication cannot 2C9	ation and tor pairs of statemen (x), divis ing multipli division fait of two n count fraction	division facts for f multiples in kn ints for multiplication ion (÷) and equa cation and division icts, including pro- umbers can be <i>t in ½ s and ¼ s</i> ions with the sar	or the 2, 5 and 1 own tables tion and divisio als (=) signs 2 ion, using mate roblems in cont done in any ord up to 10 and o me denominator	0 multiplica n within the C7 erials, arrays exts 2C8 er (commut	tion tables, multiplicati , repeated ative) and (, including recog ion tables and wi addition, mental division of one n	nising odd rite them methods, umber by
							 recog 1 2 1, 2 4, 1 0r qui 	nise, find, name and $\frac{3}{4}$ of a lengentity 2F1 2	e and write fract	tions $\frac{1}{3}$, of objects			

Fractions	 understand that ¾ is a non-unit fraction as its numerator is more than 1 write simple fractions for example, ¹/₂ of 6 = 3 2F1b recognise the equivalence of ²/₄ and ¹/₂ in
	practical contexts and using concrete materials 2F2