



	Unit	Key Points	Considerations
Spring	Unit 7: Time (2 weeks)	<ul style="list-style-type: none"> Tell the time on an analogue clock: quarter past, quarter to and five-minute intervals Calculate durations of time in minutes and seconds Sequence daily events Minutes in an hour and hours in a day 	<ul style="list-style-type: none"> This unit could be delivered remotely although pupils will require access to an analogue clock. There are interactive clocks that could be used if one is not available, for example, Topmarks teaching clock. There will need to be thought as to how this will be assessed. Content from Lesson 1-2 could be covered through Maths Meetings although Lesson 2 may need input around number of minutes in an hour with modelling on a clock. For Lesson 9 careful thought and modelling is required by 'thinking aloud' the steps and connecting to the analogue clock. This could either be live or recording over a PowerPoint.
	Unit 8: Fractions (2 weeks)	<ul style="list-style-type: none"> Part-whole relationships Fractions as part of a whole or a whole set Relate to division Equivalent fractions 	<ul style="list-style-type: none"> This unit explores fractions using the part-whole model and concrete representations, such as, cutting up shapes or quantities on a part-whole model. By ensuring that any presentations include a variety of representations and connections are made between them, this unit could be effectively taught remotely.
	Unit 9: Addition and subtraction of 2-digit numbers (2 weeks)	<ul style="list-style-type: none"> Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies 	<ul style="list-style-type: none"> How this unit is delivered should primarily depend on how confident pupils are with strategies, whether this is set as remote learning or held for face-to-face teaching. Pupils may have not adequately covered 'regrouping' from the summer term in Year 1 and so consideration is needed as to how this could be modelled. Teachers should consider the use of live modelling (or asynchronous recording) to ensure pupils understand regrouping as unitising ten ones into one stick with a value of ten and the reverse, one stick of ten being exchanged for ten ones.
	Unit 10: Money (2 weeks)	<ul style="list-style-type: none"> Recognise coins and notes Use £ and p accurately Add and subtract amounts Calculate change 	<ul style="list-style-type: none"> Knowledge of the coins and their respective values is key and something which may not have been adequately covered in Year 1 due to the previous lockdown. Revisiting the value of each coin may be needed before teaching this unit. Considerations around the representations being used to support understanding is required as coins are an abstract concept, for example, a 2 p coin is larger than a 5 p coin however 5 p is greater in value. This unit could be suitable for remote learning at home although consider if pupils have access to real coins or whether providing cut out images of coins would be beneficial.
	Unit 11: Face, shapes and patterns; lines and turns (3 weeks)	<ul style="list-style-type: none"> Explore, sort and describe 2-D shapes Lines of symmetry in 2-D shapes Identify 2-D shapes on 3-D shapes Compare and sort 2-D and 3-D shapes Use language to describe position, direction and rotation to follow a route 	<ul style="list-style-type: none"> This unit is suitable for remote learning with plenty of opportunities for pupils to explore 2-D and 3-D shape in their home environment along with using language to describe position, direction and rotation creating routes at home from room to room. Many elements of this unit, such as, properties of shape or comparing and sorting shapes could also be re-purposed or consolidated during Maths Meetings.





	Unit	Key Points	Considerations
Summer	Unit 12: Numbers within 1000 (1 week)	<ul style="list-style-type: none"> Represent number in different ways Compare using symbols Read scales 	<ul style="list-style-type: none"> This unit was primarily placed here to support pupils with reading scales in advance of the next two measure units. If adapting this unit for home-learning, consider the knock-on effects on the following two measures units.
	Unit 13: Measures: Capacity and volume (2 weeks)	<ul style="list-style-type: none"> Read and measure temperature Estimate, measure and understand litres and millilitres Compare and order capacities 	<ul style="list-style-type: none"> This unit is suited to remote learning as pupils can practically explore capacity and volume at home. Encourage a reasoning focus using the correct vocabulary to explain and justify their estimations for the capacity of individual containers. Lesson 4, 5 and 9 involve modelling with bar models and teachers should consider the use of live modelling (or asynchronous recording) to ensure bar models are drawn live or created with the pupils modelling the thinking and reasoning out loud.
	Unit 14: Measures: Mass (1 week)	<ul style="list-style-type: none"> Weigh and compare masses in kilograms and grams 	<ul style="list-style-type: none"> This unit is best when practical and so could be great for learning at home. Ideally, this will involve pupils physically comparing objects, reading scales and making connections by getting a feel for objects and their mass. Pupils may have access to scales, however, this cannot be relied upon. The focus, therefore, may have to be on the accurate reading of scales using images. Lesson 4 and potentially 5 involves using bar models to aid understanding of problems. Teachers should consider the use of live modelling (or asynchronous recording) to ensure bar models are drawn live or created with the pupils modelling the thinking and reasoning out loud.
	Unit 15: Exploring calculation strategies (2 weeks)	<ul style="list-style-type: none"> Apply addition and subtraction strategies to solve equations Illustrate and explain addition and subtraction using column method 	<ul style="list-style-type: none"> This unit provides consolidated strategies learnt across Year 2. Depending on pupils' experiences with strategies, more time may need to be spent consolidating strategies. Delivery of this unit should focus on pupils reasoning, justifying the strategies they are using and why the bar model they have created represents the word problem. Teachers should make connections between pupils' representations and the strategies used. When exploring column method during Lesson 5-8, teaching should use multiple representations and make connections made between them, for example, connect Dienes on a place value chart and the abstract algorithm. Can pupils draw Dienes on a place value chart alongside their written algorithm? How will pupils share their jottings if learning at home?
	Unit 16: Multiplication and division: 3 and 4 (3 weeks)	<ul style="list-style-type: none"> Multiplication and division facts for 3 and 4 Relate 4 times table to doubling the 2 times tables Describe, interpret and represent using arrays and bar models Recognise inverse relationship 	<ul style="list-style-type: none"> This is an important unit for development of times tables knowledge which is built on in Year 3. It can be taught remotely however there will need to be careful thought as to how representations and models are used and demonstrated to pupils, including the use of bar models ensuring these are created with pupils using either live or pre-recorded steps, modelling the thinking and reasoning out loud. Emphasis should be placed upon the connections between the representations, drawing attention to the relationship that exists between multiplication and division. Consideration is needed as to how to promote and develop reasoning and exploration so as to deepen pupils understanding.

