**Maths Medium Term Planning**

**Year Two**

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| **WR Block: Money** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Recognise and use symbols for pounds and pence, combine amounts to make a particular value. * Find different combinations of coins that equal the same amount of money. * Solve simple problems in practical context involving addition and subtraction of money of the same units, including giving change. | * Count money – pence * Count money – pounds (notes and coins) * Count money – pounds and pence * Choose notes and coins * Make the same amount * Compare amounts of money * Calculate with money * Make a pound * Find change * Two-step problems | **Y1**   * Recognise and know the value of different denominations of coins and notes. | **Y3**   * Add and subtract amounts of money to give change, using both pounds and pence in practical contexts. |
| **Key Vocabulary**  **New Vocabulary:**  Bought, sold | **Key Vocabulary:**  **Previous Year Group:**  Change, dear, costs more, cheap, costs less, cheaper, costs the same as  how much ...? how many ...?  total | **Stem Sentences**  There are \_\_\_ \_\_\_p coins. The total value of the coins is \_\_\_.  There are \_\_\_\_ coins and \_\_\_ notes. The total value is \_\_\_.  One \_\_\_ pound note is worth \_\_\_ pound coins.  \_\_\_ pounds + \_\_\_ pounds = \_\_\_ pounds.  \_\_\_\_ pence + \_\_\_\_ pence = \_\_\_\_\_.  The difference between \_\_\_\_ and \_\_\_\_ is \_\_\_\_. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |