Inspire Maths 2 Long-term Plan

Unit title	Key concepts
1 Numbers to 1000	
Counting	• Counting numbers up to 1000 by using concrete representations • Strategies for counting in ones, tens and hundreds
Place value	• Each digit of a number has its own value
Comparing numbers within 1000	• Identify the place and value of the digits of corresponding numbers and then compare
Order and pattern	• Numbers are said to form a pattern when they are arranged in a systematic order. To find the next number in a pattern, we add or subtract a certain fixed number
2 Addition and Subtraction within 1000	
Simple addition within 1000	• The 'adding on' concept is related to calculation in addition • The digit at each place has its own value
Simple subtraction within 1000	• The 'taking away' concept is related to calculation in subtraction • The digit at each place has its own value
Addition with regrouping the ones	• The regrouping concept in addition
Addition with regrouping the tens	
Addition with regrouping the tens and ones	
Subtraction with regrouping the tens and ones	• The regrouping concept in subtraction
Subtraction with regrouping the hundreds and tens	• Regrouping in hundreds and tens in subtraction
Subtraction with regrouping the hundreds, tens and ones	• Regrouping in hundreds, tens and ones in subtraction
Subtraction with numbers that have zeros	• Regrouping involving zeros in hundreds to tens and tens to ones
Practice Book – Review 1	
Assessment Book – Test 1	
3 Using Models: Addition and Subtraction	
Simple word problems (1)	• Using models to find the whole from two or more parts • Using models to find a part of a whole
Simple word problems (2)	• Using models to make a whole by joining one or more parts to another • Using models to show when one or more sets are taken away
Simple word problems (3)	• The 'comparing' concept can be represented by models

Unit title	Key concepts
Two-step word problems	• Using model drawings to represent various concepts in addition and subtraction when solving problems
4 Multiplication and Division	
How to multiply	• Multiplication is conceptualised as multiplying a fixed number of objects by a certain number of times. The fixed number of objects refers to the number of objects in a group. The number of groups refers to the number of times it is multiplied
How to divide	• Division is conceptualised as sharing or dividing a set of items into equal groups so that each group has the same number of items
Practice Book – Review 2	
Assessment Book – Test 2, Challenging Problems 1, Check-up 1	
5 Multiplying by 2 and 3	
Multiplying by 2: skip-counting	• Multiplication is interpreted as repeated addition and as groups of items
Multiplying by 2: using dot paper	• The 'relating facts' concept can be used to find a more difficult multiplication fact using dot paper
Multiplying by 3: skip-counting	• Multiplication is interpreted as repeated addition and as groups of items
Multiplying by 3: using dot paper	• The 'relating facts' concept can be used to find a more difficult multiplication fact using dot paper
Division	• Division is the inverse of multiplication
6 Multiplying by 4, 5 and 10	
Multiplying by 4: skip-counting	• Multiplication is conceptualised as repeated addition, groups of items, or multiplying
Multiplying by 4: using dot paper	• The 'group and number of items in each group' concept is applied
Multiplying by 5: skip-counting	• Multiplication is conceptualised as groups of items and as sequential numbers in the 'skip-counting' strategy
Multiplying by 5: using dot paper	• The 'group and number of items in each group' concept is applied
Multiplying by 10: skip-counting and using dot paper	• Multiplication is interpreted as groups of items and as sequential numbers in the 'skip-counting' strategy
Division	• Division is conceptualised as the inverse of multiplication and as the equal sharing of items
Practice Book – Review 3	
Assessment Book – Test 3	

7 Using Models: Multiplication and Division	
Multiplication	• Multiplication is conceptualised as the total number of items, given groups of items
Division	• Division is conceptualised as sharing or dividing a set of items into equal groups so that each group has the same number of items
8 Length	
Measuring in metres	• Length is a concept of measurement to determine how long or short an object is • The metre (m) is a unit of measurement for length
Comparing lengths in metres	• The metre is a medium for measuring and comparing
Measuring in centimetres	• Length is a concept of measurement to determine how long or short an object is • The centimetre (cm) is a unit of measurement for length
Comparing lengths in centimetres	• The centimetre is used to measure and compare the lengths of two or more objects
Addition and subtraction of length	• The 'addition' and 'subtraction of numbers' concepts and techniques are applied in this section
Multiplication and division of length	• The 'multiplication' and 'division' concepts in numbers are applied in this section
9 Mass	
Measuring in kilograms	• The kilogram (kg) is a unit of measurement for mass
Comparing masses in kilograms	• The kilogram (kg) is used as a medium to find the masses of objects and compare masses
Measuring in grams	• The gram (g) is a unit of measurement for mass
Comparing masses in grams	• An object can be heavier or lighter than another based on the masses of the two objects
Addition and subtraction of mass	• The process of addition and subtraction of mass is similar to addition and subtraction of whole numbers
Multiplication and division of mass	• Pupils can use concepts in multiplication and division to solve multiplication and division problems
Practice Book – Revision 1	
Assessment Book – Test 4, Challenging Problems 2, Check-up 2	
10 Mental Calculations	
Mental addition	• Using number bonds in mental addition
Mental subtraction	• Using number bonds in mental subtraction

11 Money	
Counting pounds and pence	• The dot separates the pounds from the pence
Changing pounds and pence	• £1 = 100p • When changing pence to pounds, use the dot to separate the pounds from the pence • When changing pounds to pence, remove the dot from the pounds
Comparing amounts of money	• Comparing amounts of money by comparing the pounds followed by the pence
Word problems	• Solving one-step or two-step word problems involving money using addition and subtraction • Solving one-step or two-step word problems involving money using multiplication and division
Practice Book – Review 4	
Assessment Book – Test 5	
12 Fractions	
Understanding fractions	• Fractions make up equal parts of a whole. Conversely, unequal parts are not fractions of a whole • The symbol $\frac{1}{2}$ represents 1 out of 2 parts • $\frac{2}{2}$ is a whole
More fractions	• Using modelling as a concept to represent fraction contexts
Comparing and ordering fractions	• Quantifying and comparing fractions
Adding and subtracting like fractions	• Quantifying, adding and subtracting fractions
Solving word problems	• Applying the 'adding on', 'taking away', 'part-whole' and comparing concepts in solving word problems involving fractions
13 Time	
The minute hand	• The minute is a measure of time • The minute hand of the clock is used to indicate the time in minutes
Reading and writing the time	• Hours and minutes are measures of time
Learning a.m. and p.m.	• Time is told in a.m. and p.m. • 'a.m.' is used for time after 12 midnight to just before 12 noon • 'p.m.' is used for time after 12 noon to just before 12 midnight
Time taken in hours and minutes	• 'Hour' is written as h and 'minutes' is written as mins • Time taken between two given times is measured in h and mins
Practice Book – Review 5	
Assessment Book – Test 6, Challenging Problems 3, Check-up 3	

14 Volume	
Getting to know volume	• The capacity of a container is the amount of space it can hold • The volume of a container is the amount of space it contains
Measuring in litres	• The litre (ℓ) is a unit of measurement for volume
Addition and subtraction of volumes	• Volume in litres can be added and subtracted like whole numbers
Multiplication and division of volumes	• Volume in litres can be multiplied and divided like whole numbers
15 Graphs	
Reading picture graphs	• Picture graphs represented by symbols can be compared and interpreted
Making picture graphs	• Picture graphs can be made using different symbols and scales
More graphs	• Interpreting picture graphs to solve problems
Practice Book – Review 6	
Assessment Book – Test 7	
16 Lines and Surfaces	
Straight lines and curves	• Represent lengths with straight lines • Interpret straight lines with given lengths
Flat surfaces	• Identifying flat surfaces and curved surfaces
17 Shapes and Patterns	
2D shapes	• Identifying semicircles and quarter circles
3D shapes	• Shapes can be visualised as 3D shapes
Making patterns	• Patterns are made by repeating sequences
Practice Book – Revision 2	
Assessment Book – Test 8, Challenging Problems 4, Check-up 4	