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|  | **Week 1** | **Week 2** | **Week 3** | **Week** | | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** | **Week 15** | **Week 16** |
| **Autumn** | **Place value** | | | **Number: Addition and subtraction** | | | | | |  | **Measurement:**  **Money** | | **Multiplication and division** | | | | |
| **Spring** | **Multiplication & Division** | | **Statistics** | | **Geometry:**  **Properties of shape** | | |  | **Fractions** | | | | |  | | | |
| **Summer** | **Measurement:**  **Length and height** | | **Position & Direction** | | **Consolidation/**  **Problem solving** | |  | | **Consolidation/**  **Problem solving** | **Measurement: Time** | | **Measurement:**  **Mass, capacity and temperature.** | | | |  | |



**Year 2 – Yearly Overview**

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| **Autumn** | **Spring** | **Summer** |
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| **Number – Place Value**  Count forwards and backwards – 20, 50, 100  Count objects up to 100.  Read and write numbers to at least 100 in numerals and in words.  Recognise the place value of each digit in a two digit number (tens, ones)  Identify, represent and estimate numbers using different representations including the number line.  Compare and order numbers from 0 up to 100; use <, > and = signs.  Use place value and number facts to solve problems.  Count in 2’s, 5,s , 10’s and 3’s | **Multiplication and division**  Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.  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.  **Statistics**  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.  **Fractions**    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. | **Position & Direction**    Order and arrange combinations of mathematical objects in patterns and sequences  Use mathematical vocabulary to describe position, direction 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).  **Time**  Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.  Compare and sequence intervals of time.  **Measurement**  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/capacity and record the results using >, < and = |
| **Addition & Subtraction**  Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.  Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.  Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.  Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.  Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | **Shape**    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. |  |
| **Measurement money**  recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value  find different combinations of coins that equal the same amounts of money  solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |  |
| **Multiplication & Division**  solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher |  |  |

**Each of the following objectives will be covered multiple times throughout the year within other curriculum areas, through homework and through morning tasks.**

* Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)
* Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)
* Recognise and know the value of different denominations of coins and notes.
* Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
* Measure and begin to record time (hours, minutes, seconds)
* Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
* Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
* 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.
* 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/capacity and record the results using >, < and =

Each item listed below should be covered a **MINIMUM** of once per half term. This may be through homework or a morning task. When this has been covered, please highlight or tick off. This table will ensure that key concepts are covered a minimum of 6 times a year and will ensure that it becomes stuck in long-term memory.

Using your own professional judgement, you should fill other pieces of homework and morning tasks with the number work from the curriculum that you feel your children need to revisit.

Times tables/daily counting MUST be done daily and at various points throughout EVERY DAY the children need to read the time and talk about time periods before other lessons etc. They also need to recognise key times within the school day (What time break time starts and ends and lunch time)

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| **Daily routines** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Telling the time  (o clock, Quarter past, quarter to, half past, to the nearest 5 minutes)  Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. | Given a number, identify one more or one less.  Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Count in multiples of twos, fives and tens.  Number bonds to 10  Number bonds to 20  Name 2d shapes  Name 3d shapes  Interpret tally charts  Interpret tables  Interpret block graphs  Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. | Given a number, identify one more or one less.  Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Count in multiples of twos, fives and tens.  Number bonds to 10  Number bonds to 20  Name 2d shapes  Name 3d shapes  Interpret tally charts  Interpret tables  Interpret block graphs  Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. | Given a number, identify one more or one less.  Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Count in multiples of twos, fives and tens.  Number bonds to 10  Number bonds to 20  Name 2d shapes  Name 3d shapes  Interpret tally charts  Interpret tables  Interpret block graphs  Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. | Given a number, identify one more or one less.  Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Count in multiples of twos, fives and tens.  Number bonds to 10  Number bonds to 20  Name 2d shapes  Name 3d shapes  Interpret tally charts  Interpret tables  Interpret block graphs  Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. | Given a number, identify one more or one less.  Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Count in multiples of twos, fives and tens.  Number bonds to 10  Number bonds to 20  Name 2d shapes  Name 3d shapes  Interpret tally charts  Interpret tables  Interpret block graphs  Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. | Given a number, identify one more or one less.  Recognise, find and name a half as one of two equal parts of an object, shape or quantity.  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  Count in multiples of twos, fives and tens.  Number bonds to 10  Number bonds to 20  Name 2d shapes  Name 3d shapes  Interpret tally charts  Interpret tables  Interpret block graphs  Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. |