Bradley Primary School Maths Curriculum 2022-2023

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<tr><th>Year 2</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th></tr>
<tr><td>Autumn 1</td><td colspan="7">Place Value</td></tr>
<tr><td></td><td colspan="7">• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
• 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.
• Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13).
• Compare and order numbers from 0 up to 100; use <, > and = signs.
• Describe and extend simple sequences involving counting on or back in different steps.
Use place value and number facts to solve problems.</td></tr>
<tr><td>Autumn 2</td><td colspan="7">Addition and Subtraction</td></tr>
<tr><td></td><td colspan="7">• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (bonds totalling 5, 10 and 20).
• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting).
• Select a mental strategy appropriate for the numbers involved in the calculation.
• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
• Understand subtraction as take away and difference (how many more, how many less/fewer).
• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (bonds totalling 5, 10 and 20).
• Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes). (GD)
• 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.
• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
• Solve problems with addition and subtraction including with missing numbers:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- applying their increasing knowledge of mental and written methods.
• Find 1 or 10 more or less than a given number.</td></tr>
<tr><td>Spring 1</td><td colspan="2">Addition and Subtraction</td><td colspan="2">Multiplication and Division</td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2">• 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.
• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
• Solve problems with addition and subtraction including with missing numbers:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- applying their increasing knowledge of mental and written methods.</td><td colspan="2">▪ Understand multiplication as repeated addition.
▪ Understand division as sharing and grouping and that a division calculation can have a remainder.
▪ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
▪ Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).
▪ Derive and use halves of simple two-digit even numbers (numbers in which the tens are even).
▪ Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
▪ Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</td><td colspan="2"></td></tr>
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	Time		*Money*	
	• Read the time on a clock to the nearest 15 minutes • Read the time on a clock to the nearest 5 minutes		• Use different coins to make the same amount	
Spring 2	Multiplication and Division	Fractions		
		• *Understand and use the terms numerator and denominator.* • *Understand that a fraction can describe part of a set.* • *Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.* • Recognise, find, name and write fractions 1/3 , ¼ , 2/4 , ¾ of a length, shape, set of objects or quantity. • Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½. • *Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$.*	
	Shape			
	• Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.			
Summer 1	Measurement		Statistics	
	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (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 =.		• Compare and sort *objects, numbers and* common 2-D and 3-D shapes and everyday objects. • 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.	
Summer 2	**Time**	**Shape**	**Geometry**	
	• Compare and sequence intervals of 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. • Know the number of minutes in an hour and the number of hours in a day.	• 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].	• Order/arrange combinations of mathematical objects in patterns/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).	