



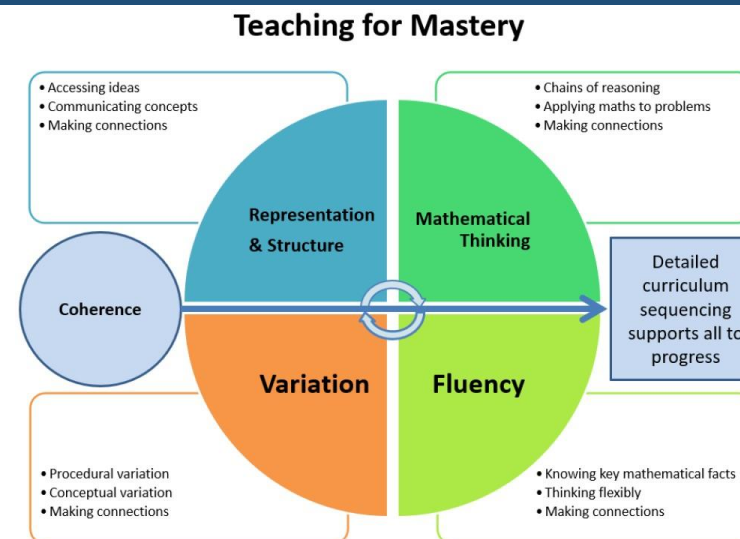
Devonshire Primary Academy

Year 2 Mathematics Long Term Plan 2026-2027



The Five Big Ideas of Teaching for Mastery

Coherence - small connected steps build deep understanding.
 Representation and Structure - manipulatives and images expose the maths.
 Mathematical Thinking - pupils explain, reason and justify.
 Fluency - secure recall and flexible, efficient strategies.
 Variation - careful examples draw attention to key concepts.



Shape Thread Through Year 2

Shape is revisited through spatial representations in place value, arrays and bar models; explicitly taught in Unit 7; applied through fractions of shapes, clock turns, position and direction, and measures using real 3-D containers, objects and rulers/metre sticks.

Mapping: U1 number lines/place value structure; U5-6 arrays/equal groups; U7 explicit shape; U10 fractions of shapes; U11 clock turns; U12 position and rotation; U14 measuring length/height and 3-D containers.

Fluency Thread Through Year 2

Fluency is developed through daily retrieval, number composition, number bonds, mental strategies, varied contexts and repeated opportunities to reason. In line with the curriculum review, Year 2 prioritises deep KS1 number security before KS2 and applies this through money, fractions, time, measure and statistics.

Mapping: U1 place value/counting; U2-3 facts within 10/20; U4 and U8 2-digit calculation; U5-6 and U13 2, 5 and 10 multiplication/division; U9-U14 application through money, fractions, time and measure; U15 statistics.

Created using; Curriculum Review, Maths Progression Document, National Curriculum, Whole School NCETM Overview and Year 2 Curriculum Overview.

Year 2 disciplinary knowledge and reasoning

These six recurring statements describe how pupils work mathematically. Revisit them in every unit. The selected buttons identify explicit teaching opportunities; other reasoning processes remain available throughout each lesson.

Build on Year 1 by linking representations, explaining choices and checking in another way with growing independence.

ing process	Year group statement
ent	I can represent an idea in different ways and describe what each shows.
patterns and connect	I can spot patterns and connect new ideas to what I know.
and justify	I can explain and justify my answer using mathematical language.
efficient strategies	I can compare ways of working and choose a helpful strategy.
and solve problems	I can use known facts to solve problems.
and refine	I can check my answer another way and correct mistakes.

Existing year group buttons

Justify a claim using a model, known facts or an argument.	Show the same idea another way and connect the representations.	Identify similarities and differences; compare possible strategies.	Connect this idea to previous learning and related facts.
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Teach the processes through modelling, dialogue and supported practice. Pupils may explain through speech, actions, objects, drawings or communication aids. Encourage perseverance and a willingness to revise an approach.

Autumn Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Autumn 1 Unit 1 - Numbers 10-100	Count, read, write, represent, compare and order numbers to 100; recognise tens and ones and count in steps of 2, 3, 5 and 10.	Two-digit numbers are composed of tens and ones. Numbers can be represented, partitioned, estimated and ordered using objects, numerals, words and number lines.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT represent, partition, compare and order numbers from 10 to 100.	Small steps: make groups of ten; dual count tens and ones; partition and recombine; estimate on number lines; compare and order numbers. NCETM Link Oak 1 , Oak 2 , Oak 3	Y1 counting within 100; teen numbers as ten and ones; one more and one less; counting in 2s, 5s and 10s.	Perseverance, collaboration and precise mathematical talk.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

I can spot patterns and connect new ideas to what I know.

I can explain and justify my answer using mathematical language.

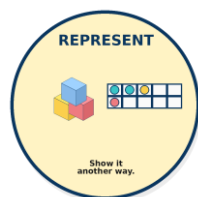
I can compare ways of working and choose a helpful strategy.

I can use known facts to solve problems.

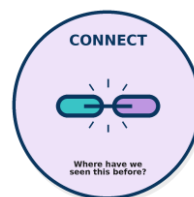
I can check my answer another way and correct mistakes.

Vocab	Multiple, expression, dual counting, digit, unitising, two-digit number, previous.
Previous Knowledge Needed	Secure Y1 counting to and across 100; recognising and writing numbers to 20; comparing quantities; using number lines and practical resources.

Explicit reasoning buttons and unit prompts



REPRESENT Show the same two-digit number in different ways and connect them.



CONNECT How do tens and ones help you explain the counting pattern?

Autumn Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Autumn 2 Unit 2 - Calculations within 20	Recall and use addition and subtraction facts within 20 and solve calculations using efficient strategies, including bridging 10.	Addition and subtraction facts are connected. Calculations within 20 can be solved using number bonds, known facts, bridging 10 and inverse relationships.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT calculate accurately and efficiently within 20.	Small steps: secure bonds to 10; bridge through 10; use fact families; solve missing-number calculations; explain strategies. NCETM Link Oak 4 , Oak 5	Number bonds to 10; Y1 addition and subtraction within 10 and 20; part-whole models.	Confidence, resilience and valuing different strategies.

Recurring disciplinary statements

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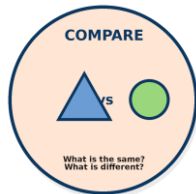
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I can use known facts to solve problems.

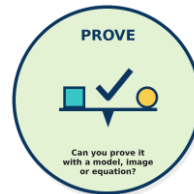
I can check my answer another way and correct mistakes.

Vocab	Addends, bridging 10, pictogram, bar chart, interpret.
Previous Knowledge Needed	Y1 additive structures, number bonds within 10 and 20, counting on and back with practical resources.

Explicit reasoning buttons and unit prompts



COMPARE Which strategy makes this calculation easier?
Explain your choice.



PROVE Show why your answer across 10 is correct.

Autumn Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Autumn 2 Unit 3 - Fluently add and subtract within 10	Recall and apply addition and subtraction facts within 10 automatically and use them to reason about related facts.	Facts within 10 can be recalled, derived and checked using doubles, near doubles, complements and inverse facts.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT recall and use addition and subtraction facts within 10 fluently.	Small steps: practise quick recall; regroup; use doubles and near doubles; build fact families; apply facts in reasoning tasks. NCETM Link No Oak unit	Bonds to 5 and 10; Unit 2 calculations within 20.	Independence, self-belief and learning from mistakes.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

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I can explain and justify my answer using mathematical language.

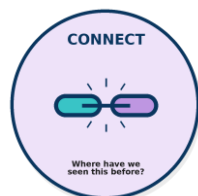
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I can use known facts to solve problems.

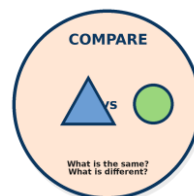
I can check my answer another way and correct mistakes.

Vocab	Regroup.
Previous Knowledge Needed	Secure understanding of add, subtract and equals; practical combining and separating; number bonds to 10.

Explicit reasoning buttons and unit prompts



CONNECT How can a known bond help you find a related fact?



COMPARE Which fact can you use instead of counting?

Autumn Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Autumn 2 Unit 4 - Addition and subtraction of 2-digit numbers (1)	Add and subtract a two-digit number and ones, a two-digit number and tens, and begin to add and subtract two two-digit numbers using concrete, pictorial and mental methods.	Two-digit calculations can be solved by using place value, partitioning, recombining and known number facts.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT add and subtract two-digit numbers using place value.	Small steps: add/subtract ones; add/subtract tens; partition two-digit numbers; recombine; check using inverse. NCETM Link Oak 6	Two-digit place value; facts within 20; bridging 10.	Accuracy, perseverance and collaborative reasoning.

Recurring disciplinary statements

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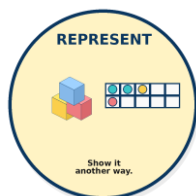
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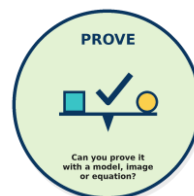
I can check my answer another way and correct mistakes.

Vocab	Recombine, data.
Previous Knowledge Needed	Unit 1 place value to 100 and Unit 2 calculations within 20.

Explicit reasoning buttons and unit prompts



REPRESENT Show what changes and what stays the same when adding tens or ones.



PROVE Use a related subtraction or addition to justify your answer.

Spring Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Spring 1 Unit 5 - Introduction to multiplication	Solve multiplication problems using equal groups, arrays and repeated addition; connect counting in 2s, 5s and 10s to multiplication facts.	Multiplication represents equal groups. Arrays, repeated addition and times-table patterns show the structure of multiplication.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT understand multiplication as equal groups and arrays.	Small steps: make equal groups; use repeated addition; build arrays; count in 2s, 5s and 10s; write multiplication equations. NCETM Link Oak 7 , Oak 8 , Oak 9 , Oak 10	Counting in 2s, 5s and 10s; addition of equal groups; place value patterns.	Cooperation, fair sharing of resources and explaining thinking clearly.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

I can spot patterns and connect new ideas to what I know.

I can explain and justify my answer using mathematical language.

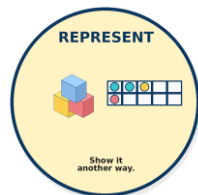
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I can use known facts to solve problems.

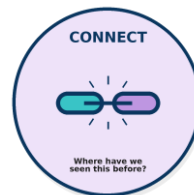
I can check my answer another way and correct mistakes.

Vocab	Equal/unequal, repeated addition, multiplication, product, multiplication equation, factor, 2/5/10 times table.
Previous Knowledge Needed	Y1 grouping, sharing, arrays with support, and counting in 2s, 5s and 10s.

Explicit reasoning buttons and unit prompts



REPRESENT Connect an equal-group model to an array and an equation.



CONNECT How does counting in 2s, 5s or 10s connect to the multiplication?

Spring Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Spring 1 Unit 6 - Introduction to division structures	Solve division problems through sharing and grouping and connect division to multiplication structures.	Division can mean sharing equally or grouping into equal sets. Multiplication and division are related operations.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT understand division as sharing and grouping.	Small steps: share equally; group equally; use arrays; connect division to multiplication; solve practical problems. NCETM Link Oak 11	Equal groups, multiplication arrays and counting in 2s, 5s and 10s.	Fairness, turn-taking and resilience when solving practical problems.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

I can spot patterns and connect new ideas to what I know.

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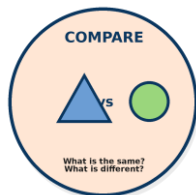
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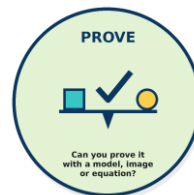
I can check my answer another way and correct mistakes.

Vocab	Division, share.
Previous Knowledge Needed	Unit 5 multiplication as equal groups and Y1 practical sharing/grouping.

Explicit reasoning buttons and unit prompts



COMPARE How are sharing and grouping alike and different?



PROVE Show why every group is equal and check the total.

Spring Term - continued

Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Spring 2 Unit 7 - Shape	Identify, describe, compare and sort 2-D and 3-D shapes using properties including sides, vertices, edges, faces and line symmetry.	Shapes can be classified by their properties. 2-D shapes may appear on the surfaces of 3-D shapes. Symmetry can be described using a vertical line.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT describe, compare and sort 2-D and 3-D shapes.	Small steps: identify polygons; count sides/vertices; identify faces/edges/vertices; sort shapes; find lines of symmetry; identify 2-D shapes on 3-D shapes. NCETM Link Oak 12	Y1 naming common 2-D and 3-D shapes; pattern and positional language.	Creativity, curiosity and respectful discussion of different classifications.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

I can spot patterns and connect new ideas to what I know.

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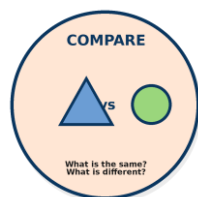
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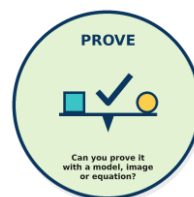
I can check my answer another way and correct mistakes.

Vocab	Polygon, two/three dimensional, quadrilateral, pentagon, hexagon, octagon, line of symmetry, reflection, symmetrical, larger/smaller, prism, edges.
Previous Knowledge Needed	Y1 recognising, composing, decomposing and manipulating 2-D and 3-D shapes; language of face, edge, vertex, cube, sphere and rectangle.

Explicit reasoning buttons and unit prompts



COMPARE Compare shapes using properties, including examples in different orientations.



PROVE Convince me that this shape belongs in your chosen group.

Spring Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Spring 2 Unit 8 - Addition and subtraction of 2-digit numbers (2)	Add and subtract two two-digit numbers, including calculations requiring recombining, and solve missing-number and contextual problems.	Two-digit numbers can be partitioned and recombined. Addition is commutative; subtraction is not. Inverse operations help check answers.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT add and subtract two two-digit numbers accurately.	Small steps: add two two-digit numbers; subtract two two-digit numbers; use regrouping/recombining; solve missing numbers; check with inverse. NCETM Link Oak 13	Unit 4 two-digit calculations; facts within 20; place value to 100.	Perseverance, accuracy and explaining choices.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

I can spot patterns and connect new ideas to what I know.

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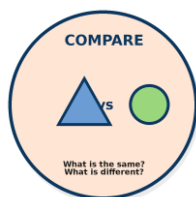
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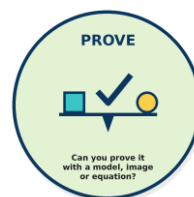
I can check my answer another way and correct mistakes.

Vocab	Addend, sum, difference, inverse, regroup, recombine, mental strategy.
Previous Knowledge Needed	Units 1-4: two-digit place value, calculation within 20 and earlier two-digit addition/subtraction.

Explicit reasoning buttons and unit prompts



COMPARE Compare two strategies. Which is efficient for these numbers?



PROVE Use an inverse calculation to justify your answer.

Summer Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 1 Unit 9 - Money	Recognise and use symbols for pounds and pence, combine amounts, find different coin combinations and solve money problems including giving change.	The number of coins is different from the value of coins. Amounts can be made in different ways using coin values and addition/subtraction.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT recognise coins, combine amounts and solve money problems.	Small steps: recognise coins and notes; use pound and pence symbols; make amounts; find different combinations; calculate change. NCETM Link Oak 14	Counting in 1s, 2s, 5s and 10s; addition and subtraction within 100.	Financial awareness, responsibility and real-life problem solving.

Recurring disciplinary statements

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I can spot patterns and connect new ideas to what I know.

I can explain and justify my answer using mathematical language.

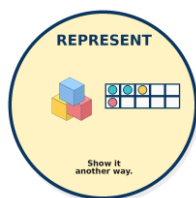
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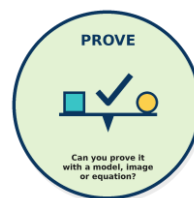
I can check my answer another way and correct mistakes.

Vocab	Pound sign, one pound, change.
Previous Knowledge Needed	Y1 unitising and coin recognition; counting in groups; value of 1p, 2p, 5p and 10p coins.

Explicit reasoning buttons and unit prompts



REPRESENT Show the same amount using different coins.



PROVE Check that the cost and change together equal the amount paid.

Summer Term							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 1 Unit 10 - Fractions	Recognise, find, name and write $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of lengths, shapes, sets of objects and quantities; recognise $\frac{2}{4} = \frac{1}{2}$.	Fractions are equal parts of a whole. Unit and non-unit fractions can describe shapes, quantities and measures.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT find and write fractions of shapes, objects and quantities.	Small steps: identify equal parts; find halves, thirds and quarters; write fractions; find fractions of sets; explore $\frac{2}{4}$ and $\frac{1}{2}$ equivalence. NCETM Link Oak 15	Y1 halves and quarters; equal sharing; division structures.	Fair sharing, accuracy and reasoning from evidence.

Recurring disciplinary statements

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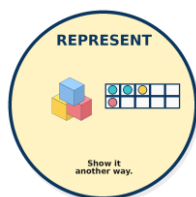
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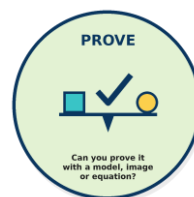
I can check my answer another way and correct mistakes.

Vocab	One half, one/two/three quarter(s), one third, fraction, equivalent.
Previous Knowledge Needed	Y1 recognising and finding halves and quarters of objects, shapes and quantities; practical sharing and grouping.

Explicit reasoning buttons and unit prompts



REPRESENT Show the same fraction of a shape and a set.



PROVE Show why two quarters and one half are equal when the whole is the same.

Summer Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 1 Unit 11 - Time	Tell and write the time to five minutes, including quarter past/to; know the number of minutes in an hour and hours in a day; compare and sequence intervals.	Analogue clocks use hour and minute hands. Time can be sequenced and intervals can be compared using minutes and hours.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT tell and write the time to five minutes.	Small steps: recap o clock and half past; quarter past/to; minutes past/to; read to five minutes; sequence and compare intervals. NCETM Link Oak 16	Y1 o clock and half past; days, months and sequencing events.	Responsibility, routines and time management.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

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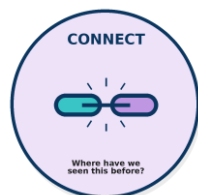
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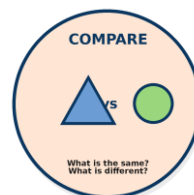
I can check my answer another way and correct mistakes.

Vocab	Minutes past/to, quarter past/to, interval.
Previous Knowledge Needed	Y1 telling time to the hour and half past; sequencing events; language of days, weeks, months and years.

Explicit reasoning buttons and unit prompts



CONNECT Connect five-minute steps around the clock to counting in fives.



COMPARE Which interval is longer? Explain how you know.

Summer Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 1 Unit 12 - Position and Direction	Describe position, direction and movement including movement in a straight line and rotations as quarter, half and three-quarter turns clockwise and anti-clockwise.	Position and movement can be described using precise vocabulary. Turns can be understood as rotations linked to right angles and clock movement.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT describe position, direction, movement and turns.	Small steps: follow routes; use left/right; describe straight-line movement; make clockwise and anti-clockwise turns; create shape patterns/sequences. NCETM Link Oak 17	Y1 position and direction; whole, half, quarter and three-quarter turns; shape vocabulary.	Communication, cooperation and problem solving.

Recurring disciplinary statements

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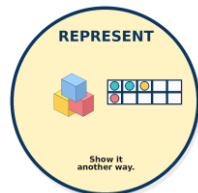
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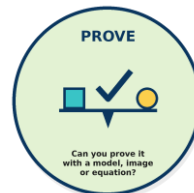
I can check my answer another way and correct mistakes.

Vocab	Clockwise, anticlockwise, full/half/quarter/three-quarter turn, rotation.
Previous Knowledge Needed	Y1 describing position, direction and movement, including whole, half, quarter and three-quarter turns.

Explicit reasoning buttons and unit prompts



REPRESENT Show a turn with your body and with a drawing.



PROVE Follow the instructions to check the final position and direction.

Summer Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 2 Unit 13 - Multiplication and Division - doubling, halving, quotitive and partitive division	Apply multiplication and division facts for 2, 5 and 10; use doubling, halving, sharing and grouping to solve contextual problems.	Multiplication and division are inverse operations. Problems can involve sharing into equal parts or grouping by a known group size.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT use multiplication and division facts to solve sharing and grouping problems.	Small steps: double and halve; use 2, 5 and 10 facts; solve quotitive grouping problems; solve partitive sharing problems; connect arrays and equations. NCETM Link Oak 18	Units 5 and 6 multiplication and division; fractions; counting in 2s, 5s and 10s.	Fairness, reasoning, perseverance and explaining decisions.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

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I can explain and justify my answer using mathematical language.

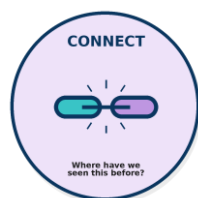
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I can use known facts to solve problems.

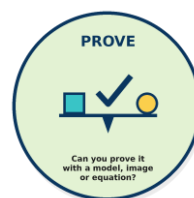
I can check my answer another way and correct mistakes.

Vocab	Divisor, dividend, quotient, divisible.
Previous Knowledge Needed	Equal groups, arrays, repeated addition, sharing/grouping structures and fractions from earlier Y2 units.

Explicit reasoning buttons and unit prompts



CONNECT How does a multiplication fact help you solve this division?



PROVE Show whether your answer fits a sharing or grouping problem.

Summer Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 2 Unit 14 - Sense of measure - length, height, capacity, volume, mass and temperature	Choose and use appropriate standard units to estimate, measure, compare and order length, height, mass, capacity, volume and temperature using rulers, scales and measuring equipment.	Measures use standard units and tools. Length and height use centimetres/metres; mass uses grams/kilograms; capacity and volume use millilitres/litres; temperature uses degrees Celsius.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT estimate, measure and compare length, height, capacity, volume, mass and temperature.	Small steps: compare mass and capacity; choose units; read scales; estimate and measure; record with units; compare using $>$, $<$ and $=$. NCETM Link Oak 19 Include: measure length/height with rulers and metre sticks in cm/m; compare and order measurements.	Counting in intervals; place value to 100; comparison language; Y1 measuring and comparing practical quantities. Y1 length/height, mass, capacity and time language.	Practical life skills, careful use of equipment and collaborative investigations.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

I can spot patterns and connect new ideas to what I know.

I can explain and justify my answer using mathematical language.

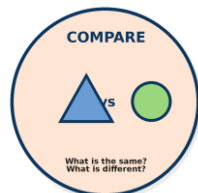
I can compare ways of working and choose a helpful strategy.

I can use known facts to solve problems.

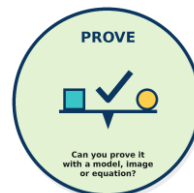
I can check my answer another way and correct mistakes.

Vocab	Distance, unit of measure, metres stick, mass, grams, kilograms, lightest/heaviest, capacity, volume, litre, millilitre, temperature, thermometer, degrees, scale. , length, height, centimetre, metre, ruler
Previous Knowledge Needed	Y1 comparing and measuring length, mass, capacity and time using non-standard and manageable standard units.

Explicit reasoning buttons and unit prompts



COMPARE Compare two measurements fairly, using the same units.



PROVE Explain whether the measurement is reasonable and check the scale.

Summer Term - continued							
Threshold Concept	Endpoint (taken from skeleton document)	Substantive Knowledge	Disciplinary Knowledge	WALT	Suggested Activity/small Steps	Retrieval	SMSC and BV
Summer 2 Unit 15 - Statistics mini-strand	Interpret and construct simple pictograms, tally charts, block diagrams and tables; ask and answer questions about totals, categories and comparisons.	Data can be collected, counted and represented in different ways. Scales and keys show how many each symbol or block represents.	Represent Notice and connect Explain and justify Select strategies Apply Check and refine Year group statements below.	WALT collect, represent and interpret simple data.	Small steps: sort and count data; make tally charts; read and draw pictograms; read block diagrams and simple tables; answer comparison, total and difference questions.	Counting in 2s, 5s and 10s; comparison language; addition and subtraction within 100.	Curiosity, respect for different choices and drawing conclusions from evidence.

Recurring disciplinary statements

I can represent an idea in different ways and describe what each shows.

I can spot patterns and connect new ideas to what I know.

I can explain and justify my answer using mathematical language.

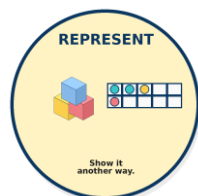
I can compare ways of working and choose a helpful strategy.

I can use known facts to solve problems.

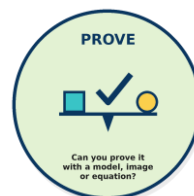
I can check my answer another way and correct mistakes.

Vocab	Tally, data, pictogram, block diagram, table, key, category, total, difference, most/least.
Previous Knowledge Needed	Y1 counting, comparing and sorting objects; reading simple charts in real contexts.

Explicit reasoning buttons and unit prompts



REPRESENT Show the same data in a table and a pictogram.



PROVE Use the key and values to justify a statement about the data.

Curriculum Alignment Notes

Curriculum Review	Prioritises KS1 number fluency, deep understanding of number composition and number bonds, additive reasoning in varied contexts, mental strategies, retrieval and problem solving.
National Curriculum	Aligned to Year 2 expectations for number/place value, addition and subtraction, multiplication and division, fractions, measurement, geometry, position/direction and statistics. Explicit additions now show full Year 2 measurement coverage, including length and height, and a separate statistics mini-strand for tally charts, pictograms, block diagrams and tables.
Progression Document	Keeps Year 2 milestones explicit and shows previous Year 1 knowledge needed for progression into lower key stage 2.
Whole School NCETM Overview	Uses the Year 2 sequence and key vocabulary for each unit.
Year 2 Curriculum Overview	Includes the NCETM units, Oak units and teaching guide links in the Suggested Activity/small steps boxes.

Appendix: Progression Document Coverage Grid

Included with the Year 2 Mathematics Long Term Plan as a whole-school coverage check

Key: ✓ = explicit coverage in the strengthened LTPs; T = threaded/revisited through retrieval, fluency or reasoning; — = not statutory or not age-appropriate for that year.

Progression document endpoint / strand	Y1	Y2	Y3	Y4	Y5	Y6	Coverage note in strengthened LTPs
Number: Counting	✓	✓	✓	✓	✓	✓	Counting develops from 0-100 to 10,000,000, negative numbers and powers of 10.
Number: Representing	✓	✓	✓	✓	✓	✓	Concrete, pictorial and abstract representations, place value charts, number lines and measures.
Number: Comparing	✓	✓	✓	✓	✓	✓	Compare/order from quantities and two-digit numbers through to large numbers and decimals.
Number: Place value	✓	✓	✓	✓	✓	✓	Y1 early PV; Y2 tens/ones; Y3 1,000; Y4 10,000; Y5 1,000,000; Y6 10,000,000.
Number: Solving problems	✓	✓	✓	✓	✓	✓	Problem solving built into unit small steps, retrieval and reasoning expectations.
Add/Subtract: Complexity	✓	✓	✓	✓	✓	✓	From one-step practical problems to multi-step whole number and decimal problems.
Add/Subtract: Methods	✓	✓	✓	✓	✓	✓	Mental strategies, bridging, bar models, column methods and efficient written strategies.
Add/Subtract: Checking	✓	✓	✓	✓	✓	✓	Use of inverse operations, estimation, comparison and justification appears across the sequence.
Add/Subtract: Using number facts	✓	✓	✓	✓	✓	✓	Number bonds, facts within 20, complements, derived facts, efficient mental fluency.
Multiply/Divide: Complexity	T	✓	✓	✓	✓	✓	Y1 grouping/sharing threaded; Y2 onwards explicit arrays, equal groups, scaling and contexts.
Multiply/Divide: Methods	T	✓	✓	✓	✓	✓	Arrays, grouping, partitioning, written methods, short/long multiplication and division.
Multiply/Divide: Checking	T	T	✓	✓	✓	✓	Reasonableness, inverse relationships, remainders and strategy choice strengthened in KS2.
Multiply/Divide: Facts	T	✓	✓	✓	✓	✓	2, 5, 10 facts; 3, 4, 8; 6, 7, 9, 11, 12; then factors, multiples and primes.
Fractions: Counting in fractional steps	T	✓	✓	✓	✓	✓	Starts through equal parts and is developed through fractions on number lines and sequences.
Fractions: Recognising fractions	✓	✓	✓	✓	✓	✓	Halves/quarters secured, then unit/non-unit fractions, mixed numbers and improper fractions.
Fractions: Decimals	—	—	T	✓	✓	✓	Prepared through fractions; explicit decimals from Y4 and deepened in Y5/Y6.
Fractions: Equivalence	T	✓	✓	✓	✓	✓	Equal parts, fractions of shapes, equivalent fractions, decimals and percentages.
Fractions: Addition and subtraction	—	T	T	✓	✓	✓	Early composition prepares for explicit fraction calculation in UKS2.
Fractions: Multiplication/division of decimals	—	—	—	T	✓	✓	Decimal place value and scaling lead into multiplying/dividing decimals in Y5/Y6.
Fractions: Problem solving	✓	✓	✓	✓	✓	✓	Reasoning and application through sharing, measures, percentages, ratio and proportion.

Progression document endpoint / strand	Y1	Y2	Y3	Y4	Y5	Y6	Coverage note in strengthened LTPs
Shape: Identifying shapes/properties	✓	✓	✓	✓	✓	✓	Shape threaded and explicitly taught across all year groups at increasing depth.
Shape: Drawing and constructing	T	T	✓	✓	✓	✓	From practical construction to accurate drawing, composition/decomposition and coordinates.
Shape: Comparing and classifying	✓	✓	✓	✓	✓	✓	Sorting/comparing shapes progresses into classifying polygons, angles and 3-D properties.
Shape: Angles	T	T	✓	✓	✓	✓	Turns in KS1 prepare for right angles, angle comparison, measuring and reasoning.
Position, direction and movement	✓	✓	✓	✓	✓	✓	Position/turns in KS1 progress into coordinates, translation/reflection and grids.
Measures	✓	✓	✓	✓	✓	✓	Length, mass, capacity, time, money, perimeter, area, volume and unit conversion covered.
Statistics: Interpret/construct/present data	T	✓	✓	✓	✓	✓	Y2 explicit statistics strengthened; KS2 develops charts, graphs, tables and pie charts.
Statistics: Solving problems	T	✓	✓	✓	✓	✓	Data handling used for comparison, interpretation, two-step questions and mean.
Algebra: Equations	T	T	T	T	T	✓	Missing-number work and generalisation build towards explicit Y6 algebra.
Algebra: Formulae	—	—	—	T	T	✓	Perimeter/area relationships prepare for explicit formulae and volume in Y6.
Algebra: Sequences	T	T	T	T	T	✓	Counting patterns, multiples and term-to-term thinking build towards Y6 sequences.
Mathematical behaviours	✓	✓	✓	✓	✓	✓	Reasoning, explaining, justifying, representing and problem solving are embedded throughout.

Sequencing Rationale

Curriculum decision	Why this strengthens the plan
KS1 fluency protected	Number composition, counting, number bonds, place value and additive structures are prioritised before rushing breadth.
Shape and measures threaded	Shape/measure content is not removed; it is revisited through manipulatives, part-whole models, money, time, position and practical contexts.
KS2 reasoning strengthened	Multiplicative reasoning, scaling, fractions, decimals, ratio, statistics and algebraic thinking receive more deliberate space.
Challenge through depth	More complex learners are stretched through reasoning, non-routine problem solving and justification rather than acceleration.
Statutory coverage protected	Content moved within a key stage remains covered by the end of the relevant key stage and is mapped in the grid above.

This appendix is designed to support subject leadership monitoring, SLT scrutiny and governor/Ofsted conversations about curriculum coverage, progression and intentional sequencing.