|  |  |
| --- | --- |
| **Term and Approximate Week** | **Year 2 Unit and National Curriculum Objectives**  |
| **Autumn 1** |  |
| **Week 1,2,3 and 4** | **Place Value*** use place value and number facts to solve problems
* recognise the place value of each digit in a two-digit number (tens, ones)
* identify, represent and estimate using different representations, including the number line
* compare and order numbers from 0 up to 100; use <, > and = signs
* read and write numbers to at least 100 in numerals and in words
* count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
 |
| **Week 5,6 and 7** | **Addition and Subtraction*** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
* show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
* 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: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods
 |
| **Autumn 2** |  |
| **Week 1 and 2** | **Addition and Subtraction*** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
* show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
* 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: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods
 |
| **Week 3,4 and 5** | **Shape*** identify and describe the properties of 2-D shapes, including the number of sides and 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
* 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 anticlockwise)
* identify and describe the properties of 2-D shapes, including the number of sides and 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
* order and arrange combinations of mathematical objects in patterns and sequences
 |
| **Week 6 and 7** | **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
 |
| **Spring 1** |  |
| **Week 1,2,3,4 and 5** | **Multiplication and Division*** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
* solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
* show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
 |
| **Week 6 and 7** | **Measurement Length and Height** * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales
* compare and order length and record the results using >, < and =
 |
| **Spring 2** |  |
| **Week 1, 2 and 3** | **Measurement Mass, Capacity and Temperature*** choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
* compare and order mass and record the results using >, < and =
* choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels
* choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels
* compare and order volume and capacity and record the results using >, < and =
 |
| **Week 4,5 and 6** | **Fractions*** recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4} $of a length, shape, set of objects or quantity
* write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
 |
| **Summer 1** |  |
| **Week 1,2 and 3** | **Measurement 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
* compare and sequence intervals of time
 |
| **Week 4 and 5** | **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
 |
| **Week 6** | **Position and Direction*** 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 anticlockwise)
 |
| **Summer 2** |  |
| **Week 1** | **Position and Direction*** 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 anticlockwise)
 |
| **Week 2,3,4,5,6 and 7** | **Consolidation** |