|  |  |
| --- | --- |
| **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 , , and of a length, shape, set of objects or quantity * write simple fractions for example, of 6 = 3 and recognise the equivalence of and |
| **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** |