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| Term | Week 1 | Week 2 | | Week 3 | Week 4 | | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | | | | Week 10 | Week 11 | | Week 12 |
| Autumn | Place Value | | | | | Addition and Subtraction | | | | | | | | | Geometry:  Shape | | | | |
| Spring | Measurement:  Money | | Multiplication and Division | | | | | | | Measurement:  Length and Height | | | | Measurement:  Mass, Capacity and Temperature | | | | | |
| Summer | Fractions | | | | Time | | | | Statistics | | | | Geometry:  Position and Direction | | | | | Consolidation | |

**St. Patrick’s Catholic Primary School**

**Mathematics Year 2 – Yearly Overview**

At St. Patrick’s Catholic Primary School, we follow White Rose overviews and small steps to structure our maths curriculum. In EYFS and Key Stage 1, the children are taking part in Mastering Number lead by NCETM. Split year groups are taught separately and follow the curriculum for the child’s year group.

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|  | | **Week 1 – 4 (BLOCK 1)**  **Mathematics Year 2 – Autumn Overview** | **Week 5 – 9 (BLOCK 2)** | **Week 10– 12(BLOCK 3)** | **Week 13-14** |
| **Number: Place Value** | **Number: Addition and Subtraction** | **Shape** | **Consolidation** |
| **White Rose Maths Small Steps** | | * Numbers to 20 * Count objects to 100 by making 10s * Recognise tens and ones * Use place value chart * Partition numbers to 100 * Write numbers to 100 * Flexibly partition numbers to 100 * Write numbers to 100 in expanded form * 10s on the number line to 100 * 10s and 1s on the number line to 100 * Estimate numbers on a number line * Compare objects * Compare numbers * Order objects and numbers * Count in 2s, 5s and 10s * Count in 3s | * Bonds to 10 * Fact Families- addition and subtraction within 20 * Related Facts * Bonds to 100 (tens) * Add and subtract 1s * Add by making 10 * Add three 1-digit numbers * Add across a 10 * Subtract across 10 * Subtract from a 10 * Subtract a 1-digit number from a 2 digit number (across a 10) * 10 more, 10 less * Add and subtract 10s * Add two 2-digit umbers (not across a 10) * Add two 2-digit numbers (across a 10) * Subtract two 2-digit numbers (not across a 10) * Subtract two 2-digit numbers (across a 10) * Mixed addition and subtraction * Compare number sentences * Missing number problems | * Recognise 2-D and 3-D shapes * Count sides on 2-D Shapes * Count Vertices on 2-D shapes * Draw 2-S shapes * Line of symmetry on shapes * Use lines of symmetry to complete shapes * Sort 2-D shapes * Count faces on 3-D shapes * Count edges on 3-D shapes * Count vertices on 3-D shapes * Sort 3-D shapes * Make patterns with 2-D and 3-D shapes | All |
| **National Curriculum Link** | | * 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 steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. | * 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. | * 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. | All |
| **TAF Statements** | **WT** | * Read and write numbers in numerals up to 100. * Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them. * count in twos, fives and tens from 0 and use this to solve problems | * Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) * Recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) | • Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). | All |
| **WA** | * Read scales\* in divisions of ones, twos, fives and tens * Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus | * Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) * Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14) | • Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. | All |
| **GD** | * Read scales where not all numbers on the scale are given and estimate points in between. * use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc.) • solve unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’) | * use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc.) * • solve unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’) * . | Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions). | All |

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|  | | **Week 1 – 2 (BLOCK 1)**  **Mathematics Year 2 – Spring Overview** | **Week 3 – 4 (BLOCK 2)** | **Week 5 – 7 (BLOCK 3)** | **Week 11 (BLOCK 5)** |
| **Measurement: Money** | **Number: Multiplication and Division** | **Measurement: Length and Height** | **Fractions** |
| **White Rose Maths Small Steps** | | * Count money – pence. * Count money – pounds (notes and coins). * Count money – notes and coins. * Select money. * Make the same amount. * Compare money. * Find the total. * Find the difference. * Find change. * Two-step problems. | * Make equal groups – sharing. * Make equal groups – grouping. * Divide by 2. * Odd and even numbers. * Divide by 5. * Divide by 10. | * Measure length (cm). * Measure length (m). * Compare lengths. * Order lengths. * Four operations with lengths | * Make equal parts. * Recognise half. * Find half. * Recognise quarter. * Find a quarter. * Recognise a third. * Find a third. * Unit fractions. * Non0unit fractions. * Equivalence of ½ and ²/₄. * Find three quarters. * Count in fractions. |
| **National Curriculum Link** | | * 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. | * Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. * 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 the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | * 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 =. | * 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 |
| **TAF Statements** | **WT** | * Know the value of different coins | N/A | N/A | N/A |
| **WA** | * Use different coins to make the same amount | * Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary | N/A | identify, , , and of a number or shape, and know that all parts must be equal parts of the whole |
|  | **GD** | * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. * Solve unfamiliar word problems that involves more than one step. | * Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. * Solve unfamiliar word problems that involves more than one step. | * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. * Solve unfamiliar word problems that involves more than one step. | * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. * Solve unfamiliar word problems that involves more than one step. |

**Mathematics Year 2 – Summer Overview**

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|  | | **Week 1 – 3**  **BLOCK 1** | **Week 4 – 6**  **BLOCK 2** | **Week 7-8**  **BLOCK 3** | **Week 9-10**  **BLOCK 4** | **Week 11 – 12**  **BLOCK 5** |
| **Measurement:**  **Mass, Capacity and Temperature** | **Measurement: Time** | **Statistics** | **Geometry: Position and Direction** | **Consolidation** |
| **White Rose Maths Small Steps** | | * . Compare mass. * Measure mass in grams. * Measure mass in kilograms. * Compare capacity. * Millilitres. * Litres. * Temperature. | * O’clock and half past. * Quarter past and quarter to. * Telling time to 5 minutes. * Minutes in an hour, hours in a day. * Find durations of time. * Compare durations of time. | * Make tally charts. * Draw pictograms (1-1). * Interpret pictograms (1-1). * Draw pictograms (2, 5 and 10). * Interpret pictograms (2, 5 and 10). * Block diagrams. | * Describing movement. * Describing turns. * Describing movement and turns. * Making patterns with shapes. | All |
| **National Curriculum Link** | | * 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 =. | * 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. | * 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 totaling and comparing categorical data. | * 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).   Order and arrange combinations of mathematical objects in patterns and sequences. | All |
| **TAF Statements** | **WT** | N/A | N/A | * Count in twos, fives and tens from 0 and use this to solve problems | N/A | All |
| **WA** | N/A | • Read the time on a clock to the nearest 15 minutes | * Read scales in divisions of ones, twos, fives and tens. | N/A | All |
| **GD** | * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking * Solve unfamiliar word problems that involve more than one step. | * Read the time on a clock to the nearest 5 minutes | * Read scales where not all numbers on the scale are given and estimate points in between. * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. * Solve unfamiliar word problems that involves more than one step. | * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.   Solve unfamiliar word problems that involves more than one step. | All |

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| **Mathematics Year 2 – Mastering Number**  **Term 1** | | **Term 2** | | **Term 3** | |
| Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system.  **Pupils will:**   * review the composition of the numbers 6 to 9 as ‘5 and a bit’ * compare numbers using the language of comparison and use the symbols < > = * review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 * review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and   one even part) and the composition of each of 7 and 9 | | Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50.  **Pupils will:**   * explore how the numbers 6 to 9 can be doubled using the ‘5 and a bit’ and ‘10 and a bit’ structure * use doubles to calculate near doubles * use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 * use known number bonds within 10 to calculate within 20, working within the 10-boundary | | Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.  **Pupils will:**   * continue to explore a range of strategies to subtract across the 10-boundary * review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 * practise previously explored strategies to support their reasoning about inequalities and equations * review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles | |
| * consolidate their understanding of the numbers 10 and 20 as ‘10 and a bit’ * consolidate their understanding of the linear number system to 20 and reason about midpoints | | * use their knowledge of bonds of 10 to find three addends that sum to 10 * use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary * use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints | | * consolidate previously taught facts and strategies through continued, varied practice | |
| This term will particularly support the teaching and consolidation of the following RtP criteria:   * 1NPV-2 * 2NF-1 | | This term will particularly support the teaching and consolidation of the following RtP criteria:   * 2NPV-2 * 2NF-1 * 2AS-1 | | This term will particularly support the teaching and consolidation of the following RtP criteria:   * 2NF-1 * 2AS-1 * 2AS-2 | |

**Mastering Number Overview Year 2**