



# Year 2 Maths Long Term Plan - Autumn



Week	1	2	3	4	5	6	7	8	9	10	11	12
<b>Curriculum Content</b>	<p><b>Number: Place Value</b> 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 <math>&lt;</math>, <math>&gt;</math> and <math>=</math> 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.</p>				<p><b>Number: Addition and Subtraction</b> 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.</p>				<p><b>Geometry: Properties of Shapes</b> 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.</p>			
<b>Ready to Progress Criteria</b>	2NPV - 1 2NPV - 2  2NF - 1 (within Factual Fluency)				2AS - 1 2AS - 2 2AS - 3 2AS - 4				2G - 1			
<b>Factual Fluency and Strategies</b>	Mastering Number 1							Mastering Number 2				



# Year 2 Maths Long Term Plan - Spring



Week	1	2	3	4	5	6	7	8	9	10	11	12			
<b>Curriculum Content</b>	<p><b>Multiplication and Division</b> 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 (x), division (÷) and equals (=) sign. 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.</p>				<p><b>Measurement: Money</b> 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.</p>			<p><b>Number: Fractions</b> Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity. Write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>				<p><b>Statistics</b> 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.</p>			
<b>Ready to Progress Criteria</b>	2MD - 1 2MD - 2														
<b>Factual Fluency and Strategies</b>	Mastering Number 3						Mastering Number 4								



# Year 2 Maths Long Term Plan - Summer



Week	1	2	3	4	5	6	7	8	9	10	11	12
<b>Curriculum Content</b>	<p><b>Position and Direction</b> 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</p>			<p><b>Measurement: length and height</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); 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 <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p>			<p><b>Measurement: Time</b> 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.</p>			<p><b>Measurement: Mass, Capacity and Temperature</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); 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 <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p>		
<b>Ready to Progress Criteria</b>												
<b>Factual Fluency and Strategies</b>	Mastering Number 5						Mastering Number 5 and 6					

## Mastering Number: Overview of content – Year 2

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Addition and subtraction/ Number facts
<b>1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>develop conceptual subitising skills as they become more familiar with patterns made by numbers within 10 and understand their composition</li> <li>use perceptual and conceptual subitising when using a rekenrek.</li> </ul>	<ul style="list-style-type: none"> <li>explore the linear number system within 10, looking at a range of representations</li> <li>compare number tracks and number lines and explore the use of 'midpoints' to enable them to identify the location of other numbers.</li> </ul>	<ul style="list-style-type: none"> <li>focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth</li> <li>explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have 'an extra 1' – they will link this to the 'shape' of these numbers.</li> </ul>		<ul style="list-style-type: none"> <li>link their growing understanding of the composition of numbers within 10 to the related additive facts, including adding 2 to an odd or even number</li> <li><del>practise</del> recalling facts in a variety of ways, including through solving simple picture problems and completing equations with a missing sum or addend,</li> </ul>
<b>2</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>continue to <del>practise</del> conceptually subitising numbers they have already explored the composition of.</li> </ul>	<ul style="list-style-type: none"> <li>review the linear number system as they compare numbers.</li> </ul>	<ul style="list-style-type: none"> <li>continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers within 10, linking this to their understanding of the linear number system</li> <li>use the inequality symbols to create expressions, e.g. <math>7 &gt; 2</math>, and use the language of 'greater than' and 'less than'</li> <li>draw on their knowledge of number bonds to answer questions in the form: True or false? <math>5 + 3 &gt; 7</math></li> </ul>	<ul style="list-style-type: none"> <li>continue to <del>practise</del> recalling additive facts for numbers within 10, using a range of equations, games and picture problems.</li> </ul>

<p><b>3</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>continue to <del>practise</del> <del>subitising</del> conceptually subitising numbers they have already explored the composition of, including 'teen' numbers when they have reviewed the composition of 11–19.</li> </ul>		<ul style="list-style-type: none"> <li>review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this.</li> </ul>		<ul style="list-style-type: none"> <li>focus on number bonds within 10 presented in the part-part-whole structure, including identifying a missing 'part' and relating this to subtraction equations</li> <li>review strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways</li> <li>apply their knowledge of the composition of 11–19 to calculations in which 10 is a part</li> <li>apply their knowledge of composition to facts involving 3 addends.</li> </ul>
<p><b>4</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>continue to conceptually subitise the numbers 11–19 using a range of representations, which expose the structure of these numbers as 'ten and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15.</li> </ul>	<ul style="list-style-type: none"> <li>review the composition of odd and even numbers, linking this to doubles and near doubles.</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare numbers within 20, including questions which use the symbols +, &lt;, &gt;, or =, such as:</li> </ul> <p>Write the correct symbol:</p> $10 + 4 \square 15$ $10 + 4 \square 14$ $10 + 4 \square 13$	<ul style="list-style-type: none"> <li>draw on their knowledge of the linear number system and apply this to calculations involving 1 more and 1 less, and pairs of numbers with a difference of 1</li> <li>use their understanding of the composition of odd and even numbers to find doubles and near doubles</li> <li>apply known facts to calculations involving larger numbers, <u>e.g.</u> <math>5 + 2</math>, <math>15 + 2</math>, <math>25 + 2</math>.</li> </ul>

<p><b>5</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>revisit previous activities which develop their subitising skills.</li> </ul>	<ul style="list-style-type: none"> <li>review the linear number system to 100, applying their knowledge of midpoints to place numbers on a structured number line – they will identify the multiples of 10 that come before and after a given number.</li> </ul>	<ul style="list-style-type: none"> <li>revisit previous activities which develop their understanding of the composition of numbers within 10 and 20.</li> </ul>	<ul style="list-style-type: none"> <li>reason about equalities and inequalities using equations and answering questions, such as:            True or false?  <math>5 + 3 = 6 + 2</math>  <math>9 + 4 &gt; 9 + 5</math>  <math>9 + 6 &lt; 10 + 5</math>            This will help them become fluent in the use of the inequality symbol as well as practising their number bond knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>become fluent in a range of strategies involving calculations within 20, using 'make 10' strategies to add, and subtracting through the <u>tens</u> boundary</li> <li>practise recalling number bonds through a range of activities and games which will encourage them to reason about sums and differences.</li> </ul>
<p><b>6</b></p> <p><b>Children will:</b></p>	<p>As above.</p>		<p>As above.</p>		<ul style="list-style-type: none"> <li>develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.</li> </ul>