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| **Happiness Responsibility Friendship Respect Courage** |
| **Maths – Year 2** |
| **AUTUMN TERM** |
| **Mathematical Aspect** | **Starter focus** | **Planning and teaching sequence** | **National Curriculum End of Year expectation** |
| **Place Value** 16 lessons | **Flashback 4 – daily****Counting in 2s, 5s and 10s.** | Numbers to 20 | To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwardTo read and write numbers to at least 100 in numerals and in words Identify, represent and estimate numbers using different representations, including the number lineTo recognise the place value of each digit in a two-digit number (tens, ones) To compare and order numbers from 0 up to 100; use and = signsTo use place value and number facts to solve problems |
| Count objects to 100 by making 10s. |
| Recognise tens and ones. |
| Use a place value chart. |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.** | Partition numbers to 100 |
| Write numbers to 100 in words. |
| Flexibly partition numbers to 100. |
| Write numbers to 100 in expanded form. |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.** | 10s on the number line to 100. |
| 10s and 1s on the number line to 100. |
| Estimate numbers on a number line. |
| Compare objects. |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.** | Compare numbers. |
| Order objects and numbers. |
| Count in 2s, 5s and 10s. |
| Count in 3s. |
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| **Addition and Subtraction**21 lessons | **Flashback 4 – daily****Counting in 2s, 5s and 10s.** | Bonds to 10 | To 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 onedigit numbersTo 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 methodsTo recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (algebra) |
| Step 2 Fact families - addition and subtraction bonds within 20 |
| Related facts |
| Bonds to 100 (tens) |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.** | Add and subtract 1s. |
| Add by making 10. |
| Add three 1-digit numbers. |
| Add to the next 10. |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.** | Add across a 10 |
| Subtract across 10 |
| Subtract from a 10 |
| Subtract a 1-digit number from a 2-digit number (across a 10) |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.** | 10 more, 10 less |
| Add and subtract 10s. |
| Add two 2-digit numbers (not across a 10) |
| Add two 2-digit numbers (across a 10) |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.****Addition and subtraction** – 10 more/ 10 less**Addition** – add two 2-digit numbers (across a 10)**Addition** – add and subtract 10s | 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 |
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| **Shape**12 lessons | **Flashback 4 – daily****Revisit:****Time** – o’clock **Fractions** – half of a shape**Counting in 2s, 5s and 10s.****Shape** – name common 2D shapes (oblong, circle, triangle, square) | Recognise 2-D and 3-D shapes | To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] To compare and sort common 2-D shapes and everyday objectsTo recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] To compare and sort common 3-D shapes and everyday objects |
| Count sides on 2-D shapes |
| Count vertices on 2-D shapes |
| **Flashback 4 – daily****Time** – days of the week**Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube and cuboid)**Number –** number bonds to 10 | Draw 2-D shapes |
| Lines of symmetry on shapes |
| Use lines of symmetry to complete shapes |
| Sort 2-D shapes |
| **Flashback 4 – daily****Time** – months of the year**Fractions** – half of a shape**Counting in 2s, 5s and 10s.****Number** - doubles | 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 shape |
| **SPRING TERM** |
| **Money** 10 lessons | **Flashback 4 – daily****Time** – o’clock **Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube and cuboid)**Number –** number bonds to 10 | Count money – pence | To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. To find different combinations of coins that equal the same amounts of money. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. |
| Count money – pounds (notes and coins) |
| Count money – pounds and pence |
| **Flashback 4 – daily****Fractions** – half of a quantity**Counting in 2s, 5s and 10s.****Number** – doubles**Addition and subtraction** – 10 more/ 10 less | Choose notes and coins. |
| Make the same amount. |
| Compare amounts of money. |
| Calculate with money. |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube, cuboid and sphere)**Number –** number bonds to 10**Addition** – add two 2 digit numbers (across a 10) | Make a pound. |
| Find change. |
| Two-step problems |
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| **Multiplication and Division B.** 17 lessons |  | Recognise equal groups. | To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannotTo calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signsTo solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context |
| **Flashback 4 – daily****Fractions** – half of a quantity**Counting in 2s, 5s and 10s.****Number** – doubles**Money** – adding coins to make amounts | Make equal groups. |
| Add equal groups. |
| Introduce the multiplication symbol. |
| Multiplication sentences. |
| **Flashback 4 – daily****Time** – o’clock and half past**Counting in 2s, 5s and 10s.****Shape** – name common 2D shapes (oblong, circle, triangle, square)**Number –** number bonds to 10 and 20 | Use arrays. |
| Make equal groups – grouping. |
| Make equal groups – sharing. |
| The 2 times-table. |
| **Flashback 4 – daily****Time** – days of the week**Fractions** – half of a quantity**Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube, cuboid and sphere) | Divide by 2 |
| Doubling and halving. |
| Odd and even numbers. |
| The 10 times-table. |
| **Flashback 4 – daily****Time** – months of the year**Counting in 2s, 5s and 10s.****Number –** number bonds to 10 and 20**Number** - doubles | Divide by 10. |
| The 5 times-table. |
| Divide by 5. |
| The 5 and 10 times-tables. |
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| **Length and height** 5 lessons | **Flashback 4 – daily****Fractions** – quarter of a shape**Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube, cuboid, sphere and cylinder)**Number** – near doubles | Measure in centimetres | To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. To compare and order lengths and record the results using >, < and = |
| Measure in metres |
| Compare lengths and heights. |
| Order lengths and heights. |
|  | Four operations with lengths and heights. |
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| **Mass, capacity and temperature** lessons | **Flashback 4 – daily****Time** – o’clock and half past**Counting in 2s, 5s and 10s.****Number –** number bonds to 10 and 20**Money** – finding change | Compare mass. | To choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (℃); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. To compare and order mass, volume/capacity and record the results using >, < and = |
| Measure in grams. |
| Measure in kilograms. |
| **Flashback 4 – daily****Fractions** – half and quarter of a shape**Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube, cuboid, sphere and cylinder)**Number** – near doubles | Four operations with mass. |
| Compare volume and capacity. |
| Measure in millilitres. |
| Measure in litres. |
| **Flashback 4 – daily****Counting in 2s, 5s and 10s.****Number –** number bonds to 10 and 20**Measures** – comparing lengths and heights**Measures** – g and kg | Four operations with volume and capacity. |
| Temperature |
| **SUMMER TERM** |
| **Fractions**15 lessons |  | Introduction to parts and whole | To recognise, find, name and write fractions 1/3, ¼, 2/4, ¾, of a length, shape, set of objects or quantityRecognise the equivalence of 1/2 and 2/4To write simple fractions for example, 1/2 of 6 = 3 |
| Equal and unequal parts |
| **Flashback 4 – daily****Fractions** – quarter of a quantity**Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube, cuboid, sphere, cylinder and cone)**Number** – near doubles | Recognise a half. |
| Find a half. |
| Recognise a quarter. |
| Find a quarter. |
| **Flashback 4 – daily****Time** – o’clock and half past**Counting in 2s, 5s and 10s.****Shape** – name common 2D shapes (oblong, circle, triangle, square)**Number –** number bonds to 10 and 20 | Recognise a third. |
| Find a third. |
| Find the whole. |
| Unit fractions. |
| **Flashback 4 – daily****Time** – days of the week**Fractions** – quarter of a quantity**Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube, cuboid, sphere, cylinder and cone) | Non-unit fractions. |
| Recognise the equivalence of a half and two-quarters. |
| Recognise three-quarters. |
| Find three-quarters. |
|  | Count in fractions up to a whole. |
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| **Time**7 lessons | **Flashback 4 – daily****Time** – months of the year**Counting in 2s, 5s and 10s.****Number –** number bonds to 10 and 20**Number** – near doubles | O’clock and half past. | To compare and sequence intervals of time To 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 To know the number of minutes in an hour and the number of hours in a day |
| Quarter past and quarter to. |
| Tell the time past the hour. |
| **Flashback 4 – daily****Fractions** – half, quarter and a third of a quantity**Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube, cuboid, sphere, cylinder, cone and pyramid)**Measures** – l and ml | Tell the time to the hour. |
| Tell the time to 5 minutes. |
| Minutes in an hour. |
| Hours in a day. |
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| **Statistics**7 lessons | **Flashback 4 – daily****Time** – o’clock and half past**Counting in 2s, 5s and 10s.****Number –** number bonds to 10 and 20**Fractions** – Unit and non-unit fractions | Make tally charts. | To interpret and construct simple pictograms, tally charts, block diagrams and simple tableTo ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity To ask and answer questions about totalling and comparing categorical data |
| Tables |
| Block diagrams |
| Draw pictograms (1–1) |
| **Flashback 4 – daily****Fractions** – half, quarter and a third of a quantity**Counting in 2s, 5s and 10s.****Shape** – Naming common 3D shapes (cube, cuboid, sphere, cylinder, cone and pyramid)**Time** – quarter past and quarter to | Interpret pictograms (1–1) |
| Draw pictograms (2, 5 and 10) |
| Interpret pictograms (2, 5 and 10) |
| Make tally charts. |
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| **Geometry – Position and direction.**5 lessons | **Flashback 4 – daily****Counting in 2s, 5s and 10s.****Fractions** – half, quarter and a third of a quantity**Shape** – Naming common 3D shapes (cube, cuboid, sphere, cylinder, cone and pyramid)**Number** – near doubles | Language of position | To order and arrange combinations of mathematical objects in patterns and sequences To 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) |
| Describe movement |
| Describe turns |
| Describe movement and turns |
| **Flashback 4 – daily** | Shape patterns with turns |
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