



Maths Overview
Year 2
AUTUMN Term



	Term 1								Term 2							
	W 1 (3 days)	2	W 3	W4	W 5	W 6	W 7	W 8	W 1	W2	W3	W 4	W5	Week 6	Week 7 (4 days)	
NC Focus	Number: Place value			Number: Addition and Subtraction					Measurement: Money	Number: Multiplication and Division (White Rose Small Steps Assessment)					Position and direction	
NC Objectives	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward 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 read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems. 			<ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods 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: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot <ul style="list-style-type: none"> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 					<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication 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 (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>					<p>order and arrange combinations of mathematical objects in patterns and sequences se 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).</p>
Ready to Progress Criteria	<ul style="list-style-type: none"> 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning 2NPV–2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10. 			<ul style="list-style-type: none"> 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. 2AS–1 Add and subtract across 10. 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number. 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two 							<ul style="list-style-type: none"> 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). 					

		digit numbers.				
White Rose Small Steps	<ul style="list-style-type: none"> Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with a part whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers <p>Count in 2s, 5s and 10s Count in 3s</p>	<ul style="list-style-type: none"> Fact families – Addition and subtraction bonds to 20 Check calculations Compare number sentences Related facts Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less Add and subtract 10s Add a 2-digit and 1-digit number – crossing ten Subtract a 1-digit number from a 2-digit number – crossing ten Add two 2-digit numbers – not crossing ten – add ones and add tens Add two 2-digit numbers – crossing ten – add ones and add tens Subtract a 2-digit number from a 2-digit number – not crossing ten Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens Bonds to 100 (tens and ones) Add three 1-digit numbers 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the × symbol Multiplication sentences from pictures Use arrays 2 times -table 5 times -table 10 times – table Make equal groups – sharing Make equal groups - grouping Divide by 2 Odd & even numbers Divide by 5 Divide by 10 		<ul style="list-style-type: none"> Describing movement Describing turns Describing movement and turns Making patterns with shapes
Year 1 Revisit (potential gaps in learning from previous year)	<ul style="list-style-type: none"> Write numbers to 20 in numerals and words 	<ul style="list-style-type: none"> Comparing addition and subtraction statements $a + b > c + d$ Subtraction: Finding a part, breaking apart Subtraction: Finding the difference Subtraction – Crossing 10 – particularly children wanting to use reduction rather than partitioning of difference e.g. counting back to solve $20-17 =$ Compare Number Sentences 	•	<ul style="list-style-type: none"> Count in 5s Make arrays Relationship between sharing and division equations 	•	
Consolidation Required (based on current End of Block Assessments)	•	•	•	•	•	



Maths Overview Year 2



SPRING Term

	Term 3							Term 4						
	W 1	W 2	W 3	W 4	W 5	W 6	W 7	W 1	W 2	W 3	W 4	W 5	W 6	W 7
NC Focus	Measurement: length and height		Geometry: Properties of Shape			Statistics (White Rose Small Steps Assessment)		Measurement: Time		Number: Place value consolidation		Number: Fractions		
NC Objectives	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. compare and order lengths, and record the results using >, < and = 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> compare and sequence intervals of 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. 	<ul style="list-style-type: none"> 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 use place value and number facts to solve problems. 	<ul style="list-style-type: none"> 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 $\frac{1}{2}$. 							
Ready to Progress Criteria		<ul style="list-style-type: none"> 2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. 							<ul style="list-style-type: none"> 2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning 2NPV-2 Reason about the location of any twodigit number in the linear number system, including identifying the previous and next multiple of 					

White Rose Small Steps	<ul style="list-style-type: none"> • Measure length (cm) • Measure length (m) • Compare lengths • Order lengths • Four operations with lengths 	<ul style="list-style-type: none"> • Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes Lines of symmetry • Sort 2D shapes • Make patterns with 2D shapes • Count faces on 3D shapes • Count edges on 3D shapes • Count vertices on 3D shapes • Sort 3D shapes • Make patterns with 3D shapes 	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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 	10. <ul style="list-style-type: none"> • Count objects to 100 and read and write numbers in numerals and words • Represent numbers to 100 Tens and ones with a part whole model • Tens and ones using addition • Use a place value chart Compare objects • Compare numbers • Order objects and numbers Count in 2s, 5s and 10s Count in 3s 	<ul style="list-style-type: none"> • Make equal parts • Recognise a half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Unit fractions Non-unit fractions • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • Find three quarters • Count in fractions 	
Year 1 Revisit (potential gaps in learning from previous year)	<ul style="list-style-type: none"> • Measure length-standard units-use of ruler accuracy. 	<ul style="list-style-type: none"> • Recognise and name 3D shapes 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Find a quarter of a quantity 	
Consolidation Required (based on current End of Block Assessments)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	



Maths Overview
Year
SUMMER Term



	Term 5							Term 6						
	W 1	W2	W3	W4	W 5	W 6	W 7	W 1	W2	W 3	W4	W 5	W 6	W 7 (3 days)
NC Focus	Number: Multiplication and Division (Consolidation)	Measurement: Mass, Capacity and Temperature (Focus on reading scales)	Number: Addition and Subtraction Consolidation		Consolidation and Assessments			Measurement: Mass, Capacity and Temperature	Problem solving and efficient methods		Position and direction	Investigations		
NC Objectives	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels compare and order mass, volume/capacity and record the results using $>$, $<$ and $=$ 	<ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 				<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$ 	<ul style="list-style-type: none"> use place value and number facts to solve problems. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> 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 anti-clockwise). 					

<p>Ready to Progress Criteria</p>	<ul style="list-style-type: none"> ▪ 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. ▪ 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. ▪ 2AS–1 Add and subtract across 10. ▪ 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". ▪ 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number. <p>2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers.</p>		<ul style="list-style-type: none"> ▪ 		<ul style="list-style-type: none"> ▪ 	
<p>White Rose Small Steps</p>	<ul style="list-style-type: none"> • Recognise equal groups • Make equal groups • Add equal groups • Multiplication sentences using the x symbol • Multiplication sentences from pictures • Use arrays 2 times - table 5 times -table 10 times –table • Make equal groups – sharing • Make equal groups - grouping • Divide by 2 • Odd & even numbers • Divide by 5 Divide by 10 	<ul style="list-style-type: none"> • Compare mass • Measure mass in grams • Measure mass in kilograms • Compare capacity Millilitres Litres • Temperature 	<ul style="list-style-type: none"> • Fact families – Addition and subtraction bonds to 20 Check calculations • Compare number sentences Related facts Bonds to 100 (tens) • Add and subtract 1s 10 more and 10 less • Add and subtract 10s • Add a 2-digit and 1-digit number – crossing ten • Subtract a 1-digit number from a 2-digit number – crossing ten • Add two 2-digit numbers – not crossing ten – add ones and add tens • Add two 2-digit numbers – crossing ten – add ones and add tens • Subtract a 2-digit number from a 2-digit number – not crossing ten • Subtract a 2-digit number from a 2-digit number – 		<ul style="list-style-type: none"> • Compare mass • Measure mass in grams • Measure mass in kilograms • Compare capacity Millilitres Litres • Temperature 		<ul style="list-style-type: none"> • Describing movement • Describing turns • Describing movement and turns • Making patterns with shapes 	

			crossing ten – subtract ones and tens Bonds to 100 (tens and ones) Add three 1-digit numbers					
Year 1 Revisit (potential gaps in learning from previous year)	•	•	•			•		•
Consolidation Required (based on current End of Block Assessments)	•	•	•			•		•