

Year 2 term 1&2

Points in italics are either where statements have been moved from other year groups or to support progression where no statement is given

Oral and Mental calculation

- Count to and beyond 100 starting from any number
- Read and write numbers to at least 50 in numerals
- Read and write numbers to 30 in words
- Order a set of random numbers to at least 50
- Find 1 more/1 less of any number to at least 50
- Find 10 more / 10 less of any number to at least within 50
- Count on and back in 1s from any one or two-digit number.
- Count on and back in multiples of 2, 5 and 10.
- Count in multiples of 2,5 and 10 from 0 , forwards and backwards
- Recall addition and subtraction facts for each number up to at least 10.
- Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.
- Recall halves of simple even numbers i.e. numbers in which the tens are even.
- Add a single digit number to any 2-digit number.
- Take away a single digit number from 2-digit number.
- Tell the time using o'clock, half past, quarter past and quarter to.
- Recognise and count amounts of money.
- Revise names and properties of 2D and 3D shapes

Week	Main focus of teaching
1	<p>Number and place value to solve problems</p> <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and in words • Read and write numbers to at least 50 in numerals and in words. • Recognise the place value of each digit in a two-digit number (tens, ones) up to at least 50 • Identify, represent and estimate numbers using different representations, including the number line <i>and a 100 square</i> • Partition two –digit numbers up to at least 50 into tens and ones using manipulatives • <i>Partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) using manipulatives.</i> • Compare numbers for 0-100 –say which is more /less using $<$, $>$ and = signs. • <i>Find 1 or 10 more or less than a given number using manipulatives</i> • Solve problems involving place value and number facts

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2	<p>Addition to solve problems</p> <ul style="list-style-type: none">• Revise addition and subtraction pairs for 10• Revise addition and subtraction pairs for all numbers to 10• <i>Ensure children think –can I do it in my head, with some jottings or by using an expanded written method</i>• Estimate answers to calculations• Add a two-digit number and ones numbers using concrete objects and pictorial representations (<i>including crossing the tens boundary</i>)• Subtract ones from a two-digit number numbers using concrete objects and pictorial representations (<i>including crossing the tens boundary</i>)• Add three one-digit numbers mentally or by using object or pictures (<i>including crossing the tens boundary</i>)• Use inverse to check the answers to calculations• Solve problems involving addition
3	<p>Subtraction to solve problems</p> <ul style="list-style-type: none">• Revise addition and subtraction pairs for 10• Revise addition and subtraction pairs for all numbers to 10• <i>Ensure range of questions that require either take away or difference</i>• Find the difference between 2 numbers by counting up• <i>Ensure children think –can I do it in my head, with some jottings or by using an expanded written method</i>• Estimate answers to calculations• Subtract ones from a two-digit number numbers using concrete objects and pictorial representations (<i>including crossing the tens boundary</i>)• Use inverse to check the answers to calculations• Solve problems involving subtraction
4	<p>Measures –Money to solve problems</p> <ul style="list-style-type: none">• Recognise coinage 1p, 2p, 5p, 20p and 50p• Recognise and use symbol p for pence• find combinations of coins to make a value within 20p• find different combinations of coins to make 20p• <i>Ensure children think –can I do it in my head, with some jottings or by using an expanded written method</i>• Estimate answers to calculations• Add three one-digit numbers mentally or by using object or pictures (<i>including crossing the tens boundary</i>)• Add a two-digit number and ones numbers of pence using coinage and/or pictorial representations (<i>including crossing the tens boundary</i>)

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	<ul style="list-style-type: none"> • Add three one-digit amounts of money mentally or by using coinage or pictures (<i>including crossing the tens boundary</i>) • Subtract ones from a two-digit number of pence using coinage and/or pictorial representations (<i>including crossing the tens boundary</i>) • Use inverse to check the answer to calculations • Solve simple problems in a practical context involving addition and subtraction of money
5	<p>Measures-length and height to solve problems</p> <ul style="list-style-type: none"> • <i>Work practically with length</i> • <i>Understand how to use and read a ruler or tape measure to measure length/height accurately</i> • Estimate and measure using standard units i.e. cm and m using rulers or tapes • Compare and order lengths or heights and record the results using >, < and = • Solve problems involving length/height
6	<p>Fractions to solve problems</p> <ul style="list-style-type: none"> • Count in halves to 10 • Recognise and practically find and name $\frac{1}{2}$ of a length, shape, number or quantity • Recognise and practically find and name $\frac{1}{4}$ of a length, shape, number or quantity • Recognise and practically find and name $\frac{3}{4}$ of a length, shape, number or quantity • <i>Begin to understand the terms numerator and denominator.</i> • <i>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</i> <p>Solve problems involving simple fractions</p>
7	<p>Multiplication and division to solve problems</p> <ul style="list-style-type: none"> • <i>Make arrays or patterns to show "groups of" such as 2 lots of 3 and count in groups (multiples) not ones (year 1)</i> • <i>Understand division as sharing and grouping.</i> • <i>Group and share small quantities (year 1)</i> • Recall the multiplication and division facts for 2 and 10 x tables • <i>Understand multiplication as repeated addition using manipulatives.</i> • Calculate multiplication number sentences for 2x and 10x (<i>using repeated</i>

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	<p><i>addition)using manipulatives</i></p> <ul style="list-style-type: none"> Record multiplication number sentences for 2x and 10x tables using x and = Record division number sentences for 2x and 10x tables using ÷ and = Use inverse to check the answer to calculations Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays
8	<p>Shape to solve problems</p> <ul style="list-style-type: none"> Revise basic 3D shapes Introduce cuboids , prisms and cones Compare and sort shapes and everyday objects i.e. boxes Order 3D shapes into patterns and/or sequences Identify and describe the properties of 3D shapes –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) Solve problems involving 3D shapes
9	<p>Statistics to solve problems</p> <ul style="list-style-type: none"> Construct simple pictograms, tally charts , diagrams and tables 1:1 Answer simple questions involving totalling and comparing Solve problems involving statistics
10	<p>Time to solve problems</p> <ul style="list-style-type: none"> Compare and sequence times Tell the time -o'clock , half past , quarter to and quarter past Draw hands on a clock face to show o'clock , half past , quarter to and quarter past Begin to know the number of minutes in an hour and the number of hours in a day. Solve problems involving time
12	<p>Assess and review</p>