

Year 2 term 3&4

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Oral and Mental calculation

- Count to and beyond 100 starting from any number
- Read and write numbers to 100 in numerals
- Read and write numbers to 50 in words
- Order a set of random numbers to 100.
- Recognise odd and even numbers.
- Find 1 more/1 less of any number to 100
- Find 10 more / 10 less of any number within 100
- Count on and back in 1s from any one or two-digit number
- Recall addition and subtraction facts for each number up to at least 10
- Recall doubles of numbers to 20
- Recall halves of even numbers to 50
- Add a single digit number to any 2-digit number.
- Subtract a single digit number from 2-digit number
- Find the difference between two number within 50
- Find the answers to missing number problems i.e. $2+?=9$
- Recall multiplication facts for the 2x, 5x and 10x tables.
- Count in multiples of 2, 5 and 10 from 0, forwards and backwards
- Count in 10s from any number forwards and backwards
- Names and properties of 2D shapes
- Recall multiplication division facts for 2 and 10 tables
- Find doubles +1 and doubles +2
- Use “see nine think ten” and adjust for addition and subtraction
- Revise names and properties of 2D and 3D shapes

Week	Main focus of teaching
1	<p>Number and place value</p> <ul style="list-style-type: none"> • Identify, represent and estimate numbers using different representations, including the number line <i>and 100 square</i>. • Partition two –digit numbers up to at least 50 into tens and ones <i>using manipulatives</i> • <i>Partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) using manipulatives.</i> • Order random numbers 0-100 <i>and explain reasoning</i> • Compare numbers for 0-100 –say which is more /less using < or > <i>and explain reasoning</i> • <i>Partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) 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">• Recall addition and subtraction facts for numbers 11-20 , including missing number problems• <i>Ensure children think –can I do it in my head, with some jottings or by using an expanded written method</i>• <i>Estimate answers to calculations</i>• Add a two-digit number and a ones numbers or a two-digit number and tens using concrete objects and pictorial representations (<i>including crossing the tens boundary</i>)• Add three <i>or more</i> 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 with addition
3	<p>Subtraction to solve problems</p> <ul style="list-style-type: none">• Recall addition and subtraction facts for numbers 11-20 , including missing number problems• <i>Ensure range of questions that require either take away or difference for subtraction</i>• <i>Ensure children think –can I do it in my head, with some jottings or by using an expanded written method</i>• <i>Estimate answers to calculations</i>• Subtract ones from a two-digit number numbers or tens from a two-digit number using concrete objects and pictorial representations (<i>including crossing the tens boundary</i>)• Use inverse to check answers to calculations• Solve problems with subtraction
4	<p>Measures –Money to solve problems</p> <ul style="list-style-type: none">• Recognise and use symbols £ for pounds and p for pence.• Recognise coinage 1p, 2p, 5p, 20p , 50p, £1• find combinations of coins to make a value within 50p• find different combinations of silver coins to make amounts e.g. 50p• <i>Ensure range of questions that require either take away or difference for subtraction</i>• <i>Ensure children think –can I do it in my head, with some jottings or by</i>

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	<p><i>using an expanded written method</i></p> <ul style="list-style-type: none"> • <i>Estimate answers to calculations</i> • Add a two-digit number and a ones numbers of pence or a two-digit number and a tens number of pence using coins and/or pictorial representations (<i>including crossing the tens boundary</i>) • Subtract ones from a two-digit number of pence or tens from a two-digit number of pence using coins and /or pictorial representations (<i>including crossing the tens boundary</i>) • Add three <i>or more</i> one-digit numbers of pence mentally or by using object or pictures(<i>including crossing the tens boundary</i>) • <i>Ensure range of questions that require either take away or difference for subtraction</i> • Subtract ones from a two-digit number of pence or tens from a two-digit number of pence using coins and /or pictorial representations to give change (<i>including crossing the tens boundary</i>) • Use inverse to check the answers to calculations • Solve simple problems in a practical context involving addition and subtraction of money.
5	<p>Measures-mass to solve problems</p> <ul style="list-style-type: none"> • <i>Work practically with mass /weight</i> • <i>Understand how to use weighing scales to measure/weight accurately</i> • <i>Understand how to read a simple scale on weighing scales</i> • Estimate and measure using standard units i.e 100 g and 1 kg • Compare and order mass and record the results using >, < and =. • Solve problems involving weight/mass
6	<p>Fractions to solve problems</p> <ul style="list-style-type: none"> • Count forwards and backwards in halves and /or quarters to 10 • Recognise and practically find and name $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a length, shape, number or quantity • Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • <i>Begin to understand and use 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> • Solve problems involving simple fractions •

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7	<p>Multiplication and division to solve problems</p> <ul style="list-style-type: none">• Recall multiplication and division facts for 2 x, 5x and 10 x tables• <i>Make arrays or patterns to show “groups of “such as 2 lots of 3 and count in groups (multiples) not ones (year1)</i>• <i>Understand division as sharing and grouping.</i>• <i>Group and share small quantities (year 1)</i>• <i>Understand multiplication as repeated addition using manipulatives .</i>• Calculate multiplication number sentences for 2x ,5x and 10x (<i>using repeated addition</i>)<i>using manipulatives</i>• Record multiplication number sentences for 2x, 5x and 10x tables using x and =• Calculate division number sentences for 2x ,5x and 10x (<i>using repeated addition</i>)<i>using manipulatives</i>• Record division number sentences for 2x and 10x tables using ÷ and =• Use inverse to check the answers to calculations• Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.• Solve problems involving division, using materials, arrays, <i>repeated subtraction and sharing</i>, mental methods, and multiplication and division facts, including problems in contexts.
8	<p>Shape and position and directions to solve problems</p> <ul style="list-style-type: none">• Identify and describe the properties of 2-D shapes, including the number of sides and angles• Identify and describe the properties of 2-D shapes, including reflectional symmetry• Arrange 2D shapes in patterns and/or sequences.• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and as <i>turning</i>.• Solve problems involving shape• Solve problems involving position or direction
9	<p>Statistics to solve problems</p> <ul style="list-style-type: none">• Construct simple pictograms, tally charts , diagrams and tables 1:1• <i>Read and interpret scales including those marked in one but numbered in twos or fives</i>

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	<ul style="list-style-type: none">• Ask and 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• Begin to tell the time to five minutes -link to o'clock , half past , quarter to and quarter past• Draw hands on a clock face to show given times• Begin to know the number of minutes in an hour and the number of hours in a day.• Solve simple problems involving time
12	<p>Assess and review</p>