Year 2 term 5&6

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Teacher may want to adjust the order of their teaching in light of assessment information prior to statutory assessment

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 100 in words
- Order a set of random numbers to 100.
- Find 1 more/1 less of any number to 100
- Find 10 more / 10 less of any number within 100
- Count in tens from any number, forwards and backwards
- Count on and back in 1s from any number to 100
- Count on and back in steps of 2, 3 and 5 from 0
- Count on and back in 10s from any number.
- Recall multiplication facts for the 2x, 5x and 10x tables
- Recognise odd and even numbers.
- Recall addition and subtraction facts for each number up to 20 including missing number questions
- Begin to recall related facts up to 100 i.e. 2+8=10 so 20+80=100
- Recall doubles of numbers to at least 50
- Recall halves of even numbers to 100
- Round number to 100 to the nearest 10
- Add a single digit number to any 2-digit number.
- Take away a single digit number from 2-digit number
- Find the difference between two numbers within 50
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Use the inverse relationship between addition and subtraction to check calculations and solve missing number problems
- Use the inverse relationship between addition and subtraction to solve missing number problems
- Recall multiplication division facts for 2x, 5x and 10 tables
- Revise names and properties of 2D and 3D shapes

Week	Main focus of teaching	
1	Number and place value to solve problems • Partition two –digit numbers up to 99 into tens and ones 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 *and*	

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	explain reasoning. • *Partition numbers in different ways (for example, 45 = 20 + 25 and 45 = 30 + 13).* • Use place value and number facts to solve problems.
2	Addition to solve problems • Recall and use addition and subtraction facts to 20 with increasing fluently • *Ensure range of questions that require either take away or difference for subtraction* • Begin to find and use related facts addition and subtraction facts up to 100 • *Ensure children think –can I do it in my head, with some jottings or by using an expanded written method* • *Estimate answers to calculations* • Add numbers including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; using concrete objects and pictorial representations *(including crossing the tens boundary)* • Subtract numbers including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; • add three *or more* one-digit numbers. using concrete objects and pictorial representations *(including crossing the tens boundary)* • use inverse to check the answers to calculations • Solve problems with addition
3	Subtraction to solve problems • Recall and use addition and subtraction facts to 20 with increasing fluently • *Ensure range of questions that require either take away or difference for subtraction* • Begin to find and use related facts addition and subtraction facts up to 100 • *Ensure children think –can I do it in my head, with some jottings or by using an expanded written method* • *Estimate answers to calculations* • Subtract numbers including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers • Use inverse to check the answers to calculations • Solve problems with subtraction

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4	Measures –Money to solve problems • Recognise and use symbols £ for pounds and p for pence. • Recognise coinage 1p, 2p, 5p, 20p , 50p, £1 and £2 • Find combinations of coins to make a value within £1 • Find different combinations of silver coins to amounts e.g. make £1 • *Ensure children think –can I do it in my head, with some jottings or by using an expanded written method* • *Estimate answers to calculations* • Add pence including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; using coins and/or pictorial representations *(including crossing the tens boundary)* • *Ensure range of questions that require either take away or difference for subtraction* • Subtract pence including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; • add three *or more* one-digit amounts of pence using coins and pictorial representations *(including crossing the tens boundary)* • *Subtract pence to give change* • Use inverse to check the answers to calculations • Solve simple problems in a practical context involving addition and subtraction of money
5	Multiplication and division to solve problems • *Make arrays or patterns to show "groups of "such as 2 lots of 3 and count in groups (multiples) not ones (year1)* • Recall and use multiplication and division facts for the 2x, 5x and 10 x tables, • *Understand multiplication as repeated addition using manipulatives .* • *Understand division as both sharing and grouping using manipulatives .* • Calculate multiplication number sentences for 2x ,5x and 10x *(using repeated addition)using manipulatives* • Record multiplication number sentences for 2x, 5x and 10x tables using x and • Calculate division number sentences for 2x ,5x and 10x *(using sharing or grouping)using manipulatives* • Record division number sentences for 2x and 10x tables using ÷ and = • Use inverse to check the answers to calculations

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	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
6	Fractions to solve problems • Count forwards and backwards in in ½, and ¼ to 10 • Count forwards in 1/3 • Continue to recognise, practically find and name ½ or ¼ of length, shape, number or quantity • Recognise, practically find and name 1/3 of length, shape, number or quantity • Write fractions in number sentences e.g. , $\frac{1}{2}$ of 6 = 3 • *Understand and use the terms numerator and denominator.* • Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • Solve problems with fractions
STATUTORY ASSESSMENT WEEK	
8	Statistics to solve problems • Construct simple pictograms, tally charts block diagrams and simple tables • Read and interpret scale including 1:1 and /or 1:2.1:5 and 1:10 • Ask and answer question about totalling and comparing categorical data • Solve problems involving statistics.
9	Shape and position and direction to solve problems • Continue to name and describe the properties of 2D and 3D shapes • Continue to make patterns with shapes • Explore the reflectional symmetry of shapes • Use the correct language of position and/or direction to give and follow instructions • Identify a right angle(as a square corner) in the environment • Describe rotation in terms of 1,2 3 or 4 right angles leading to quarter , half, three quarter or complete turn • Identify clock wise turns and anti-clock wise turns • Use the correct vocabulary to describe rotation as a turn and give and follow instructions • Solve problems involving shape • Solve problems involving position or direction

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10	Measures-capacity/volume and temperature to solve problems • *Work practically with capacity /volume* • *Understand how to use measuring jugs and containers to measure capacity / volume accurately* • *Understand how to read simple scale on measuring jugs or containers* • Estimate and measure using standard units i.e. litre • Compare and order capacity/volume recording the results using < or > and = • Use appropriate standard units to estimate temperature e.g. 30˚ C hot , 5˚ C is cold and 16 ˚C is about right • *Understand how to use a thermometer to measure temperature* • *Understand how to read the scale on a thermometer* • Practically measure temperature to the nearest degree (˚C) using thermometers. • Solve problems involving capacity/ volume • Solve problems involving temperature
11	Time to solve problems • 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 • *Write times to match clock faces* • Know the number of minutes in an hour and the number of hours in a day • Solve problems involving time *including using a number line*