



Personal **R**esponsibility **I**n **D**elivering **E**xcellence

Year 2 Maths Curriculum Content Overview

| Year 2 | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Wk 7 |
|-------------------|--|--|--|---|---|------|------|
| Autumn 1 | Place value to 100 (starting with lower numbers to begin with based on Y1 gaps) | | | Addition and subtraction (ensure all contextualised problems involve money and measures (g/kg, cm/m, l/ml) so as to also build familiar with those areas of maths) | | | |
| Objectives | <ul style="list-style-type: none"> To count numbers up to 100 using concrete objects: counting up by ones and tens (dienes and hundred square). To read and write numbers up to 100 To understand each digit in a number has its own value (partitioning). To be able to compare numbers using place-value knowledge | <ul style="list-style-type: none"> To use the number bond strategy to partition numbers in different ways (e.g. $45 = 40 + 5$ but also $30 + 15$ etc) To count in ones and tens; to introduce boundary crossing using tens and ones. To recognise and describe patterns with more complex numbers, in particular 3 and 5 (hundred squares). | <ul style="list-style-type: none"> To be able to add a 1-digit number to a 2-digit number without regrouping the ones. To add tens by recognising its relationship to adding ones. To add 2-digit numbers where one is a multiple of 10. To add with tens and ones where the ones are both more than zero. | <ul style="list-style-type: none"> To add 1-digit numbers to a 2-digit number resulting in regroup of ones. To add three 1-digit numbers. To add two 2-digit numbers where regrouping is expected (see calculation policy for concrete, pictorial then abstract methods) | <ul style="list-style-type: none"> To subtract ones from a 2-digit number. To subtract 2-digit multiples of 10 from 2-digit multiples of 10. To subtract tens from a 2-digit number with the ones being more than zero. To subtract a 2-digit number by another 2-digit number. To subtract a 2-digit number by a 1-digit number with renaming. To subtract a 2-digit number by another 2-digit number where renaming has to occur. | | |

| | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 |
|----------------------------|---|------|------|---|------|--|
| Autumn 2 Objectives | Multiplication and division | | | Fractions | | <u>Assessment</u> Cornerstones Assessment and Gaps teaching |
| | <ul style="list-style-type: none"> To realise that multiplication is the same as repeated addition with equal groups. To focus on understanding and learning the 2 times table. To use concrete materials and pictorial representations to multiply by 2. To cover the basics of the 5 times table and to highlight multiplication visually as equal groups. To recall and use the 5 times table. To introduce the 10 times table by focusing on the numbers found in the 10 times table. To look at the 10 times table in more detail by looking at patterns and relationships. To be able to link whether odd or even numbers can be divisible by 2, 5 or 10. To investigate links between the 2, 5 and 10 times tables. To understand commutative law. To use knowledge of the 2, 5 and 10 times tables to further investigate commutative law. To use the 2, 5 and 10 times tables to solve word problems. To understand that grouping is a way of dividing. To be able to divide by sharing an amount. To be able to divide by 2. To be able to divide by 5 and identify links with multiplying by 5. To be able to divide by 10 and identify links with multiplying by 10. To use multiplication and division skills to identify family facts in a number sentence. To understand and solve word problems which require the use of the multiplication and division skills covered (Cover TAF statement - To read scales in divisions of 1, 2, 5 and 10) <p><i>Division methods (pictorial and concrete) need covering with more emphasis than multiplication's.</i></p> | | | <ul style="list-style-type: none"> To make equal parts from a wholes To show and recognise halves and quarters. To show and identify more than one quarter using materials and pictures. To show and identify thirds in shapes; to use the vocabulary 'numerator' and 'denominator' when referring to fractions. To identify and name fractions by looking at the number of pieces and how many are shaded in. To recognise equivalent fractions in quarters, thirds and halves. To compare and order similar fractions by looking at the size of the pieces shaded. To compare & order fractions with different denominators. To count the number of wholes & parts to form mixed numbers. To count in halves and place halves onto a number line using pictures. To count in quarters and place quarters onto a number line using pictures. To count in thirds and place thirds onto a number line using pictures. To find fractions (half) of whole numbers. To find a fraction (third) of a whole number. To find a fraction (quarter) of a number. To find a fraction (half, third, quarter) of a quantity (length). | | |

| | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 |
|-------------------|---|--|---|--|--|--|
| Spring 1 | Shape | Position and Direction & Symmetry | Place Value Recap Partitioning and estimating on a blank number line | Money | | Statistics |
| Objectives | <ul style="list-style-type: none"> • Make and visualise shapes 2.1.2 Identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid • Classify shapes 2.2.2 Identify and describe the properties of 2-D shapes, including the number of sides • Classify shapes 2.2.3 Identify and describe the properties of 3-D shapes, including the number of edges, vertices | <ul style="list-style-type: none"> • Describe position 2.4.1 Use mathematical vocabulary to describe position (^) • Describe movement NAHT KPI 2.4.3 Use mathematical vocabulary to describe movement, including movement in a straight line (^) • Classify shapes 2.2.2 Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line | <ul style="list-style-type: none"> • Represent Numbers 2.1.b.1 Recognise the place value of each digit in a two-digit number (tens, ones) • Order and compare NAHT KPI Order and compare 2.1.c.1 Compare and order numbers from 0 up to 100; use and = signs • Identify represent and estimate numbers using different representations e.g. a number line. | <ul style="list-style-type: none"> • Understand units of measure 2.1.3 Recognise and use symbols for pounds (£) and pence (p) (^) • Solve measurement problems 2.3.2 Combine amounts of money to make a particular value including different combinations of coins that equal the same amount of money (*) • Cover the value of different coins (for TAF) • Adding on a number line 10s and 1s • Problems • Arithmetic | <ul style="list-style-type: none"> • Solve measurement problems NAHT KPI 2.3.3 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • Subtraction • Giving Change • Subtraction 2 digit to 2 digit using money. • Subtracting on a number line 10s and 1s • Problems • Shanghai | <ul style="list-style-type: none"> • Interpret data 2.1.1 Interpret data from simple pictograms, tally charts, block diagrams and simple tables (^) • Present data NAHT KPI 2.1.2 Present data in simple tables, simple pictograms, tally charts and block diagrams (*) • Solve data problems NAHT KPI 2.3.1 Ask and answer questions about totalling and comparing categorical data • Solve data problems 2.3.2 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity |

| | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 |
|-------------------|---|--|--|---|--|--|
| Spring 2 | Calculation Recap | Measures – length/height | Measures – mass and capacity | Measures - Time | Fractions Recap | <u>Assessment</u> Cornerstones Assessment and Gaps teaching |
| Objectives | <ul style="list-style-type: none"> Recall all number bonds to and within 10 and to use these to reason with and calculate bonds to and within 20. Solve calculation problems 2.2.c.2 Use the inverse relationship between addition and subtraction to solve missing number problems (^) Understand calculation 2.2.a.2 Understand that sum and difference indicate addition and subtraction respectively (+) | <ul style="list-style-type: none"> Read scales, in divisions 1's,2's,5's and 10's. Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit Make measurements 2.2.3 Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Solve measurement problems 2.3.4 Solve problems involving comparing measures of length, mass and capacity/volume (+) | <ul style="list-style-type: none"> Read scales, in divisions 1's,2's,5's and 10's. Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit Make measurements 2.2.3 Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Solve measurement problems 2.3.4 Solve problems involving comparing measures of length, mass and capacity/volume (+) | <ul style="list-style-type: none"> Read the time on a clock to 30 minute Read the time on a clock to 15 minute 60 minutes in an hour etc. Understand units of measure 2.1.1 Compare and sequence intervals of time Understand units of measure 2.1.2 Know the number of minutes in an hour and the number of hours in a day Make measurements 2.2.1 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 Make measurements 2.2.2 Record the time on an analogue clock in words (+) | <ul style="list-style-type: none"> Use FDP as numbers 2.3.c.1 Write simple fractions (^) Convert FDP 2.3.b.1 Recognise the equivalence of 2/4 and 1/2 (^) Understand FDP NAHT KPI Understand FDP 2.3.a.2 Recognise, find, name and write fractions 2/4 and 3/4 of a length, shape, set of objects or quantity (^) Understand FDP NAHT KPI Understand FDP 2.3.a.1 Recognise, find, name and write fractions 1/3 and 1/4 of a length, shape, set of objects or quantity (^) Fractions of number $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{1}{3}$ | |

| | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 |
|-------------------|--|---|--|---|---|
| Summer 1 | Multiplication | Division | Money (Recap) | Shape | Shape (position and direction). |
| Objectives | <ul style="list-style-type: none"> 2.2.a.3 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"> To be able to divide by sharing an amount. To be able to divide by 2. To be able to divide by 5 and identify links with multiplying by 5. To be able to divide by 10 and identify links with multiplying by 10. Ensure all work is contextualised with worded 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"> 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"> 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) |

| | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 |
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| Summer 2 Objectives | Gaps Teaching – Teaching and learning focused on ensuring competency with Y6 curriculum and end of KS2 expectations. Transition work and preparation for learning in KS3. | | | | | |