Yr 2 - Autumn – 2024/2025

Measurement and Time: Utilise everyday opportunities to tell the time and develop days of the week and months of the year.
Calculation: Utilise everyday contexts to increase fluency with mental strategies using number facts to 20

	Wk 1, 2, 3, 4			Wk 4 and 5	Wk 6, 7 and 8		Wk 9 and 10	Wk 11	Wk 12, 13	Wk 14/15
2 days	**Number and Place Value Addition & subtraction**			**Measurement**	**Addition & subtraction, Money**		**Multiplication and division**	**Fractions and Geometry**	**Number: Place Value with addition and subtraction**	**Statistics**
	2.1 - Secure			**2.2 - Secure**			**2.3 - Secure**		**2.4 – Secure**	
Fluency Focus	**Secure and apply** • Y1: **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.** I can count to and across 100, forwards and backwards. • **Count in 10s to 100.**	**Secure and apply** • **Count in steps of 10 from any number, forward or backward.** • **Recall all number bonds to and within 10**. I can revisit numberbonds to 10.	**Secure and apply** • **Y1: Revise and develop fluency in the use of partitions of all numbers up to 20.** I can revisit number bonds to 20. Recalling and deriving associated subtraction facts using: Teach, Rehearse, Recall and Apply sequence.	• **Yr 1 Revise: Recognise and know the value of different denominations of coins and notes.** I can recognise the value of coins.	• **Yr 1 - Represent and use number bonds and related subtraction facts within 20.** I can add within 20. I can subtract within 20. • **Add and subtract numbers using concrete objects, pictorial representations and mentally.** I can add 3 one-digit numbers.	• **Link counting in 2's, 5's ,10's to grouping objects and to the pattern of numbers on a number-line. (Unit 2.3)**	• **Ensure rote counting and ability to count a collection of objects efficiently using counting in 2's,5's and 10's.** **Secure and apply** • **Rehearse together the language of 'How many groups of 2, 5 or 10 are there?'** • **There are 3 groups of 2, 5, 10?**	• **Count in steps of 10 from any number forward or backwards, modelling on a number-line** • **Recall and use multiplication facts for the 10 multiplication table.**	• **Recall, recognise and use number bonds for efficient calculation and associated known facts. E.G. 13+4=17, 17 – 4 =13 ETC**	• **AFL of learning covered.**
Bold = NC Statements	**Secure and apply** • **Recognise the place value of each digit in a 2 digit number**. I can partition numbers. **Teach** • **Read and write numbers to at least 100 in numerals and in words.** • **Identify, represent and estimate numbers using different representations, including number line.** I can represent numbers using different representations. I can reasons where to put numbers on a number line. I can find the nearest multiple of 10 on a number line. • **Compare and order numbers from 0 up to 100, use < , > and = signs.** I can order numbers up to 100. I can compare and order numbers using < , > and = signs**.**		**Teach** • **Given a number, identify one/ten more and one/ ten less.** I can find one more/one less, two more/two less, bridging through tens and through one hundred. • **Count in steps of 10 from any number forward or backward.** I can solve problems that involve counting in steps of 10. I can solve problems that involve counting in steps of 10. • **Y1: Represent and use number bonds and related subtraction facts within 20**. I can find all ways to partition any number up to 20. I can add and subtract within 20 using known facts. • Y1: **solve one-step problems that involve addition and subtraction to using concrete objects and pictorial representations and missing number problems such as 7 = ? – 9** I can solve problems using known facts I can use number bonds to solve missing number problems. I can add and subtract a 2-digit number with a 1 digit number with no bridging. I can add and subtract 2-digit and a multiple of 10.	**Teach** • **Compare and order lengths and record the results using<> and =** I can compare length using <> = • **Choose and use appropriate standard units to estimate and measure length/height in any direction (cm) using rulers.** I can measure in centimetres (cm)**.**	**Secure and apply** • Yr 1: Count in multiples of 2's, 5's and 10's. I can count in 2s, 5s, and 10s. **Teach** • **Find different combinations of coins that equal the same amounts of money.** I can find different combinations of coins that equal the same amount of money • **Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.** • **Solve problems in a practical context involving addition and subtraction of money of the same unit.** • **Use place value and number facts** (mental recall of number bonds to 20) **to solve problems.** • **Add and subtract numbers using concrete objects, pictorial representations and mentally, including:** **- a 2-digit number and ones.** I can add/subtract a 2 digit number with 1 digit with a 1 digit number with no bridging in the context of money. **- a 2-digit number and tens** I can add/subtract a 2 digit and multiples of 10 in the context of money.		**Teach** • **Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forward or backward**. I can count in 2,5 and 10. I can explore patterns when counting in 2s, 5s and 10s. I can count in 3s from 0 I can create arrays with concrete objects. I can understand the difference between sharing and grouping. I can solve problems Involving groups of 2, 5 and 10 objects using pictorial recording. • **Recognise, find and name a half as one of two equal parts of an object, shape or quantity.** I can recognise and name half as one of two equal parts.	**Teach** • **Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.** I can recap properties of 2D and 3D shapes. I can identify lines of symmetry within 2D shapes. • **Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.** • **Yr 1 - Recognise, find, name and write fractions as equal parts of a shape** (link to symmetry and folding). Focus on ½, ¼ , 2/4 = ½) • **Recognise find, name and write fractions for 1/3 ¼ 2/4 and ¾ of a length, shape, set of objects or quantity.** I can find a half and a quarter of 2D shapes. I can count in fractional steps.	**Teach** • **Read and write numbers to at least 100 in numerals and in words.** I can write numbers in words. • **Compare and order numbers from zero up to 100 using >, < and =.** I can compare and order numbers using <> and = • **Count in steps of 2, 3 and 5 from 0.** • **Given a number, identify one/ten more and one/ten less.** I can explore patterns when counting forwards and backwards in tens. • **Add and subtract numbers using concrete objects, pictorial representations and mentally, including;** **- A two-digit number and ones** **- A two-digit number and tens** I can add and subtract one and ten. I can add and subtract a two-digit number and ones without bridging. I can add and subtract a two-digit number and ones with bridging. • **Solve one-step problems that involve addition and subtractions,** using **concrete objects, pictorial representations and including on the number-line**	**Teach** • **Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.** I can explain information given in a pictogram and tally chart. I can construct a simple pictogram and tally chart. • **Ask and answer simple questions by counting the number of objects in each category and sort the categories by quantity.** I can ask and answer simple questions about the information given in a pictogram and tally chart.

Yr 2 – Spring – 2024/2025

- Measurement: Find every day opportunities to tell the time.
- Talk about intervals of time. 24 hours in a day, 60 mins in an hour, 30 mins in half an hour.

Wk 1 and 2	Wk 3 and 4		Wk 5	Wk 6 and 7	Wk 8 and 9	Wk 10	Wk 11	WK 12
Addition and Subtraction	**Measurement: Time**	**Measurement: Mass**	**Fractions and Geometry**	**Multiplication and Division**	**NPV/Subtraction and addition**	**Statistics**	**Four operations with money**	**Fractions**
2.5 – Develop			**2.6 – Develop**		**2.7 – Embed**		**2.8 – Embed**	
• **Recall and use addition and subtraction facts to 20 fluently. (Yr 1 Number bonds and associated + and - facts.)** • **Use numberbond knowledge to add numbers using bridging. 2 single digits 8 + 7 = 2 digit + single digit**	• **Count in multiples of 5s. (Yr 1)** • **Recall and use multiplication facts for the 10 multiplication table.** • **Recall and use multiplication facts for the 5 multiplication table.**		• **Count in multiples of 2's. (Yr 1)** • **Recall and use multiplication facts for the 2 multiplication table.**	• **Explore related division facts for 2, 5 and 10 times table using concrete resources. (numicon)** **4 x 10 = 40** **40 / 4 = 10**	• **Recall addition and subtraction facts up to 20 fluently.** • **Count in steps of,3 from any number forward and backward.**	• **Count in steps of,3 from any number forward and backward.**	• **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odds and even numbers.**	
• **Add and subtract numbers using concrete objects, pictorial representations and mentally, including:** **- a two-digit number and ones** **- a two-digit number and tens.** **- add three one-digit numbers.** I can add a 2-digit number and ones without bridging. I can add three one-digit numbers. I can add two-digit number and tens. I can add a two-digit number and ones with bridging. I can subtract a two-digit number and ones without bridging. I can subtract 2-digit and tens. I can subtract number and ones with bridging. • **Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot** I can show that addition can be done in any order.	• **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.** I can show quarter past and quarter to on a clock face. • **Know how many minutes there are in an hour** and **the number of hours in a day.** I can recall the number of minutes in an hour. I can recall the number of hours in a day. • **Compare and sequence intervals of time.** I can solve problems involving time.	• **Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.** I can estimate mass I can estimate and measure mass. • **Compare and order mass and record results using < > =** I can compare and describe mass.	• **Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line** I can identify and describe the properties of 2D shapes. • **Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.** I can identify 2D shapes on the surface of 3D shapes. • **Identify and describe the properties of 3-D shapes, including the number of faces, edges and vertices.** I can identify and describe the properties of 3D shapes • **Compare and sort common 2D and 3D shapes and everyday objects.** • **Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantities.** I can recognise a fraction of a shape. • **Recognise the equivalence of 2/4 and ½.**	• **Count in steps of 2,3 and 5 from 0 and in tens from any number forward and backward.** • **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odds and even numbers.** • **Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.** • **Solve problems involving multiplication and division, using materials, arrays, repeated addition, and mental method and multiplication and division facts, including problems in context.** I can represent multiplication facts pictorially. I can represent multiplication facts as arrays. I can solve multiplication problems, using pictorial representations. I can solve multiplication problems involving unknown facts, using pictorial representations. I can solve multiplication problems in context. I can solve division problems in context. • **Recognise, find and name a half as one of two equal parts of an object, shape or quantity.**	**Secure and apply** • **Yr 1 = Count to and across 100, forwards and backwards beginning with 0 or 1 or from any given number.** • **Read and write numbers to at least 100 in numerals and in words.** • **Add and subtract numbers using concrete objects, pictorial representations and mentally including:** - **A two digit and tens.** I can add multiple of 10 to any number. • **Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems** I can recognise and use the inverse. • **Recall and use addition and subtraction facts to 20 fluently and derive and use elated facts to 100.** I can derive and related facts. • **Yr 1 = Solve one-step problems that involve addition and subtraction to 20,** using **concrete objects and pictorial representations and missing number problems such as 7 = ? – 9** I can solve one-step problems.	**Secure and apply** • **Count in steps of 2,3 and 5 from 0 and in tens from any number forward and backward.** I can count in steps of 2s, 5s, 10s and 3s. **Teach** • **Interpret and construct simple tally chart, block diagrams and tables.** I can interpret simple tally charts. I can interpret simple pictograms. I can 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 sort categories by quantity.** • **Ask and answer questions about totalling and comparing categorical data.** I can ask and answer simple questions.	**Teach** • **Recognise and use the symbols for pounds and pence: combine amounts to make a particular value.** • **Find combinations of coins that equal the same amount of money.** I can find different combinations of coins that equal the same amounts of money. • **Solve simple problems in practical context involving addition and subtraction of money of the same unit, including giving change.** I can sole simple addition problems in the content of money. I can solve simple subtraction problems in the context of money to find change. • **Solve problems involving multiplication and division, using materials, arrays, repeated addition, and mental method and multiplication and division facts, including problems in context.** I can solve multiplication problems in the context of money.	• **Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantities.** I can find a fraction of a quantity. I can recognise and find fractions of a shape. • **Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4.** **I** can daw bar models to represent factions.

Yr 2 – Summer – 2024/2025

Wk 1	Wk 2 and 3	Wk 4 and 5	Wk 6,7,8	Wk 9 and 10	Wk 10 and 11	Wk 12	Wk13, 14
Measurement and Geometry	**Addition and subtraction**	**Multiplication and Division**	**NPV/Addition and subtraction**	**Fractions/multiplication and division**	**Measures**	**Geometry**	**Prep for KS2**
2.9 - Embed	**2.9 – Embed**	**2.10 – Embed**	**2.12**	**2.13**	**2.14**	**2.15**	
Ensure quick and fluent recall of addition and subtraction facts within 20.	**Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.**		Revise and consolidate Yr 2 Number facts as needed based on AFL.				
• 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). I can describe rotational turns. • Choose and use appropriate standard units to estimate and measure temperature (°C); capacity (l/ml) to the nearest appropriate unit, using thermometers and measuring vessels. I can estimate and measure millilitres. I can measure temperature using a thermometer. • Compare and order lengths, mass, volume/capacity and record the results using more (>) than, less than (<) and equals (=) • Compare and sort common 2-D and 3-D shapes and everyday objects. I can compare 2D and 3D shapes.	• Use add and subtract numbers using concrete objects, pictorial representations and mentally including: - 2-digit no and ones. - 2-digit and tens - Two 2-digit numbers - Three 1-digit numbers I can add and subtract numbers. I can add two digit numbers I can subtract two 2-digit numbers. • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100 • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. I can solve problems with addition and subtraction.	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens. I can recall and use multiplication and division facts for the 10 times table. I can recall and use multiplication and division facts for the 2 times table I can recall and use multiplication and division facts for the 5 times table • 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 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 context. I can solve problems using multiplication and division facts for the 10 times table. I can solve problems using multiplication and division facts for the 2 times table. I can solve problems using multiplication and division facts for the 5 times table. I can solve two step problems using multiplication and division facts. I can share objects equally by counting how many in each group. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	• Recognise the place value of each digit in a 2-digit number (10s, ones) • Identify, represent and estimate numbers using different representations including the number line and in the context of number, quantity and measure. • Compare and order numbers form zero up to 100, using < , > and = signs • Read and write numbers to at least 100 in numerals and in words • Use place value and number facts • Solve problems with addition and subtraction 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: a 2-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three 1-digit numbers. • Show that addition of two numbers can be done in any order 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 missing number problems Or any Number and place value or Addition and Subtraction statements that children need to consolidate based on AFL and TT.	• Recognise, find, name, and write fractions of a length, shape, set of objects or quantity (1/3, 1/4, 2/4, 3/4) • Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 • Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • 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. Or any Multiplication and Division and Fractions statements that children need to consolidate based on AFL and TT.	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Recognise and uses 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. • Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg/g); temperature (°C); capacity (l/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 more (>) than, less than (<) and equals (=) • Compare and sequence intervals of time • Tell the time to 5 minutes, including quarter past and 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. Or any Measurement statements that children need to consolidate based on AFL and TT.	• Recognise and name common 2-D shapes, including squares, circles, rectangles and triangles • Recognise and name 3-D shapes, including cuboids, pyramids and spheres. • Describe position, directions and movements including $1/2$, 1, 4, $3/4$ turns Or any Position and direction or Properties of shapes statements that children need to consolidate based on AFL and TT.	Prep for KS2
			Working at Greater Depth • read scales* where not all numbers on the scale are given and estimate points in between • recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts • use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ¨ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc) • solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?') • read the time on a clock to the nearest 5 minutes • describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).			