YEAR 2 - Maths Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number — Place value — VIEW				Number — Addition and subtraction — VIEW					Geometry — Shape — VIEW		
Spring term	Measurement — Money — VIEW		Number — Multiplication and division — VIEW					Measurement — Length and height — VIEW		Measurement — Mass, capacity and temperature — VIEW		
Summer term	Number — Fractions — VIEW			Measurement — Time — VIEW			Statistics — VIEW		Geometry — Position and direction — VIEW		Consolidation	

AUTUMN TERM

National Curriculum	Small Steps

Number and Place Value (4 Weeks)

Read and write numbers to at least 100 in numerals and in words.

Recognise the place value of each digit in a two-digit number (tens, ones).

Identify, represent and estimate numbers using different representations including number lines.

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

Use place value and number facts to solve problems.

Compare and order numbers from 0 up to 100; use <, > and = signs.

Step 1	Numbers to 20
Step 2	Count objects to 100 by making 10s
Step 3	Recognise tens and ones
Step 4	Use a place value chart
Step 5	Partition numbers to 100
Step 6	Write numbers to 100 in words
Step 7	Flexibly partition numbers to 100
Step 8	Write numbers to 100 in expanded form
Step 9	10s on the number line to 100
Step 10	10s and 1s on the number line to 100
Step 11	Estimate numbers on a number line
Step 12	Compare objects
Step 13	Compare numbers
Step 14	Order objects and numbers
Step 15	Count in 2s, 5s and 10s
Step 16	Count in 3s

Number + & - (5 Weeks)

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 two-digit number and ones.

- A two-digit number and tens.

- Two two-digit numbers.

 - Adding three one-digit numbers.

Compare and order numbers from 0 up to 100; use <, > and = signs.

Solve problems with addition and subtraction:

- Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

- Applying their increasing knowledge of mental and written methods.

Show that addition of two numbers can be done in any order (commutative) 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 solve missing number problems.

Step 1	Bonds to 10
Step 2	Fact families - addition and subtraction bonds within 20
Step 3	Related facts
Step 4	Bonds to 100 (tens)
Step 5	Add and subtract 1s
Step 6	Add by making 10
Step 7	Add three 1-digit numbers
Step 8	Add to the next 10
Step 9	Add across a 10
Step 10	Subtract across 10
Step 11	Subtract from a 10
Step 12	Subtract a 1-digit number from a 2-digit number (across a 10)
Step 13	10 more, 10 less
Step 14	Add and subtract 10s
Step 15	Add two 2-digit numbers (not across a 10)
Step 16	Add two 2-digit numbers (across a 10)
Step 17	Subtract two 2-digit numbers (not across a 10)
Step 18	Subtract two 2-digit numbers (across a 10)
Step 19	Mixed addition and subtraction
Step 20	Compare number sentences
Step 21	Missing number problems

AUTUMN TERM	
National Curriculum	**Small Steps**

Geometry (3 Weeks)

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Compare and sort common 2-D and 3-D shapes and everyday objects.

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].

Step	Small Steps
Step 1	Recognise 2-D and 3-D shapes
Step 2	Count sides on 2-D shapes
Step 3	Count vertices on 2-D shapes
Step 4	Draw 2-D shapes
Step 5	Lines of symmetry on shapes
Step 6	Use lines of symmetry to complete shapes
Step 7	Sort 2-D shapes
Step 8	Count faces on 3-D shapes
Step 9	Count edges on 3-D shapes
Step 10	Count vertices on 3-D shapes
Step 11	Sort 3-D shapes
Step 12	Make patterns with 2-D and 3-D shapes

Real Life Maths Week—With a Unit of your choosing

*** Linked to Whitgreave Wheels ***

SPRING TERM

National Curriculum	Small Steps
Measures (Money— 2 Weeks) Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Find different combinations of coins that equal the same amounts of money.	Step 1 — Count money – pence Step 2 — Count money – pounds (notes and coins) Step 3 — Count money – pounds and pence Step 4 — Choose notes and coins Step 5 — Make the same amount Step 6 — Compare amounts of money Step 7 — Calculate with money Step 8 — Make a pound Step 9 — Find change Step 10 — Two-step problems
Number x & / (5 Weeks) Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), 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. Record, recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Step 1 — Recognise equal groups Step 2 — Make equal groups Step 3 — Add equal groups Step 4 — Introduce the multiplication symbol Step 5 — Multiplication sentences Step 6 — Use arrays Step 7 — Make equal groups – grouping Step 8 — Make equal groups – sharing Step 9 — The 2 times-table Step 10 — Divide by 2 Step 11 — Doubling and halving Step 12 — Odd and even numbers Step 13 — The 10 times-table Step 14 — Divide by 10 Step 15 — The 5 times-table Step 16 — Divide by 5 Step 17 — The 5 and 10 times-tables

SPRING TERM—Continued

National Curriculum	Small Steps
Measures (Length an Height—2 Weeks) 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. Compare and order lengths, heights and record the results using >, < and =. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights
Measures (Mass, capacity and temperature —3 Weeks) 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. Compare and order mass, volume/capacity and record the results using >, < and =. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature

SUMMER TERM

National Curriculum	Small Steps

Fractions (3 Weeks)

Recognise, find, name and write fractions , 1/3 , 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.

Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

Step 1 — Introduction to parts and whole

Step 2 — Equal and unequal parts

Step 3 — Recognise a half

Step 4 — Find a half

Step 5 — Recognise a quarter

Step 6 — Find a quarter

Step 7 — Recognise a third

Step 8 — Find a third

Step 9 — Find the whole

Step 10 — Unit fractions

Step 11 — Non-unit fractions

Step 12 — Recognise the equivalence of a half and two-quarters

Step 13 — Recognise three-quarters

Step 14 — Find three-quarters

Step 15 — Count in fractions up to a whole

Measures (Time 3 Weeks)

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.

Know the number of minutes in an hour and the number of hours in a day.

Compare and sequence intervals of time.

Step 1 — O'clock and half past

Step 2 — Quarter past and quarter to

Step 3 — Tell the time past the hour

Step 4 — Tell the time to the hour

Step 5 — Tell the time to 5 minutes

Step 6 — Minutes in an hour

Step 7 — Hours in a day

SUMMER TERM— CONTINUED

National Curriculum	Small Steps

Statistics (2 Weeks)

Interpret and 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 sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data.

Step 1 — Make tally charts
Step 2 — Tables
Step 3 — Block diagrams
Step 4 — Draw pictograms (1–1)
Step 5 — Interpret pictograms (1–1)
Step 6 — Draw pictograms (2, 5 and 10)
Step 7 — Interpret pictograms (2, 5 and 10)

Geometry—Position (2 Weeks)

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).

Order and arrange combinations of mathematical objects in patterns and sequences.

Step 1 — Language of position
Step 2 — Describe movement
Step 3 — Describe turns
Step 4 — Describe movement and turns
Step 5 — Shape patterns with turns

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***Linked to Whitgreave Wheels ***