Year 2 Maths – Autumn Term

	Week 1-4 Block 1	Week 5 - 9 Block 2	Week 10 - 12 Block 3
	Number: Place Value	Number: Addition and Subtraction	Geometry: Properties of Shape
White Rose Small Steps	• Numbers to 20 • Count objects to 100 by making 10s • Recognise tens and ones • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form • 10s on the number line to 100 • 10s and 1s on the number line to 100 • Estimate numbers on a number line • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s	• Bonds to 10 • Fact families – addition and subtraction bonds to 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1 digit numbers • Add to the next 10 • Add across a 10 • Subtract across 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Ass and subtract 10s • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10) • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems ***Strategies for addition and subtraction may include:*** *partitioning (part-whole/bar models), number lines, expanded column method, compact column method.*	• Recognise 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-d shapes • Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes
National Curriculum	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • 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 • Read and write numbers to at least 100 in numerals and in words • Use place value and number facts to solve problems.	• 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 and adding three one-digit numbers • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	• 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

Year 2 Maths – Spring Term

	Week 1 - 2 Block 1	Week 3 -7 Block 2	Week 8 - 9 Block 3	Week 10 -12 Block 4
	Measurement: Money	Number: Multiplication and Division	Measurement: Length and Height	Measurement: Mass, Capacity and Temperature
White Rose Small Steps	• Count money – pence • Count money – pounds (notes and coins) • Count money – notes and coins • Select money • Make the same amount • Compare money • Find the total • Find the difference • Find change • Two-step problems	• Make equal groups – **sharing** (for example: 20 children are put into 4 equal teams. How many children are there in each team?) • Make equal groups – **grouping** (for example: Pencils come in packs of 20. We need to put 5 in each pot. How many pots will we need?) • Divide by 2 • Odd and even numbers • Divide by 5 • Divide by 10 • Recognise equal groups • Make equal groups • Add equal groups • Multiplication sentences using the x symbol • Multiplication sentences from pictures • Use arrays • 2 times table • 5 times table • 10 times tables	• Measure length (cm) • Measure length (m) • Compare lengths • Order lengths • Using the four operations with length	• Compare mass • Measure mass in grams • Measure mass in kilograms • Compare capacity • Millilitres • Litres • Temperature
National Curriculum	• 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	• 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 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 • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• 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, mass, volume/capacity and record the results using >, < and =	• 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, mass, volume/capacity and record the results using >, < and =

Year 2 Maths – Summer Term

	Week 1 - 3 Block 1	Week 4 – 6 Block 2	Week 7 - 8 Block 3	Week 9 – 10 Block 4	Week 11 - 12
	Number: Fractions	Measurement: Time	Statistics	Geometry: Position and Direction	Consolidation
White Rose Small Steps	• Make equal parts • Recognise half • Find half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Unit fractions • Non-unit fractions • Equivalence of $\frac{1}{2}$ and $\frac{1}{4}$ • Find three quarters • Count in fractions (for example: $\frac{1}{3}, \frac{2}{3}, 1, 1\frac{1}{3}, 1\frac{2}{3}$, ___, ____)	• O'clock and half past • Quarter past and quarter to • Telling time to 5 minutes • Minutes in an hour, hours in a day • Find durations of time • Compare durations of time Covered in morning and afternoon Maths	• Make tally charts • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10) • Block diagrams	• Use language to describe movement in a straight line. For example: 'forwards', 'backwards', 'up', 'down', 'left', 'right' • Describing turns • Describing movements and turns • Making patterns with shapes Covered in morning and afternoon Maths	All
National Curriculum	• Recognise, find, name and write fractions $\frac{1}{3}\frac{1}{4}\frac{2}{4}\frac{3}{4}$ of a length, shape, set of objects or quantity • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• 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	• 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.	• 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 anticlockwise) • Order and arrange combinations of mathematical objects in patterns and sequences	All