



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		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Add 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 <p>Strategies for addition and subtraction may include: partitioning (part-whole/bar models), number lines, expanded column method, compact column method.</p>	<ul style="list-style-type: none"> • 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



Year 2 Maths – Autumn Term

National Curriculum

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| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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 | <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 |
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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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Measure length (cm) Measure length (m) Compare lengths Order lengths Using the four operations with length 	<ul style="list-style-type: none"> Compare mass Measure mass in grams Measure mass in kilograms Compare capacity Millilitres Litres Temperature



Year 2 Maths – Spring Term

National Curriculum

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| <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">• 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 (\times), division (\div) 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 | <ul style="list-style-type: none">• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$ | <ul style="list-style-type: none">• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$ |
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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	<ul style="list-style-type: none"> • 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 $\frac{2}{4}$ • Find three quarters • Count in fractions (for example: $\frac{1}{3}, \frac{2}{3}, 1, 1\frac{1}{3}, 1\frac{2}{3}, \dots$) 	<ul style="list-style-type: none"> • 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 <p>Covered in morning and afternoon Maths</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <p>Covered in morning and afternoon Maths</p>	All
National Curriculum	<ul style="list-style-type: none"> • 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 $\frac{1}{2}$ 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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



Year 2 Maths – Summer Term

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