

Year 2 Yearly Overview - This plan is based on 6 half terms of 6 weeks.

Year 2 - Autumn 1		
Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics	
<ul style="list-style-type: none"> • Read and write numbers to 100 in figures and words. • Count on and back in 1s from any one or two-digit number. • Count on and back in multiples of 2, 5 and 10. • Order a set of random numbers to 100. • Recall addition and subtraction facts for each number up to 20. • Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10. • Recall halves of simple even numbers i.e. numbers in which the tens are even. • Add a single digit number to any 2-digit number. • Take away a single digit number from 2-digit number. • Identify number patterns on number lines and hundred squares. 	<ul style="list-style-type: none"> • Identify 2-D shapes in different orientations and begin to describe them. • Identify 3-D shapes in different orientations and begin to describe them. • Compare and sort common 2-D and 3-D shapes and everyday objects. • Order and arrange combinations of mathematical objects in patterns and sequences. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. • Estimate the length and height of familiar items using standard units. • Tell the time using o'clock, half past, quarter past and quarter to. • Recognise and count amounts of money. 	
	Main learning	Rationale
<p>Week 1 Number and Place value</p> <p>Links to Framework for Mathematics Y2 – A1, A2, A3 Y3 – A1, A2, A3</p>	<ul style="list-style-type: none"> • 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 the number line • Compare and order numbers from 0 up to 100; use <, > and = signs • Round numbers to at least 100 to the nearest 10 • Use place value and number facts to solve problems (from Year 3) 	<p>Children develop their understanding of the number system to include numbers up to and beyond 100. They should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten.</p> <p>Children should experience numbers in different ways to support other place value understanding e.g. ordering numbers on a number line to support comparing and rounding numbers, and also make links between the number line and measuring scales and scales on a graph.</p>
<p>Week 2 Number and Place value</p> <p>Links to Framework for Mathematics Y2 – A1, A2, A3, B1, B2, B3, E1, E2, E3 Y3 – A1, A2, A3, E3</p>	<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 • Find 1 or 10 more or less than a given number • Partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) • Identify, represent and estimate numbers using different representations, including the number line • Use place value and number facts to solve problems (from Year 3) 	<p>Children build on their understanding of numbers from the previous week, including using place value to identify numbers 1 and 10 more or less than a given number. At this stage, children should discover for themselves the structure of a 100 square by counting on or back 10 from a given number and realising where they finish.</p> <p>When counting, children should be encouraged to identify patterns in the sequences and reason as to why these patterns emerge.</p> <p>Partitioning numbers in different ways helps children understand the flexibility of how numbers can be made, and that thinking of numbers in different ways is useful when calculating in different contexts e.g. when adding 36 and 7, it is useful to think of 7 as $4 + 3$ to help bridge through 40.</p>
<p>Week 3 Measurement - length and mass</p> <p>Links to Framework for Mathematics Y2 – C1, C2, C3, D1, D2, D3 Y3 – C1, C2, C3, D1, D2, D3</p>	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers • Compare and order lengths and record the results using >, < and = • Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales • Compare and order mass and record the results using >, < and = 	<p>Children should use the term mass instead of weight. Children should work practically to measure length and height, recognising that both are measurements of distance. Children should use standard units and then consolidate their place value knowledge by comparing and ordering lengths and masses.</p> <p>The understanding of positioning numbers on a number line is applied to measuring scales and identifying lengths and masses of familiar items.</p>
<p>Week 4 Addition and subtraction</p> <p>Links to Framework for</p>	<ul style="list-style-type: none"> • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • 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, 	<p>Children should use familiar items to create number stories e.g. 24 children in the class and 7 more come in, how many children are in the class now? This gives rise to the number sentence $24 + 7 = ?$</p> <p>Continuing the theme of number stories can give rise to other number sentences such as $24 + ? = 31$. This</p>

<p>Mathematics Y2 – A1, A2, A3, D1, D2, D3, E1, E2, E3 Y3 – A1, A2, A3, D1, D2, D3, E3</p>	<p>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</p> <ul style="list-style-type: none"> • Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods 	<p>could be explained as, there are 24 children in the class. How many more children come into the class if in the end there are 31 children in class? The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction. Children should also use practical models and visual images to support the place value understanding when calculating with 2-digit numbers.</p>
Main learning		Rationale
<p>Week 5 <i>Addition and subtraction</i></p> <p>Links to Framework for Mathematics Y2 – A1, A2, A3, D1, D2, D3, E1, E2, E3 Y3 – A1, A2, A3, D1, D2, D3, E3</p>	<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; adding three one-digit numbers • Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - 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 • <i>Understand subtraction as take away and difference (how many more, how many less/fewer)</i> 	<p>This week is a continuation of last week. Children are introduced to 'difference' in the summer term of Year 1. This understanding should be made more secure and the term difference should be used by children. Children should also learn the term sum and how this applies to addition. Children should also use knowledge of number bonds for each number up to 20 in calculations involving larger numbers e.g. knowing that $8 + 7 = 15$ can support children answering questions such as $28 + 7$, $58 + 7$ and $38 + 47$.</p>
<p>Week 6 <i>Shape</i></p> <p>Links to Framework for Mathematics Y2 – B1, B2, B3 Y3 – B1, B2, B3, C2, C1, C2</p>	<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 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Compare and sort common 2-D and 3-D shapes and everyday objects 	<p>When learning about shapes, children should handle them, name them and begin to describe them. Children should recognise shapes in different orientations and also in different sizes, and know that some shapes can look differently to other shapes with the same name. When describing 2-D shapes, it is useful for children to consistently use the terms side and corner. When describing 3-D shapes, it is useful for children to consistently use the terms face, edge and vertex (vertices). When sorting shapes in different ways, children should use various diagrams including sorting tables, Venn and Carroll diagrams.</p>

Year 2 - Autumn 2

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<p>Starter suggestions for Number</p> <ul style="list-style-type: none"> • Read and write numbers to 100 in figures and words. • Count on and back in 1s from any one or two-digit number. • Count on and back in multiples of 2, 5 and 10. • Order a set of random numbers to 100. • Recall addition and subtraction facts for each number up to 20. • Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10. • Recall halves of simple even numbers i.e. numbers in which the tens are even. • Add a single digit number to any 2-digit number. • Take away a single digit number from 2-digit number. • Identify number patterns on number lines and hundred squares. 	<p>Starter suggestions for Measurement, Geometry and Statistics</p> <ul style="list-style-type: none"> • Identify 2-D shapes in different orientations and begin to describe them. • Identify 3-D shapes in different orientations and begin to describe them. • Compare and sort common 2-D and 3-D shapes and everyday objects. • Order and arrange combinations of mathematical objects in patterns and sequences. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. • Estimate the length and height of familiar items using standard units. • Tell the time using o'clock, half past, quarter past and quarter to. • Recognise and count amounts of money. 	
Main learning		Rationale
<p>Week 1 <i>Counting, Multiplication and Sorting</i></p> <p>Links to Framework for Mathematics Y2 – B1, B2, B3, E1, E2, E3, A2, A3, C1, C2, C3 Y3 – B1, B2, A2, A3, E1, E2, E3, C1, C2</p>	<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 (from Year 3) • Understand multiplication as repeated addition • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • 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 (using repeated addition) within the multiplication tables and write them using the multiplication (×), and equals (=) signs • Compare and sort numbers according to their properties 	<p>When counting, children should be encouraged to identify patterns in the sequences and reason as to why these patterns emerge.</p> <p>Rote counting should be linked to repeated addition and the creation of arrays. Children should learn that multiplication is a convenient way of repeatedly adding a number to itself e.g. 2+2+2+2+2+2 can be said as 2x6 (2 added to itself 6 times). The array created can then be used to demonstrate commutativity i.e. that 2x6 is the same as 6x2. Children should make links to real life application of multiplication as repeated addition.</p> <p>Children should begin to relate counting in steps of 2, 3, 5 and 10 to the multiplication tables. The 2x table and counting in 2s from different starting points should be used alongside practical equipment to enable children to understand even and odd numbers.</p> <p>Children's work on sorting can be used to consolidate understanding of the properties of numbers, including comparing numbers, odd and even and sequences.</p>
<p>Week 2 <i>Statistics</i></p> <p>Links to Framework for Mathematics Y2 – C1, C2, C3 Y3 – C1, C2, C3</p>	<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 • Understand subtraction as take away and difference (how many more, how many less/fewer) 	<p>Children apply their knowledge of counting in equal steps to work with scales on graphs and charts that count in steps of 2, 5 or 10 or to pictograms in which each symbol is worth more than 1. They also apply their knowledge of place value and calculation to the context of statistics, with a particular focus on difference 'How many more...?' and 'How many fewer/less...?'</p>
<p>Week 3 <i>Fractions Measurement – capacity and volume</i></p> <p>Links to Framework for Mathematics Y2 – E1, E2, E3, C1, C2, C3, D1, D2, D3 Y3 – B2, B3, E2, E3, D1, D2, D3</p>	<ul style="list-style-type: none"> • Understand and use the terms numerator and denominator • Understand that a fraction can describe part of a set • Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be • Recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ • Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels • Compare and order volume/capacity and record the results using >, < and = 	<p>Children's knowledge and understanding of fractions develops to include the names of each number in a written fraction and what each number represents. Practical and visual approaches should be used to allow children to see what the numerator and denominator are and how they go together to form a fraction of a shape or quantity.</p> <p>Children are introduced to $\frac{2}{4}$ and $\frac{3}{4}$ as the first examples of non-unit fractions.</p> <p>Children also count in fraction steps and see these on a number line, understanding how many halves, quarters and thirds make one whole one/unit.</p> <p>Children learn about liquid volume and use standard units to measure volume and capacity. Place value knowledge is applied in this context when ordering volumes and capacities. The fraction understanding can also be applied to volume and capacity, finding out that it takes four cupfuls to fill the jug, therefore one cupful is $\frac{1}{4}$ of the capacity of the jug and using this information to estimate when the jug is three-quarters full. This should be extended to thirds.</p>

	Main learning	Rationale
<p>Week 4 <i>Money</i></p> <p>Links to Framework for Mathematics Y2 – B1 Y3 – D1, B2</p>	<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 • Add and subtract money of the same unit, including giving change • Solve simple problems in a practical context involving addition and subtraction of money 	<p>Children should become fluent in recognising the values of different coins. Children continue to understand how many pennies each coin is worth and exchange between pennies and 2p, 5p, 10p and 20p coins. This could be done in a Bank role play area.</p> <p>Shop role play could be used when teaching about paying for amounts exactly. This is a good opportunity for children to experience finding all possibilities problems. Combining coins to make given amounts should be linked to addition and number sentences e.g. how many ways can you pay exactly for an item costing 14p? At this stage, children should record £ and p separately. Formal recording of money using decimal places occurs in Year 4.</p>
<p>Week 5 <i>Time</i></p> <p>Links to Framework for Mathematics Y2 – D1, D2, D3 Y3 – D1, D3, C2</p>	<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 (from Year 3) • Know the number of minutes in an hour and the number of hours in a day • Compare and sequence intervals of time 	<p>When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60.</p> <p>Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
<p>Week 6 Assess and review</p>	Assess and review week	<p>It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.</p>

Year 2 - Spring 1

Starter suggestions for Number

- Read and write numbers to 100 in figures and words.
- Count on and back in 1s from any one or two-digit number.
- Count on and back in steps of 2, 3 and 5 from 0.
- Count on and back in 10s from any number.
- Recall multiplication facts for the 2x, 5x and 10x tables.
- Recognise odd and even numbers.
- Order a set of random numbers to 100.
- Recall addition and subtraction facts for each number up to 20, and related facts up to 100.
- Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.
- Recall halves of simple even numbers i.e. numbers in which the tens are even.
- Add a single digit number to any 2-digit number.
- Take away a single digit number from 2-digit number.
- Identify number patterns on number lines and hundred squares.

Starter suggestions for Measurement, Geometry and Statistics

- Identify 2-D shapes in different orientations and begin to describe them.
- Identify 3-D shapes in different orientations and begin to describe them.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Estimate the length and height of familiar items using standard units.
- Estimate mass and capacity of familiar items using standard units.
- Tell the time to the nearest five minutes on an analogue clock.
- Know the number of minutes in an hour and the number of hours in a day.
- Recognise and count amounts of money.
- Interpret simple pictograms, tally charts, block diagrams and tables.

	Main learning	Rationale
<p>Week 1 <i>Number, place value and measures</i></p> <p>Links to Framework for Mathematics Y2 – A1, A2, A3, B1, B2, B3, E1, E2, E3 Y3 – A1, A2, A3, E3</p>	<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 • Read and write numbers to at least 100 in numerals • 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 • Find 1 or 10 more or less than a given number • Round numbers to at least 100 to the nearest 10 	<p>Children's understanding of the number system should now include numbers up to and beyond 100. They should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten. Children should experience numbers in different ways to support other place value understanding e.g. ordering numbers on a number line to support comparing and rounding numbers, and also make links between the number line and measuring scales. All of the place value objectives in this week should be presented in the context of measurement.</p>
<p>Week 2 <i>Measurement - mass</i></p> <p>Links to Framework for Mathematics Y2 – C1, C2, C3, D1, D2, D3 Y3 – C1, C2, C3, D1, D2, D3</p>	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales • Compare and order mass and record the results using >, < and = • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward 	<p>Children should use the term mass instead of weight. Children should work practically to measure the mass of different items. They should use standard units and then consolidate their place value knowledge by comparing and ordering masses. The understanding of positioning numbers on a number line is applied to measuring scales and estimating and identifying masses of familiar items. Children should use measuring scales that use increments of 1, 2, 3, 5 or 10 and should be using numbers up to and beyond 100.</p>
<p>Week 3 <i>Shape</i></p> <p>Links to Framework for Mathematics Y2 – B1, B2, B3 Y3 – B1, B2, B3, B2, C1, C2</p>	<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 2-D shapes on the surface of 3-D shapes. (for example, a circle on a cylinder and a triangle on a pyramid) • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Compare and sort common 2-D and 3-D shapes and everyday objects 	<p>When learning about shapes, children should handle, name and describe them. Children should recognise shapes in different orientations and also in different sizes, and know that some shapes can look differently to other shapes with the same name. When describing 2-D shapes, it is useful for children to consistently use the terms side and corner. When describing 3-D shapes, it is useful for children to consistently use the terms face, edge and vertex (vertices). When sorting shapes in different ways, children should use various diagrams including sorting tables, Venn and Carroll diagrams.</p>
<p>Week 4 <i>Counting and money</i></p> <p>Links to Framework for Mathematics Y2 – B1 Y3 – D1, B2</p>	<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 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 • Add and subtract money of the same unit, including giving change • Solve simple problems in a practical context involving addition and subtraction of money 	<p>Children should become fluent in recognising the values of different coins. Children continue to understand how many pennies each coin is worth and exchange between pennies and 2p, 5p, 10p and 20p coins. This could be done in a Bank role play area. Children should apply their skill of counting in 2s, 5s and 10s to counting coins of these values. Shop role play could be used when teaching about paying for amounts exactly. This is a good opportunity for children to experience finding all possibilities problems. Combining coins to make given amounts should be linked to addition and number sentences e.g. how many ways can you pay exactly for an item costing 14p? At this stage, children should record £ and p separately.</p>

		Formal recording of money using decimal places occurs in Year 4.
	Main learning	Rationale
<p>Week 5 <i>Multiplication – problem solving</i></p> <p>Links to Framework for Mathematics Y2 – B1, B2, B3, E1, E2, E3, A2, A3, C1, C2, C3 Y3 – B1, B2, A2, A3, E1, E2, E3, C1, C2</p>	<ul style="list-style-type: none"> • <i>Understand multiplication as repeated addition</i> • Show that multiplication of two numbers can be done in any order (commutative) • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • <i>Understand the connection between the 10 multiplication table and place value</i> • Calculate mathematical statements for multiplication (<i>using repeated addition</i>) within the multiplication tables and write them using the multiplication (×) and equals (=) signs • Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p>When counting, children should be encouraged to identify patterns in the sequences and reason as to why these patterns emerge.</p> <p>Rote counting should be linked to repeated addition and the creation of arrays. Children should learn that multiplication is a convenient way of repeatedly adding a number to itself e.g. $2+2+2+2+2$ can be said as 2×6 (2 added to itself 6 times). The array created can then be used to demonstrate commutativity i.e. that 2×6 is the same as 6×2. Children should make links to real life application of multiplication as repeated addition.</p> <p>Children should begin to relate counting in steps of 2, 3, 5 and 10 to the multiplication tables. The 2x table and counting in 2s from different starting points should be used alongside practical equipment to enable children to understand even and odd numbers.</p>
<p>Week 6 <i>Division – problem solving</i></p> <p>Links to Framework for Mathematics Y2 – B1, B2, B3, E1, E2, E3, A2, A3, C1, C2, C3 Y3 – B1, B2, A2, A3, E1, E2, E3, C1, C2</p>	<ul style="list-style-type: none"> • <i>Understand division as sharing and grouping</i> • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • 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 division within the multiplication tables and write them using the division (÷) and equals (=) signs • Solve problems involving division, using materials, arrays, <i>repeated subtraction and sharing</i>, mental methods, and multiplication and division facts, including problems in contexts 	<p>Children should be introduced to division using contexts that involve sharing. Division as grouping should also be explored practically and linked to the arrays from the previous week. This helps children see the inverse relationship between multiplication and division by exploring "How many groups of... are there in...?"</p> <p>The contexts for grouping should be ones children can relate to, for example making teams of equal size from a given number of children; putting 5 sweets in each bag and finding how many bags can be filled using 47 sweets? These real life scenarios support children in understanding that some numbers do not divide equally and this gives rise to remainders.</p>

Year 2 - Spring 2

Starter suggestions for Number

- Read and write numbers to 100 in figures and words.
- Count on and back in 1s from any one or two-digit number.
- Count on and back in steps of 2, 3 and 5 from 0.
- Count on and back in 10s from any number.
- Recall multiplication facts for the 2x, 5x and 10x tables.
- Recognise odd and even numbers.
- Order a set of random numbers to 100.
- Recall addition and subtraction facts for each number up to 20, and related facts up to 100.
- Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.
- Recall halves of simple even numbers i.e. numbers in which the tens are even.
- Add a single digit number to any 2-digit number.
- Take away a single digit number from 2-digit number.
- Identify number patterns on number lines and hundred squares.

Starter suggestions for Measurement, Geometry and Statistics

- Identify 2-D shapes in different orientations and begin to describe them.
- Identify 3-D shapes in different orientations and begin to describe them.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Estimate the length and height of familiar items using standard units.
- Estimate mass and capacity of familiar items using standard units.
- Tell the time to the nearest five minutes on an analogue clock.
- Know the number of minutes in an hour and the number of hours in a day.
- Recognise and count amounts of money.
- Interpret simple pictograms, tally charts, block diagrams and tables.

	Main learning	Rationale
<p>Week 1 <i>Measurement – length and height, mass/weight</i></p> <p>Links to Framework for Mathematics Y2 – C1, C2, C3, D1, D2, D3 Y3 – C1, C2, C3, D1, D2, D3</p>	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers • Compare and order lengths and record the results using >, < and = • Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales • Compare and order mass and record the results using >, < and = 	<p>Children should use the term mass instead of weight. Children should work practically to measure length and height, recognising that both are measurements of distance. Children should use standard units and then consolidate their place value knowledge by comparing and ordering lengths and masses.</p> <p>The understanding of positioning numbers on a number line is applied to measuring scales and identifying lengths and masses of familiar items.</p>
<p>Week 2 <i>Mental addition and subtraction facts in context of measurement</i></p> <p>Links to Framework for Mathematics Y2 – A1, A2, A3, D1, D2, D3, E1, E2, E3 Y3 – A1, A2, A3, D1, D2, D3, E3</p>	<ul style="list-style-type: none"> • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • 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 • Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods 	<p>Children should use measures from the previous week to create number stories e.g. How much longer is Alice's foot than Freya's if Alice is 116cm tall and Freya is 98cm tall? This gives rise to the number sentence $24 + 7 = ?$</p> <p>Continuing the theme of number stories can give rise to other number sentences such as $24 + ? = 31$. This could be explained as, there are 24 children in the class. How many more children come into the class if in the end there are 31 children in class?</p> <p>The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction.</p> <p>Children should also use practical models and visual images to support the place value understanding when calculating with 2-digit numbers.</p>
<p>Week 3 <i>Fractions</i></p> <p>Links to Framework for Mathematics Y2 – E1, E2, E3, D1, D2, D3 Y3 – B2, B3, E2, E3, D1, D2, D3</p>	<ul style="list-style-type: none"> • Understand and use the terms numerator and denominator • Understand that a fraction can describe part of a set • Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<p>Children's knowledge and understanding of fractions develops to include the names of each number in a written fraction and what each number represents. Practical and visual approaches should be used to allow children to see what the numerator and denominator are and how they go together to form a fraction of a shape or quantity.</p> <p>Children are introduced to $\frac{2}{4}$ and $\frac{3}{4}$ as the first examples of non-unit fractions.</p> <p>Using shapes, practical and pictorial representations, children understand the concept of equivalent fractions e.g. $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Children should understand the connection between finding a fraction of an amount and division by sharing. This can be supported by using shapes divided into equal fractions and sharing real items equally on to each fraction part.</p>

<p>Week 4 <i>Position and direction</i></p> <p>Links to Framework for Mathematics Y2 – B1, B3, D1, D2, D3 Y3 – D2</p>	<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) 	<p>Children identify and create sequences and patterns using mathematical objects. They develop their skills in reasoning and communicating by describing how they know what will come next and where certain shapes always appear in the sequence.</p> <p>Children's understanding of position and direction is developed through practical work describing routes and relating turns to the movement of the hands on a clock.</p>
Main learning		Rationale
<p>Week 5 <i>Measurement - time</i></p> <p>Links to Framework for Mathematics Y2 – D1, D2, D3 Y3 – D1, D3, C2</p>	<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 (from Year 3) • Know the number of minutes in an hour and the number of hours in a day • Compare and sequence intervals of time 	<p>When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60. Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
<p>Week 6 Assess and review</p>	<p>Assess and review week</p>	<p>It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.</p>

Year 2 – Summer 1

Year 2 – Summer 1		
<p>Starter suggestions for Number</p> <ul style="list-style-type: none"> • Read and write numbers to 100 in figures and words. • Count on and back in 1s from any one or two-digit number. • Count on and back in steps of 2, 3 and 5 from 0. • Count on and back in 10s from any number. • Recall multiplication facts for the 2x, 5x and 10x tables. • Recognise odd and even numbers. • Order a set of random numbers to 100. • Recall addition and subtraction facts for each number up to 20, and related facts up to 100. • Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10. • Recall halves of simple even numbers i.e. numbers in which the tens are even. • Add a single digit number to any 2-digit number. • Take away a single digit number from 2-digit number. • Identify number patterns on number lines and hundred squares. 	<p>Starter suggestions for Measurement, Geometry and Statistics</p> <ul style="list-style-type: none"> • Identify 2-D shapes in different orientations and begin to describe them. • Identify 3-D shapes in different orientations and begin to describe them. • Compare and sort common 2-D and 3-D shapes and everyday objects. • Order and arrange combinations of mathematical objects in patterns and sequences. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. • Estimate the length and height of familiar items using standard units. • Estimate mass and capacity of familiar items using standard units. • Tell the time to the nearest five minutes on an analogue clock. • Know the number of minutes in an hour and the number of hours in a day. • Recognise and count amounts of money. • Interpret simple pictograms, tally charts, block diagrams and tables. 	
Main learning		Rationale
<p>Week 1 <i>Number and place value and statistics</i></p> <p>Links to Framework for Mathematics Y2 – A1, A2, A3, B1, B2, B3, E1, E2, E3 Y3 – A1, A2, A3, E3</p>	<ul style="list-style-type: none"> • 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 • <i>Round numbers to at least 100 to the nearest 10</i> • Use place value and number facts to solve problems (from Year 3) • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • <i>Find 1 or 10 more or less than a given number</i> • <i>Partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13)</i> 	<p>Children develop their understanding of the number system to include numbers up to and beyond 100. They should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten.</p> <p>Children should experience numbers in different ways to support other place value understanding e.g. ordering numbers on a number line to support comparing and rounding numbers, and also make links between the number line and measuring scales and scales on a graph. These scales should go up to 100 and use intervals of 2, 3, 5 or 10.</p> <p>When counting, children should be encouraged to identify patterns in the sequences and reason as to why these patterns emerge.</p> <p>Partitioning numbers in different ways helps children understand the flexibility of how numbers can be made, and that thinking of numbers in different ways is useful when calculating in different contexts e.g. when adding 36 and 7, it is useful to think of 7 as 4 + 3 to help bridge through 40.</p>
<p>Week 2 <i>Addition and subtraction</i></p> <p>Links to Framework for Mathematics Y2 – A1, A2, A3, D1, D2, D3, E1, E2, E3 Y3 – A1, A2, A3, D1, D2, D3, E3</p>	<ul style="list-style-type: none"> • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • 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 • Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods 	<p>Children should use familiar items to create number stories e.g. 24 children in the class and 7 more come in, how many children are in the class now? This gives rise to the number sentence $24 + 7 = ?$</p> <p>Continuing the theme of number stories can give rise to other number sentences such as $24 + ? = 31$. This could be explained as, there are 24 children in the class. How many more children come into the class if in the end there are 31 children in class?</p> <p>The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction.</p> <p>Children should also use practical models and visual images to support the place value understanding when calculating with 2-digit numbers.</p> <p>Children should confidently use the terms difference and sum.</p> <p>Children should also use knowledge of number bonds for each number up to 20 in calculations involving larger numbers e.g. knowing that $8 + 7 = 15$ can support children answering questions such as $28 + 7$, $58 + 7$ and $38 + 47$.</p>

<p>Week 3 <i>Measurement – capacity/volume and temperature</i></p> <p>Links to Framework for Mathematics Y2 – C1, C2, C3, D1, D2, D3 Y3 – B2, B3, C2, D1, D2, D3</p>	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels Compare and order volume/capacity and record the results using >, < and = Choose and use appropriate standard units to estimate and measure temperature to the nearest degree (°C) using thermometers 	<p>Children learn about liquid volume and use standard units to measure volume and capacity. Place value knowledge is applied in this context when ordering volumes and capacities and reading scales.</p> <p>Children are introduced to temperature in the summer term, where they can sense differences in temperature between inside and outside and in the shade and in the sunshine. They learn that temperature is measured in degrees Celsius (°C) and we use thermometers to measure temperature. Measuring different temperatures allows children to understand that the average room temperature is approximately 20°C.</p>
Main learning		Rationale
<p>Week 4 <i>Fractions</i></p> <p>Links to Framework for Mathematics Y2 – E1, E2, E3, D1, D2, D3 Y3 – B2, B3, E2, E3, D1, D2, D3</p>	<ul style="list-style-type: none"> Understand and use the terms <i>numerator</i> and <i>denominator</i> Understand that a fraction can describe part of a set Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<p>Children’s knowledge and understanding of fractions develops to include the names of each number in a written fraction and what each number represents. Practical and visual approaches should be used to allow children to see what the numerator and denominator are and how they go together to form a fraction of a shape or quantity.</p> <p>Children are introduced to $\frac{2}{4}$ and $\frac{3}{4}$ as the first examples of non-unit fractions.</p> <p>Using shapes, practical and pictorial representations, children understand the concept of equivalent fractions e.g. $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Children should understand the connection between finding a fraction of an amount and division by sharing. This can be supported by using shapes divided into equal fractions and sharing real items equally on to each fraction part.</p>
<p>Week 5 <i>Position, direction and time</i></p> <p>Links to Framework for Mathematics Y2 – B1, B3, D1, D2, D3 Y3 – D1, D2, D3, C2</p>	<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 anti-clockwise) 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 (from Year 3) Know the number of minutes in an hour and the number of hours in a day Compare and sequence intervals of time 	<p>Children’s understanding of position and direction is developed through practical work describing routes and relating turns to the movement of the hands on a clock.</p> <p>When teaching time, links need to be made with fractions half and quarter, and also counting in 5s.</p> <p>Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60.</p> <p>Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
<p>Week 6 <i>Shape</i></p> <p>Links to Framework for Mathematics Y2 – B1, B2, B3 Y3 – B1, B2, B3, B2, C1, C2</p>	<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 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Compare and sort common 2-D and 3-D shapes and everyday objects 	<p>When learning about shapes, children should handle, name and describe them. Children should recognise shapes in different orientations and also in different sizes, and know that some shapes can look differently to other shapes with the same name.</p> <p>When describing 2-D shapes, it is useful for children to consistently use the terms side and corner.</p> <p>When describing 3-D shapes, it is useful for children to consistently use the terms face, edge and vertex (vertices).</p> <p>When sorting shapes in different ways, children should use various diagrams including sorting tables, Venn and Carroll diagrams.</p>

Year 2 - Summer 2

Starter suggestions for Number

- Read and write numbers to 100 in figures and words.
- Count on and back in 1s from any one or two-digit number.
- Count on and back in steps of 2, 3 and 5 from 0.
- Count on and back in 10s from any number.
- Recall multiplication facts for the 2x, 5x and 10x tables.
- Recognise odd and even numbers.
- Order a set of random numbers to 100.
- Recall addition and subtraction facts for each number up to 20, and related facts up to 100.
- Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.
- Recall halves of simple even numbers i.e. numbers in which the tens are even.
- Add a single digit number to any 2-digit number.
- Take away a single digit number from 2-digit number.
- Identify number patterns on number lines and hundred squares.

Starter suggestions for Measurement, Geometry and Statistics

- Identify 2-D shapes in different orientations and begin to describe them.
- Identify 3-D shapes in different orientations and begin to describe them.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Estimate the length and height of familiar items using standard units.
- Estimate mass and capacity of familiar items using standard units.
- Tell the time to the nearest five minutes on an analogue clock.
- Know the number of minutes in an hour and the number of hours in a day.
- Recognise and count amounts of money.
- Interpret simple pictograms, tally charts, block diagrams and tables.

	Main learning	Rationale
<p>Week 1 <i>Time</i></p> <p>Links to Framework for Mathematics Y2 – B1, B3, D1, D2, D3 Y3 – D1, D2, D3, C2</p>	<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 (from Year 3) • Know the number of minutes in an hour and the number of hours in a day • Compare and sequence intervals of time 	<p>When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60.</p>
<p>Week 2 <i>Multiplication and division</i></p> <p>Links to Framework for Mathematics Y2 – B1, B2, B3, E1, E2, E3, A2, A3, C1, C2, C3 Y3 – B1, B2, A2, A3, E1, E2, E3, C1, C2</p>	<ul style="list-style-type: none"> • <i>Understand multiplication as repeated addition</i> • <i>Understand division as sharing and grouping</i> • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • <i>Understand the connection between the 10 multiplication table and place value</i> • Calculate mathematical statements for multiplication (<i>using repeated addition</i>) and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p>Rote counting should be linked to repeated addition and the creation of arrays. Children should learn that multiplication is a convenient way of repeatedly adding a number to itself e.g. $2+2+2+2+2$ can be said as 2×6 (2 added to itself 6 times). The array created can then be used to demonstrate commutativity i.e. that 2×6 is the same as 6×2. Children should make links to real life application of multiplication as repeated addition. Children should begin to relate counting in steps of 2, 3, 5 and 10 to the multiplication tables. Children should be introduced to division using contexts that involve sharing. Division as grouping should also be explored practically and linked to the arrays created when learning about multiplication. This helps children see the inverse relationship between multiplication and division by exploring 'How many groups of... are there in...?' The contexts for grouping should be ones children can relate to, for example making teams of equal size from a given number of children; putting 5 sweets in each bag and finding how many bags can be filled using 47 sweets? These real life scenarios support children in understanding that some numbers do not divide equally and this gives rise to remainders.</p>
<p>Week 3 <i>Statistics including subtraction (finding the difference)</i></p> <p>Links to Framework for Mathematics Y2 – C1, C2, C3 Y3 – C1, C2, C3</p>	<ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer questions about totalling and comparing categorical data • <i>Understand subtraction as take away and difference (how many more, how many less/fewer)</i> • 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 • Recognise and use the inverse relationship between 	<p>Children apply their knowledge of counting in equal steps to work with scales on graphs and charts that count in steps of 2, 5 or 10 or to pictograms in which each symbol is worth more than 1. They also apply their knowledge of place value and calculation to the context of statistics, with a particular focus on difference 'How many more...?' and 'How many fewer/less...?'</p>

	addition and subtraction and use this to check calculations and solve missing number problems	
	Main objectives	Rationale
Week 4 <i>Measurement</i> Links to Framework for Mathematics Y2 – C1, C2, C3, D1, D2, D3 Y3 – B1, B2, B3, C1, C2, C3, D1, D2, D3	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels Compare and order 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) to the nearest appropriate unit using rulers Compare and order lengths and record the results using $>$, $<$ and $=$ Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales Compare and order mass and record the results using $>$, $<$ and $=$ 	Children should use the term mass instead of weight. Children should work practically to measure length and height, recognising that both are measurements of distance. Children should use standard units and then consolidate their place value knowledge by comparing and ordering lengths and masses. The understanding of positioning numbers on a number line is applied to measuring scales and identifying lengths and masses of familiar items. Children can apply their measuring skills in PE lessons, when measuring how far they jump or throw.
Week 5 <i>Sorting</i> Links to Framework for Mathematics Y2 – B1, C1, C2, C3 Y3 – B3, C1, C2	<ul style="list-style-type: none"> Compare and sort common 2-D and 3-D shapes and everyday objects Compare and sort numbers according to their properties 	Children's work on sorting can be used to consolidate understanding of the properties of numbers, including comparing numbers, odd and even and sequences.
Week 6 Assess and review	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.