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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | Week 7 | Week 8 |
| **Autumn 1 Yr 2** | **Problem solving and reasoning: Wherever possible should set the scene for further skill development. Use varied contexts for presenting number (through measures, money etc so chn recognise these when they come to these elements.** Select the maths they use in some classroom activities (often from a choice of models suggested or presented)Discuss their work using mathematical languageBegin to represent their work using symbols and simple diagramsExplaining choices and talking about methods used orally or by using pictures.Talking about and generating simple patterns and relationships involving numbers, shapes; deciding whether examples satisfy given conditions; saying how objects or patterns differ or share the same properties. Solve problems involving simple adding, subtracting, doubling or halving in contexts of measures and money.Predict what comes next in simple number, shape or spatial pattern or sequence and give reasons for opinionsExplain methods used to approach a problem/question and why their answer is correct. |
| **Number – place value**Count in steps of 1, 2, 3 and 5 from 0 and in tens from any number, forward and backward. Compare and order numbers from 0 up to 10; use < and > signs, recognising the equals sign to mean ‘the same as’Recognise the place value of each digit in a two digit number (tens, ones)Identify, represent and estimate numbers to 100 using different representations including the number line. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems. **Number - Addition and subtraction**Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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 numbersRecognise and use the the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying increasing knowledge of mental and written methods. | Identify and describe the properties of 2D shapes including the number of sides and line symmetry. Identify and describe the properties of 3D shapes including the number of edges, vertices and faces. Compare and sort common 2D and 3D shapes and everyday objects. * May be more appropriate for some classes to continue with number and include Geometry during Autumn 2.
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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |  |
| **Autumn 2 Yr 2** | **Problem solving and reasoning: Wherever possible should set the scene for further skill development. Use varied contexts for presenting number (through measures, money etc so chn recognise these when they come to these elements.** Select the maths they use in some classroom activities (often from a choice of models suggested or presented)Discuss their work using mathematical languageBegin to represent their work using symbols and simple diagramsExplaining choices and talking about methods used orally or by using pictures.Talking about and generating simple patterns and relationships involving numbers, shapes; deciding whether examples satisfy given conditions; saying how objects or patterns differ or share the same properties. Solve problems involving simple adding, subtracting, doubling or halving in contexts of measures and money.Predict what comes next in simple number, shape or spatial pattern or sequence and give reasons for opinionsExplain methods used to approach a problem/question and why their answer is correct. |
|  **Multiplication and division**Recall and use multiplication and division facts for the 2, 5 and 10 times 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. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x) and division (÷) and equals sign. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.**Graphs**Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask + 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. \*Rather than a strict two weeks of work on ‘graphs’, it will be appropriate for most classes to use graphs as an additional representation and application area for number skills.  | As needed to reinforce, embed and apply learning. |

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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| **Spring 1 Yr 2** |  **Number – addition and subtraction** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 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.  **Measurement: length and mass**Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit using rulers and scales. Compare and order length and mass and record the results usng > < and =.Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying increasing knowledge of mental and written methods. | **Number Fractions** Recognise, find, name and write fractions one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity. Write simple fractions e.g. ½ of 6 = 3Recognise the equivalence of 2/4 and 1/2 | Where available, time to review, embed and assess. |
| **Spring 2Yr 2** | **Fractions**Recognise, find, name and write fractions one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity. Write simple fractions e.g. ½ of 6 = 3Recognise the equivalence of 2/4 and 1/2 | MoneyMeasurement: Money Recognise and use symbols of 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.  | Measurement: Capacity, Volume and Temperature Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity and record the results using >, < and =.  | Where available, time to review, embed and assess. |  |

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|  | **Week 1** | **Week 2** | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Summer 1Yr 2 | **Time**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. | Number focus: review and embed key skills  | Geometry- properties of shape Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences.  |  |