

Year: 2 Term: Autumn 1, 7weeks  
 NATIONAL CURRICULUM , KS1 TAF: **WTS**, **EXS**, **GDS**

Week 1 -3 Place value & < > =	Week 4 & and part of 5 Calculation Number bonds	Week part of 5-7 Calculation Addition
<p>Read and write numbers to at least 100 in numerals and in words  <i>read and write numbers in numerals up to 100</i>            Recognise the place value of each digit in a two-digit number (tens, ones) including 0 as a place holder            Use place value and number facts to solve problems            Partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>)  <i>partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them</i>  <i>partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</i></p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p>Count in steps of 2, 5 and 10 from 0, and in tens from any number, forward and backward  <i>count in twos, fives and tens from 0 and use this to solve problems</i></p>	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  <i>Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</i>  <i>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, Recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</i>  <i>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 +</math> ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</i></p>	<p>solve problems with <u>addition</u> and subtraction:</p> <ul style="list-style-type: none"> <li>○ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>○ applying their increasing knowledge of mental and written methods</li> </ul> <p><u>add</u> and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>○ a two-digit number and ones</li> <li>○ a two-digit number and tens</li> </ul> <p><i>Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</i></p>

Year: 2 Term: Autumn 2, 7 weeks  
 NATIONAL CURRICULUM , KS1 TAF: **WTS**, **EXS**, **GDS**

Week 1-2 Calculation Subtraction	Week 3 Geometry Position and direction	Week 4-6 Calculation Addition & Subtraction	Week 7 Statistics
<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>○ a two-digit number and ones</li> <li>○ a two-digit number and tens</li> <li>○ two two-digit numbers (no crossing 10s yet for most)</li> </ul> <p>Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</p> <p>Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 +</math> ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</p> <p><b>Notes and guidance (non-statutory)</b>  <i>Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers</i></p> <p style="text-align: center;">□</p>	<p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>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> <p><b>Notes and guidance (non- statutory)</b>  <i>Pupils should work with patterns of shapes, including those in different orientations.</i></p>	<p><u>Revisit</u>        add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>○ a two-digit number and ones</li> <li>○ a two-digit number and tens</li> </ul> <p><u>New Learning:</u></p> <ul style="list-style-type: none"> <li>○ two two-digit numbers</li> <li>○ adding three one-digit numbers</li> </ul> <p>add and subtract two- digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>;  <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</p> <p>add and subtract any 2 two- digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</p> <p>use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 +</math> ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</p> <p><b>Notes and guidance (non- statutory)</b>  <i>Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers</i></p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (venn and carroll diagrams)</p> <p>ask and answer questions about totalling and comparing categorical data.</p> <p><b>Notes and guidance (non-statutory)</b>  <i>Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).</i></p>

**Year: 2    Term: Spring 1, 6 weeks**  
**NATIONAL CURRICULUM , KS1 TAF: WTS, EXS, GDS**

Week 1-4 Calculation Multiplication and division	Week 5-6 Measure- money PV & all 4 operations are included within the context of this strand
<p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers  <span style="color: red;">count in twos, fives and tens from 0 and use this to solve problems</span>  <span style="color: green;">recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</span>  <span style="color: blue;">recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</span></p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts  <span style="color: blue;">solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')</span></p> <p><b>Notes and guidance (non-statutory)</b>  <i>They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face.</i></p> <p><i>relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures</i></p>	<p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money  <span style="color: red;">know the value of different coins</span>  <span style="color: green;">use different coins to make the same amount</span></p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p><b>Notes and guidance (non-statutory)</b>  <i>They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.</i></p> <p style="text-align: center;">○</p> <p style="text-align: center;">□</p>

**Year: 2    Term: Spring 2, 6weeks**  
**NATIONAL CURRICULUM , KS1 TAF: WTS, EXS, GDS**

Week 1-2 Fracti ons	Week 3-4 Measures Time	Week 5 Calculations Number Bonds	Week 6 Calculations 4 operations recap
<p>recognise, find, name and write fractions <math>\frac{1}{3}</math> <math>\frac{1}{4}</math> <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> a length, shape, set of objects or quantity identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, of a number or shape, and know that all parts must be equal parts of the whole</p> <p>write simple fractions for  example <math>\frac{1}{2}</math> of 6 = 3</p> <p>and recognise the equivalence of  <math>\frac{2}{4}</math> and  <math>\frac{1}{2}</math></p> <p><b>Notes and guidance (non-statutory)</b>  <i>They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures,</i></p> <p><i>Pupils should count in fractions up to 10, starting from any number and using the and equivalence on the number line (for example,</i>  <math display="block">\begin{array}{r} 1 \underline{1} \quad 1 \\ \quad \quad 2 \\ 4 \quad \quad 4 \end{array}</math></p> <p><i>This reinforces the concept of fractions as numbers and that they can add up to more than one.</i></p>	<p>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</p> <p>Read the time on the clock to the nearest 15 minutes.</p> <p>Read the time on the clock to the nearest 5 minutes.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>recall at least four of the six number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</p> <p>recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</p>	<p>recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</p> <p>recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</p> <p>solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')</p> <p>Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</p> <p>Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 +</math> ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</p>

**Year: 2 Term: Summer 1, 6 weeks**  
**NATIONAL CURRICULUM , KS1 TAF: WTS, EXS, GDS**

Week 1-3 Geometry 2D shape, 3D shape	Week 4-5 Calculation Inverse + biggest number first	Week 6 Measure- rotate around mass, capacity, length/height and temperature
<p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><i>name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).</i></p> <p><i>name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</i></p> <p><i>describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).</i></p> <p><b>Notes and guidance (non-statutory)</b>  <i>Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces).</i>  <i>Pupils read and write names for shapes that are appropriate for their word reading and spelling.</i>  <i>Pupils draw lines and shapes using a straight edge.</i></p>	<p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><i>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 +</math> ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</i></p>	<p style="text-align: center;"><b>Week 5-6</b></p> <p>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</p> <p>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><i>read scales* in divisions of ones, twos, fives and tens read scales* where not all numbers on the scale are given and estimate points in between</i></p> <p><b>Notes and guidance (non-statutory)</b>  <i>Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.</i></p>

**Year: 2 Term: Summer 2 8weeks**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
AFTPOT – away from the point of teaching, all strands							