Ridgmont Lower School Year 2 Maths Planning by Term

Autumn	Spring	Summer
➢ Place Value ➢ Addition and Subtraction (1) ➢ Measure (1) ➢ Addition and Subtraction (2) ➢ Time ➢ Addition and Subtraction (3) ➢ Fractions and Multiplication	➢ Place Value and Number ➢ Addition and Subtraction (1) ➢ Money and Time ➢ Measure and Data ➢ Multiplication and Division (1) ➢ Addition and Subtraction (2) ➢ Multiplication ➢ Fractions ➢ Shape	➢ Place Value and Fractions ➢ Addition and Subtraction ➢ Multiplication and Division ➢ Position and Time ➢ Investigations ➢ Revision (A) ➢ Revision (B) ➢ Place Value and Addition ➢ Subtraction and Using Money ➢ Multiplication and Division ➢ Shape, Time and Data

For further information as to what is covered under each heading and the outcomes, please tables see below.

AUTUMN TERM	**UNIT TITLE**	**OUTCOMES** **(see below)**
Place Value	Counting and estimation	3, 4, 5
	Teens and place value in 2-digit numbers	3, 4, 5
	Numbers on a line; compare/order	3, 4
	Count to 100, 1 more/less; ordinals	2, 4
Addition and Subtraction (1)	Partition numbers; learn number bonds	7, 14
	Add by counting on in 1s or 10s	10
	Counting back; understand + and –	10, 11, 14, 15
Measures	Comparing and measuring lengths	25, 26
Addition and Subtraction (2)	Reinforce and consolidate number bonds	8, 10
	Use number facts to add and subtract	8, 11, 12, 15

	Adding and subtracting tens and ones	10, 11, 15
Time	Tell time to half and quarter hours	30, 31
	Understand units of time	31
Addition and Subtraction (3)	Using different strategies for addition	9, 10
	Coin recognition: find amounts & change	15, 27, 28
Fractions and Multiplication	Understanding halves and quarters	23, 24
	Doubling & halving; odd & even numbers	18, 21
	Counting in steps of 5 and 10	16, 19
SPRING TERM	**UNIT TITLE**	**OUTCOMES** **(see below)**
Place Value and Number	2-digit place value	3, 4
	Numbers and quantities	2, 4, 5, 10, 11
Addition and Subtraction (1)	Mental addition and subtraction	6, 7, 9, 13, 14
	Adding and subtracting money	27, 28
Money and Time	Add/sub pairs of 2-digit numbers	6, 10, 11
	Tell the time; units of time	20, 29, 31
Measure and Data	Compare and measure weight	25, 26
	Measure and represent capacity	25, 26
Addition and Subtraction (2)	Addition	6, 10
	Subtraction	6, 11, 12
Multiplication	Clever counting; multiplication	1, 2, 16
	Relating multiplication and division	16, 19, 20, 21

Fractions	Fractions	22, 23, 24
Shape	2D Shapes	33
	Symmetry	34
	3D Shapes	33, 35
SUMMER TERM	**UNIT TITLE**	**OUTCOMES** **(see below)**
Place Value and Fractions	Place value	4
	Fractions	22, 23
Addition and Subtraction	Addition	10
	Subtraction	11, 12
Multiplication and Division	Multiplication and Division	1, 16, 19, 20, 21
Revision Menu (A)	Place Value	2, 4, 6, 11
	Fractions	18, 24
	Addition and Subtraction	6, 10, 11, 12, 14, 15
Revision Menu (B)	Multiplication and Division	
	Measures	25, 26, 29, 30
	Shape	37, 38
Place Value and Addition	Place value in 2-digit numbers	5, 10
	Add/sub 1-digit numbers using patterns	8
	Bonds to 10; complements o 10s numbers	7, 8
	Adding three numbers – number games	7, 8, 9, 10

Subtraction and Using Money	Bridging 10 and counting up subtraction	12, 14
	Finding totals	7, 9, 27, 28
	Finding change	12, 15, 28
Multiplication and Division	Doubling and halving	18
	Multiplication and Division	16, 19, 20, 21
Shape, Time and Data	Exploring shape properties	33, 35, 36
	Telling the time	29, 30
	Units of time; data handling	31, 32

Year 2 Outcomes (skills in **bold** are linked to Y2 National Curriculum **Statutory requirements**)

1. Count from 0 in steps of 2, 3, 5 and 10.
2. Count on and back in 10s from any number.
3. Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones.
4. Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers with <, > and = signs.
5. Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words.
6. Use place value and number facts to solve problems, e.g. *60 - · = 20*
7. Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15).
8. Know different unit patterns when adding or subtracting, first when not crossing a ten and then when crossing a ten, in numbers up to 100.
9. Add two or three 1-digit numbers, using counting on and/or number facts.
10. Add a 2-digit no. and tens; add two 2-digit numbers that total < 100 by counting on in 10s and 1s.
11. Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =.
12. Begin to count up to find a difference between two numbers with a small gap, e.g. 42–38.
13. Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot.
14. Recognise that addition and subtraction are inverse operations; use addition to check subtractions and solve missing number problems.
15. Solve problems involving addition and subtraction of numbers, quantities and measures, using recall of number facts and appropriate models and images.
16. Know 2x, 5x and 10x tables, and related division facts, e.g. saying how many 10s in 40; use x and ÷ signs correctly.
17. Understand equivalence in simple calculations: 3 x 4 = 6 x □ .
18. Double and halve numbers up to 20 and multiples of 5 to 50; recognise odd and even numbers.
19. Write multiplications and divisions, using x, ÷ and = signs; calculate answers.
20. Understand that multiplication can be done in any order (commutative) and division cannot.
21. Solve multiplication/division problems in context, using recall of x /÷ facts, doubling, halving, **arrays**, 'clever counting'.
22. Count in halves and quarters, recognising fractions as numbers.
23. Begin to recognise the equivalence of $^{2}/_{4}$ and ½ on the number line and in other practical contexts.
24. Understand ½, ¼, $^{1}/_{3}$, ¾, $^{2}/_{3}$ as fractions of quantities in a practical context; solve problems using shapes, objects, quantities.
25. Choose/use appropriate standard units to estimate and measure length/height, mass, temperature and capacity to the nearest appropriate unit using rulers, instruments.
26. Compare and order objects according to length, (mass) weight and capacity using suitable units, and record the results using >, < and = .
27. Recognise/use symbols for pounds (£) and pence (p); combine amounts, find different combinations of coins that give the same amount.
28. Solve simple problems in a practical context; add and subtract pence and pounds, including finding and giving change.
29. Tell/write the time on digital/**analogue clocks to ½ past, ¼ past and ¼ to the hour; draw hands on a clock face to show these times.**
30. Begin to tell and write the time on digital and **analogue clocks to the nearest 5 minutes.**
31. Know number of minutes in an hour and hours in a day; use it to **compare/ sequence intervals of time.**
32. Construct simple tables, pictograms, tally charts, block diagrams where unit scale is labelled in 1s or multiples of 2; interpret, ask and answer appropriate questions.
33. Identify/describe common 2-D shapes, referring to properties including on the surface of 3-D shapes; compare/sort 2-D shapes.
34. Recognise symmetry in a vertical line.
35. Identify/describe common 3-D shapes, referring to no. of edges, vertices, faces (curved and flat); compare/sort 3-D shapes.
36. Order and arrange combinations of mathematical objects in patterns and sequences.
37. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.
38. Distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).