



YEAR 2 MATHS OVERVIEW



Term 1	Topic	Skills/Objectives
	Numbers 10-100 (wk 2-5)	<ul style="list-style-type: none"> <li>To explain that one ten is equivalent to ten ones</li> <li>To represent multiples of ten using their numerals</li> <li>To represent multiples of ten using their numerals and names</li> <li>To represent multiples of ten in an expression or an equation</li> </ul>
	<ul style="list-style-type: none"> <li>Multiples of ten</li> <li>+ - multiples of 10</li> <li>Place value – tens and ones</li> </ul>	<ul style="list-style-type: none"> <li><b>To estimate the position of multiples of ten on a 0-100 number line 2NPV-2</b></li> <li>To explain what happens when you add and subtract ten to a multiple of ten</li> <li>To use knowledge of facts and unitising to add and subtract multiples of ten</li> <li>To add and subtract multiples of ten</li> <li>To explore the counting sequence for counting to 100 and beyond</li> </ul>
	Calculations within 20 (wk6-8)	<ul style="list-style-type: none"> <li>To count a large group of objects by counting groups of tens and the extra ones</li> <li>To count a large group of objects by using knowledge of unitising by counting tens and ones</li> <li><b>To represent a number from 20-99 in different ways 2NPV-1</b></li> <li><b>To explain and mark the position of numbers 20-99 on a number line 2NPV-2</b></li> </ul>
	<ul style="list-style-type: none"> <li>3 addends</li> <li>Bridge 10 + and -</li> <li>Difference</li> </ul>	<ul style="list-style-type: none"> <li>To explain that numbers 20-99 can be represented as a length</li> <li>To compose two, two digit numbers</li> <li><b>To partition a two-digit number into tens and ones 2NPV-1</b></li> <li>To add two, two-digit numbers by partitioning into tens and ones</li> </ul>
		<ul style="list-style-type: none"> <li>Calculations within 20 – 1</li> <li>To add three addends</li> </ul>
		<ul style="list-style-type: none"> <li>To use a 'First...Then....Now" story to add 3 addends</li> <li>To explain that addends can be added in any order</li> <li>To add 3 addends efficiently</li> <li>To add 3 addends efficiently by finding two addends that total 10</li> </ul>
		<ul style="list-style-type: none"> <li><b>To add two numbers that bridge through 10 2AS-1</b></li> <li><b>To subtract two numbers that bridge through 10 2AS-1</b></li> <li><b>To compare numbers and describe how many more or less there are in each set 2AS-2</b></li> </ul>
		<ul style="list-style-type: none"> <li>To use knowledge of subtraction to solve problems in a range of contexts</li> <li><b>To explain what the difference is between consecutive numbers 2AS-2</b></li> <li><b>To calculate difference when information is presented in a pictogram 2AS-2</b></li> <li><b>To calculate difference when information is presented in a bar chart 2AS-2</b></li> </ul>

Term 2	Topic	Skills/Objectives
	Add and subtract within 10 (wk 1)	<ul style="list-style-type: none"> <li><b>To demonstrate their fluency of addition and subtraction within ten 2NF-1</b></li> <li>To practise addition and subtraction strategies as required</li> </ul>
	Addition and subtraction of two digit numbers (1) (wk 2-3) <ul style="list-style-type: none"> <li>+ - one/ones</li> </ul>	<ul style="list-style-type: none"> <li>To add and subtract one to and from a two-digit number</li> <li>To add and subtract one to and from a two-digit number that crosses a tens boundary</li> <li>To add and subtract one from any two-digit number</li> <li><b>To use number facts to add a single-digit number to a two-digit number 2AS-3</b></li> <li><b>To use number facts to subtract a single-digit number from a two-digit number 2AS-3</b></li> <li>To use a part-part-whole model to represent addition and subtraction</li> </ul>



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	<ul style="list-style-type: none"> <li>- ten/ tens</li> <li>Make ten and then</li> </ul>	<ul style="list-style-type: none"> <li>To use number bonds to ten to add a single-digit number to a two-digit number</li> <li>To use number bonds to ten to subtract a single-digit number from a two-digit number</li> <li>To use knowledge of 'make ten' to add a one-digit number to a two-digit number</li> <li><b>To use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number 2AS-3</b></li> <li>To solve problems using knowledge of addition and subtraction</li> </ul>
		<ul style="list-style-type: none"> <li><b>To find ten more or ten less than a two-digit number 2AS-3</b></li> <li><b>To add and subtract ten to/ from a two-digit number 2AS-3</b></li> <li>To explain the patterns when adding and subtracting ten</li> <li>To use knowledge of adding and subtracting ten to solve problems</li> <li><b>To use number facts to add a multiple of ten to a two-digit number 2-AS3</b></li> <li><b>To use number facts to subtract a multiple of ten from a two-digit number 2-AS3</b></li> <li>To partition a two-digit number into parts in different ways (two and three parts)</li> <li><b>To use knowledge of adding and subtracting multiples of ten to solve problems 2-AS3</b></li> </ul>
		<ul style="list-style-type: none"> <li>Repeated addition</li> <li>2x</li> <li>5x</li> <li>10 x</li> </ul>
		<ul style="list-style-type: none"> <li>To explain that objects can be grouped in different ways</li> <li>To describe how objects have been grouped</li> <li>To represent equal groups as repeated addition</li> <li>To represent equal groups as repeated addition and multiplication</li> <li>To represent equal groups as multiplication</li> <li>To explain and represent multiplication when a group contains zero or one items</li> </ul>
		<ul style="list-style-type: none"> <li>To identify and explain each part of a multiplication equation</li> <li>To use knowledge of multiplication to calculate the product</li> <li><b>To represent the two times table in different ways 2MD-1</b></li> <li><b>To use knowledge of the two times table to solve problems 2MD-1</b></li> <li><b>To explain the relationship between adjacent multiples of two 2MD-1</b></li> </ul>
		<ul style="list-style-type: none"> <li>To explain that factor pairs can be written in any order</li> <li>To represent counting in tens as the ten times table</li> <li><b>To represent the ten times table in different ways 2MD-1</b></li> <li><b>To explain the relationship between adjacent multiples of ten 2MD-1</b></li> <li><b>To represent counting in fives as the five times table 2MD-1</b></li> <li><b>To represent the five times table in different ways 2MD-1</b></li> </ul>
		<ul style="list-style-type: none"> <li><b>To explain the relationship between adjacent multiples of five 2MD-1</b></li> <li>To explain how groups of five and ten are related</li> <li>To explain the relationship between multiples of five and ten</li> <li>To use knowledge of the relationships between the five and ten times tables to solve problems</li> </ul>

Term 3	Topic	Skills/Objectives
	Introduction to multiplication (wk 1-3) <ul style="list-style-type: none"> <li>Double and halving</li> </ul>	<ul style="list-style-type: none"> <li>To explain how a factor of zero or one affect the product</li> <li>To represent multiplication equations in different ways</li> <li>To use knowledge of the two, five and ten times tables to solve problems</li> </ul>
		<ul style="list-style-type: none"> <li>To explain what each factor represents in a multiplication story</li> <li>To explain what each factor represents in a multiplication story when one of the factors is one</li> <li>To explain how a multiplication equation with two as a factor is related to doubling</li> <li>To double two-digit numbers</li> <li>To multiply efficiently when one of the factors is two ~</li> </ul>
		<ul style="list-style-type: none"> <li>To explain how halving and doubling are related</li> <li>To explain the relationship between factors and products</li> <li>To halve two-digit numbers</li> </ul>



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	Introduction of division structures (wk4-5)	<ul style="list-style-type: none"> <li>To use knowledge of doubling, halving and the two times table to solve problems</li> </ul>
	<ul style="list-style-type: none"> <li>Grouping</li> <li>Sharing</li> <li>Skip counting</li> </ul>	<ul style="list-style-type: none"> <li>To explain that objects can be grouped equally</li> <li>To identify and explain when objects cannot be grouped equally</li> <li>To explain the relationship between division expressions and division stories</li> <li>To calculate the number of equal groups in a division story</li> <li>To use their knowledge of skip counting and division to solve problems relating to measure</li> </ul>
	Shape (wk 6)	<ul style="list-style-type: none"> <li><b>To skip count using the divisor to find the quotient 2-MD2</b></li> <li><b>To use their knowledge of division to solve problems 2-MD2</b></li> <li>To explain that objects can be shared equally</li> <li><b>To use skip counting to solve a sharing problem 2MD-2</b></li> <li><b>To skip count using the divisor to find the quotient 2MD-2</b></li> <li>To solve a variety of division problems, explaining their understanding</li> </ul>
	<ul style="list-style-type: none"> <li>2D shape properties</li> <li>Compare 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>To learn that a polygon is a 2D shape with straight sides that meet at vertices</li> <li><b>To describe polygons and find different ways to sort them 2G-1</b></li> <li><b>To learn that polygons can be sorted and named according to the number of sides and vertices 2G-1</b></li> <li><b>To discuss, and compare by direct comparison, the shape and size of polygons 2-G1</b></li> </ul>

Term 4	Topic	Skills/Objectives
	Shape (wk1)	<ul style="list-style-type: none"> <li><b>To discuss, and compare by direct comparison, the vertices of polygons 2G-1</b></li> <li>To investigate how polygons can be joined and folded to form 3-dimensional shapes</li> <li><b>To describe 3-dimensional shapes and find different ways to sort them 2-G1</b></li> <li><b>To discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes 2G-1</b></li> </ul>
	Addition and subtraction of two-digit numbers (wk 2-4)	<ul style="list-style-type: none"> <li>To explain strategies used to add</li> <li>To add a two-digit number to a two-digit number</li> <li><b>To add a two-digit number to a two-digit number when not crossing ten 2AS-4</b></li> <li><b>To add a two-digit number to a two-digit number when crossing ten 2AS-4</b></li> </ul>
	<ul style="list-style-type: none"> <li>2 digit + 2 digit not crossing ten</li> <li>2 digit + 2 digit crossing ten</li> <li>2 digit – 2 digit not crossing ten</li> <li>2 digit – 2 digit crossing ten</li> </ul>	<ul style="list-style-type: none"> <li>To explain strategies used to subtract</li> <li>To subtract a two-digit number from a two-digit number</li> <li>To partition the subtrahend to help with subtraction</li> <li><b>To subtract a two-digit number from a two-digit number when not crossing ten 2-AS4</b></li> </ul>
	Fractions (No RTP) (wk5-6)	<ul style="list-style-type: none"> <li><b>To subtract a two-digit number from a two-digit number when crossing ten 2-AS4</b></li> <li><b>To subtract efficiently using knowledge of two-digit numbers 2-AS4</b></li> </ul>
	<ul style="list-style-type: none"> <li>Equal parts</li> <li>½ of length, shape, quantity</li> <li>¼ length, shape, quantity</li> <li>Equivalence 2/4 and ½</li> </ul>	<ul style="list-style-type: none"> <li>To identify whether something has or has not been split into equal parts</li> <li>To name the fraction ‘one-half’ in relation to a fraction of a length, shape or set of objects</li> <li>To name the fraction ‘one-quarter’ in relation to a fraction of a length, shape or set of objects</li> <li>To name the fraction ‘one-third’ in relation to a fraction of a length, shape or set of objects</li> </ul>
		<ul style="list-style-type: none"> <li>To read and write the fraction notation ½, ¼ and ¼ and relate this to a fraction of a length, shape or set of objects</li> </ul>



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		<ul style="list-style-type: none"> <li>To find half of numbers</li> <li>To find <math>\frac{1}{2}</math> or <math>\frac{1}{4}</math> of a number</li> <li>To find <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of an object, shape, set of objects, length or quantity</li> <li>To recognise the equivalence of <math>\frac{3}{4}</math> and <math>\frac{1}{2}</math></li> </ul>
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Term 5	Topic	Skills/Objectives
	Money (NC Objectives) (wk1)	<ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>
	Multiplication and division – doubling, halving, quotative and partitive division (No RTPs) (wk2-4)  Quotient – the result of dividing one number by another	<ul style="list-style-type: none"> <li>To identify and explain the patterns and relationships between the 5 and 10 times tables</li> <li>To use their knowledge of the 5 and 10 times tables to solve problems</li> </ul>
		<ul style="list-style-type: none"> <li>To explain how times table facts can help to find the quotient (10 times table)</li> <li>To explain how times table facts can help to find the quotient (5 times table)</li> <li>To explain how times table facts can help to find the quotient (2 times table)</li> <li>To explain how a division equation with 2 as a divisor is related to halving</li> </ul>
		<ul style="list-style-type: none"> <li>To explain each part of a division equation and know how they can be interchanged</li> <li>To use knowledge of divisibility rules when the divisor is 2 to solve problems</li> <li>To use knowledge of divisibility rules when then divisor is 10 to solve problems</li> <li>To use knowledge of divisibility rules when the divisor is 5 to solve problems</li> <li>To explain how a dividend of zero affects the quotient</li> <li>To explain how the quotient is affected when the divisor is equal to the dividend</li> <li>To explain how a divisor of one affects the quotient</li> </ul>
	Measure – capacity, volume and mass (wk5) (NC Objectives)	<ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> </ul>

Term 6	Topic	Skills/Objectives
	Measure – capacity, volume and mass (wk1) (NC Objectives)	<ul style="list-style-type: none"> <li>compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul>



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	Time (wk 2) (NC Objectives)	<ul style="list-style-type: none"><li>• To compare and sequence intervals of time</li><li>• To 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</li><li>• To know the number of minutes in an hour and the number of hours in a day.</li></ul>
	Position and direction (wk 3) (NC Objectives)	<ul style="list-style-type: none"><li>• To order and arrange combinations of mathematical objects in patterns and sequences</li><li>• To 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).</li></ul>
	2 <sup>nd</sup> objective – could be taught through P.E?	Consolidation – Yr 2 RTPs
		Consolidation – Yr 2 RTPs
		Consolidation – Yr 2 RTPs