

Year 2 – 2020-2021

Long Term and Medium Term Planning

Year 2: Overview of the year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Addition and Subtraction 5	1 Geometry 2D & 3D shape	3 Number and place value	6 Measures Length and mass/weight	4 Addition and subtraction	1 Statistics
Y1 Measures – Length 7	1 Multiplication & Division	2 Multiplication & Division	3 Addition and subtraction	8 Measures Capacity & Volume/ Temperature	2 Statistics, including finding the difference
Y1 Geometry – 2D and 3D shapes 5	1 Measures Length and Weight	3 Multiplication & Division	2 Fractions	3 Fractions	4 Geometry Position & Direction.
Y1 Fractions 3	1 Fraction,	4 Measures Capacity and Volume	3 Geometry Position and Direction.	4 Multiplication and division	
Place Value 1 - partitioning	2 Measures Money	2 Geometry 2D and 3D shape	7 Measures Time	5 Geometry 2D & 3D shape	
2 Addition and subtraction	3 Measures Time	5 Measures Money	10 Measures Money	9 Measures Time	

YEAR 2 : AUTUMN 1: Catch Up Plan (4 Weeks + 2 weeks Y2)

Week 1 – Y1	Week 2 – Y1	Week 3 – Y1	Week 4 – Y1	WEEK 5	WEEK 6
4 Geometry Position and Direction	7 Measures Length and Weight	5 Geometry 2D and 3D Shape	3 Fractions	1 Number & Place Value	1 Addition and Subtraction
Consolidate: Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes	Measure & begin to record the following: - Length & heights - Mass/weight	Recognise & name common 3D shapes, including: 3D. e.g. cuboids (including cubes), pyramids, spheres.	Consolidate and start to link to numbers: Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.	Recognise place value of 2 digit numbers - TAF	Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
<ul style="list-style-type: none"> ➤ Use terms left and right in different contexts ➤ Remind them of moving bodies through full turns; half turns; quarter turns and three-quarter turns ➤ Use shape apparatus to show movements through these turns in practical setting ➤ Describe position, direction, movement using appropriate vocabulary 	<ul style="list-style-type: none"> ➤ Measure length using a range of non-standard units and compare length. ➤ Begin to measure length in cm and m. ➤ Measure length using a range of non-standard units and compare height. ➤ Begin to measure height in cm and m. ➤ Measure weight using a range of non-standard units and compare mass/weight. ➤ Begin to measure mass in g and kg. 	<ul style="list-style-type: none"> ➤ Start with reminder about names of 2D shapes ➤ Identify and name cubes ➤ Identify and name pyramids ➤ Identify and name spheres ➤ Identify and name cylinders 	<ul style="list-style-type: none"> ➤ Estimate what a half and a quarter of a given object might be. ➤ Estimate what a half and a quarter of a given shape might be. ➤ Use practical apparatus to show half and a quarter of a given number of objects. 	<ul style="list-style-type: none"> ➤ Identify the tens and ones in any 2 digit number ➤ Partition a 2 digit number identifying the value of each digit ➤ Comparing and ordering to 100 	<ul style="list-style-type: none"> ➤ Recall addition bonds to 20 based on instant recall. ➤ Recall subtraction facts to 20 based on instant recall. ➤ Know addition facts (multiples of 10) up to 100, e.g. 60+20=80 ➤ Know subtraction facts (multiples of 10) up to 100, e.g. 90-70=20 ➤ Explain how to use bonds to ten to derive other number facts.

YEAR 2 : AUTUMN 1: Maths Meetings and Mental Maths

WEEK 1 – Year 1	WEEK 2 – Year 1	WEEK 3 – Year 1	WEEK 4 – Year 1	WEEK 5 – Year 1	WEEK 6 – Year 1
1 Number and place Value	2 Number and place Value	2 Addition & Subtraction	4 Measures Time	4 Number and place Value	3 Addition and Subtraction
Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number	Count in multiples of 2s, 5s and 10s	Represent and use number bonds and related subtraction facts within 20.	Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise & use language relating to dates, including days of the week, weeks, months, years.	Given a number, identify 1 more or 1 less.	Add and subtract 1-digit and 2-digit numbers to 20, including zero.
<ul style="list-style-type: none"> ➤ Count on from 0-20 ➤ Count on from 0-50 ➤ Count on from 0-100 ➤ Count on from any number to 20 ➤ Count on from any number to 50 ➤ Count on from any number to 100 ➤ Count back from 10 to 0 ➤ Count back from 20 to 0 ➤ Count back from 50 to 0 ➤ Count back from 100 to 0 ➤ Count back from any number smaller than 10 to 0 ➤ Count back from any number smaller than 20 to 0 ➤ Count back from any number smaller than 50 to 0 ➤ Count back from any number smaller than 100 to 0 ➤ Count on beyond 100 ➤ Count back starting with a number greater than 100 	<ul style="list-style-type: none"> ➤ Count in 10s to 50 ➤ Count in 10s to 100 ➤ Count in 2s to 20 ➤ Count in 2s to 50 ➤ Count in 2s to 100 ➤ Count in 5s to 50 ➤ Count in 5s to 100 ➤ This needs to be embedded across the year group ➤ maybe focus on 2s in books initially other numbers in mental/oral. 	<ul style="list-style-type: none"> ➤ Know and use all addition bonds to 5. ➤ Know and use all addition bonds to 10. ➤ Know and use all addition bonds to 20. ➤ Know and use all subtraction facts to 5. ➤ Know and use all subtraction facts to 10. ➤ Know and use all subtraction facts to 20. 	<ul style="list-style-type: none"> ➤ Order: morning afternoon and evening. ➤ Order events that occur in the morning, afternoon and evening. ➤ Use terms: before, next and after accurately. ➤ Use terms: today, tomorrow and yesterday accurately. ➤ Order the days of the week. ➤ Order the months of the year. ➤ Know the number of days in a week. ➤ Know the number of months in a year 	<ul style="list-style-type: none"> ➤ Know 1 more than a given number to 20 ➤ Know 1 more than a given number to 50 ➤ Know 1 more than a given number to 100 ➤ Know 1 less than a given number to 20 ➤ Know 1 less than a given number to 50 ➤ Know 1 less than a given number to 100 ➤ Write a number that is one more than any given number to 20 ➤ Write a number than is 1 less than any given number to 20 	<p>Mentally:</p> <ul style="list-style-type: none"> ➤ Add two 1-digit numbers to ten. ➤ Add two 1-digit numbers to 18. ➤ Add two numbers that equal any number up to 20, including zero. ➤ Subtract two 1-digit numbers. ➤ Subtract a 1-digit number from a 2-digit number up to 20. ➤ Subtract a 2-digit number from a 2-digit number up to 20.

YEAR 2 : AUTUMN 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1 Geometry 2D and 3D shape	1 Multiplication & Division	1 Measures Length and Weight	1 Fractions	2 Measures Money	3 Measures Time
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 & faces.	Recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers	Compare & order lengths, mass, & record the results using $>$, $<$ and $=$.	Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$, $1/2$, $3/4$ of a length, shape, set of objects, or quantity.	Recognise & use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	Tell & write the time to quarter past/to the hour & draw the hands on a clock face to show these times.
<ul style="list-style-type: none"> ➤ Identify 2D shapes by recognising number of edges and vertices (corners) they have ➤ Describe the properties of 2D shapes by describing number of edges and vertices (corners) they have ➤ Identify line of symmetry in simple shapes ➤ Make symmetrical patterns and shapes ➤ Identify 3D shapes by recognising number of edges, vertices & faces they have ➤ Describe 3D shapes by describing the number of edges, vertices & faces they have ➤ Use the terms edge, vertex/vertices and face accurately 	<ul style="list-style-type: none"> ➤ Count in 2s; forward and backward. ➤ Recite the x2 table up to x12, without error. ➤ Answer any calculation involving x2, out of order. ➤ Know that 2×4 is the same as 4×2 etc. ➤ Answer any calculation involving $\div 2$, out of order. ➤ Count in 5s; forward and backward. ➤ Recite the x5 table up to x12, without error. ➤ Answer any calculation involving x5, out of order. ➤ Know that 4×5 is the same as 5×4 etc. ➤ Answer any calculation involving $\div 5$, out of order. ➤ Count in 10s; forward and backward. ➤ Recite the x10 table up to x12, without error. ➤ Answer any calculation involving x10, out of order. ➤ Know that 4×10 is the same as 10×4 etc. ➤ Answer any calculation involving $\div 10$, out of order. 	<ul style="list-style-type: none"> ➤ Order different lengths using cm and m ➤ Order different weights using g and kg ➤ Use the symbol $<$ $>$ $=$ to compare two amounts of length and weight ➤ Record information using $<$ $>$ $=$ 	<ul style="list-style-type: none"> ➤ Know what $1/2$ means and use and write the term 'half' and $1/2$ interchangeably. ➤ Know what $1/4$ means and use and write the term 'quarter' and $1/4$ interchangeably. ➤ Know what $3/4$ means and use and write the term 'three-quarters' and $3/4$ interchangeably. ➤ Know what $1/3$ means and use and write the term 'third' and '$1/3$' interchangeably. ➤ Find $1/4$ of a shape or length. ➤ Find $1/3$ of a shape or length. ➤ Find $2/4$ or $1/2$ of a shape or length. ➤ Find $3/4$ of a shape or length. ➤ Calculate $1/3$ of a number that is divisible by 3. ➤ Calculate $1/4$ of a number that is divisible by 4. ➤ Calculate $1/2$ of a given number that is divisible by 2. ➤ Calculate $3/4$ of a number that is divisible by 4. 	<ul style="list-style-type: none"> ➤ Use the symbols £ and p to represent amounts of money. ➤ Make given amounts up to £5 using coin combinations. ➤ Find different ways of making the same amount. 	<ul style="list-style-type: none"> ➤ Tell quarter past times. ➤ Tell quarter to times. ➤ Draw hands on clock to show quarter past times. ➤ Draw hands on clock to show quarter to times.

YEAR 2 : SPRING 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
3 Number & Place Value	2 Multiplication & Division	3 Multiplication & Division	4 Measures Capacity & Volume	2 Geometry 2D and 3D shapes	5 Measures Money
Compare and order numbers from 0 up to 100; use < > and = signs.	Calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the $\times \div =$ signs.	Show that multiplication of two numbers can be one in any order (commutative) and division of one number by another cannot.	Compare & order volume/capacity & record the results using >, < and =.	Identify 2D shapes on the surface of 3D shapes.	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
<ul style="list-style-type: none"> ➤ Order numbers 0 – 20 from smallest to largest ➤ Order numbers 0 – 20 from largest to smallest ➤ Order numbers 0 – 50 from smallest to largest ➤ Order numbers 0 – 50 from largest to smallest ➤ Order numbers 0 – 100 from smallest to largest ➤ Order numbers 0 – 100 from largest to smallest ➤ Know what = sign stands for and demonstrate correct use ➤ Know what < signs stands for and demonstrate correct use ➤ Know what > signs stands for and demonstrate correct use ➤ Use the = sign in simple calculations, e.g. $15+5=20$ ➤ Use the = sign to demonstrate equal value, e.g. $15+5 = 2+18$ ➤ Use the < sign between two numbers accurately ➤ Use the > sign between two numbers accurately 	<ul style="list-style-type: none"> ➤ Understand the function of the \times sign. ➤ Understand the function of the \div sign. ➤ Understand the function of the = sign. ➤ Use the $\times \div =$ signs to write calculations using known table facts. 	<ul style="list-style-type: none"> ➤ Recognise commutativity in multiplication, e.g. $8 \times 2 = 2 \times 8$. ➤ Recognise that commutativity cannot be applied to division. 	<ul style="list-style-type: none"> ➤ Record information using < > = ➤ Record amounts of liquid using ml and l ➤ Use the symbol < > = to compare amounts of liquid 	<ul style="list-style-type: none"> ➤ Describe 3D shapes according to their 2D make up ➤ Begin to explore the nets of 3D shapes according to 2D shapes contained within them 	<ul style="list-style-type: none"> ➤ Calculate change from £1 ➤ Add and subtract monetary values and find change from £1 or £2

YEAR 2 : SPRING 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
6 Measures Length/ Weight/ Mass	3 Addition & Subtraction	2 Fractions	3 Geometry Position & Direction	7 Measures Time	10 Measures Money
Choose and use appropriate standard units to estimate and measure: - length/height in any direction (m/cm) - mass (kg/g) to the nearest appropriate unit, using rulers & scales,	Show that addition of any two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	Write simple fractions and recognise the equivalence	Order and arrange combinations of mathematical objects in patterns and sequences	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.	Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition & subtraction of money of the same unit, including giving change.
<ul style="list-style-type: none"> ➤ Measure accurately in cm ➤ Measure accurately in m ➤ Know 1m and make reasonable estimates of length/height up to 10m. ➤ Know 1cm and make reasonable estimates of length/height up to 100cm. ➤ Measure accurately in g/kg ➤ Know kg and make reasonable estimates of weight up to 5kg. ➤ Name objects that weigh more/less than 1kg, 5kg etc. ➤ Know their own approx. weight in kg ➤ Read ruler scales to the nearest cm ➤ Read weighing scales to the nearest g 	<ul style="list-style-type: none"> ➤ Swap numbers in addition calculations and explain they total the same answer. ➤ Understand that the numbers in a subtraction calculation cannot be reversed and explain why. 	<ul style="list-style-type: none"> ➤ Write simple fractions, e.g. $\frac{1}{2}$ of 6 = 3 ➤ Recognise and demonstrate the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ 	<ul style="list-style-type: none"> ➤ Place objects in a repeating pattern ➤ Place objects in an order which forms a sequence 	<ul style="list-style-type: none"> ➤ Read the clock in 5 min intervals past the hour ➤ Read the clock in 5 min intervals to the hour. ➤ Draw hands on the clock showing 5 min intervals ➤ Know that 15 minutes past is the same as quarter past. ➤ Know that 15 minutes to is the same as quarter to. 	<ul style="list-style-type: none"> ➤ Find all different ways of making 10p ➤ Find all different ways of making 20p ➤ Find ways of making given amount with least number of coins ➤ Calculate change from £1 ➤ Add monetary values and find change from £1

YEAR 2 : SUMMER 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 2	WEEK 4	WEEK 1
4 Addition & Subtraction	8 Measures Capacity & Volume + Temperature	3 Fractions	4 Multiplication & Division	5 Geometry 2D & 3D Shapes	9 Measures Time
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	Choose and use appropriate standard units to estimate and measure: - temperature (°C) - capacity (l/ml) to the nearest appropriate unit, using, thermometers & measuring vessels.	Revisit and revise previous Year 2 objectives with regard to fractions, ie Know $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$ of numbers and work out equivalence of fractions	Recognise that division is the inverse of multiplication and use to check calculations.	Compare and sort common 2D and 3D shapes and everyday objects.	Compare and sequence intervals of time.
<ul style="list-style-type: none"> ➤ Recognise the inverse relationship between addition and subtraction, e.g. $5+7$; $12-5$; $12-7$ etc. ➤ Infer the related calculation from a given, e.g. If $6+8=14$ what is $14-8$? ➤ Complete missing number calculations. 	<ul style="list-style-type: none"> ➤ Know how much one litre is in ml ➤ Know that many liquids are sold in litres ➤ Know amounts that are more, less than a litre ➤ Measure liquid accurately to the nearest litre and 50 ml ➤ Know that 0°C is freezing point of water ➤ Know that 100°C is boiling point of water ➤ Use a thermometer to accurately measure temperature ➤ Read liquid amount to the nearest 10ml 	<ul style="list-style-type: none"> ➤ Know what $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$ and $\frac{1}{3}$ means ➤ Find $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$ and $\frac{1}{3}$ of a shape or length ➤ Find $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$ and $\frac{1}{3}$ of a given number ➤ Write simple fractions, e.g. $\frac{1}{2}$ of $6 = 3$ ➤ Recognise and demonstrate the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ 	<ul style="list-style-type: none"> ➤ Know that examples such as 8×2 correspond to $16 \div 2$. ➤ Know that examples such as $20 \div 5 = 4$ correspond to 5×4. 	<ul style="list-style-type: none"> ➤ Compare and sort a set of triangles and pyramids recognising their similarities and differences ➤ Gather a set of rectangles and cuboids, recognising their similarities and differences ➤ Gather a set of circles and spheres, recognising their similarities and differences 	<ul style="list-style-type: none"> ➤ Sequence events in a given day using appropriate time language, i.e. morning, afternoon, evening, night, earlier and later ➤ Order a given number of time events to the given hour or half an hour ➤ Work out longest and shortest interval of times to the given hour ➤ Revise telling the time to 5 minute intervals

YEAR 2 : SUMMER 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1 Statistics	2 Statistics	4 Geometry Position & Direction	Consolidate and Assess	Consolidate and Assess	Consolidate and Assess
<p>Interpret and construct:</p> <ul style="list-style-type: none"> - pictograms - tally charts - block diagrams - simple tables 	<p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and compare categorical data</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>Start this week by revising the learning covered in the Year 2 so as to ensure pupils are fluent and secure with their basic skills.</p> <p>Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in Year 2.</p> <p>Analyse the results and use information to help focus the intervention sessions, as needed, for the following term.</p>		
<ul style="list-style-type: none"> ➤ Read information contained within a simple pictogram. ➤ Read information contained within a simple tally chart. ➤ Read information contained within a block diagram. ➤ Read information contained within a simple table. ➤ Construct a simple table to show information collected (total less than 20). ➤ Construct a pictogram to show information collected (total less than 20). ➤ Construct a tally chart to show information collected (total less than 20). ➤ Construct a block diagram to show information collected (total less than 20). 	<ul style="list-style-type: none"> ➤ Count objects to answer questions ➤ Pose questions about given information for others to answer ➤ Compare data and answer questions ➤ Sort information and present it pictorially 	<ul style="list-style-type: none"> ➤ Know what a right angle is ➤ Describe quarter, half and three-quarter turns in relation to right angles ➤ Use the terms clockwise, anti-clockwise to describe movement 			