Year 2 Maths Long Term Plan

Autumn Term

	Term 1	Term 2	
Unit Focus	**Place Value (3 weeks) Addition and Subtraction (4 weeks)**	**Addition and Subtraction (2 weeks)**	**Measurement: Money (3 weeks), Time (1 weeks)**
Priority	• 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. • 2NPV–2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10. • 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. • 2AS–1 Add and subtract across 10. • 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". • 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number.	• 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers.	
National Curriculum	**Place Value** • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems. **Addition and Subtraction** • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • 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 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	**Addition and Subtraction** • 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 method - **Money** • recognise and use symbols for 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 **Time** • tell and write the time 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.	
Fluency	• composition of 6, 7, 8 and 9 as '5 and a bit' •Compare numbers within 10 using language of comparison when comparing sets of objects and numbers •Use the inequality and equals symbols in expressions and equations •Focus on odd/ even parts when even numbers are composed of 2 parts, including when 2 parts are equal (doubles) •Identify missing addends and complete missing symbols expressions and equations using the equals or inequality symbol •Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed •Apply to expressions and equations •Use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed	•Focus on the composition of odd numbers including being made of 2s and 1 more, or 1 odd part and 1 even part •Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed •Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed •Focus on the composition of the numbers 11 to 19 as '10 and a bit' Apply to missing addend equations. •Compare numbers within 20 •Use proportional reasoning to identify the position of numbers within 20 in the linear number system, using midpoints of 5, 10 and 15. •Apply knowledge to expressions and equations.	

Spring Term

	Term 3		Term 4	
Unit Focus	**Time (2 weeks)**	**Multiplication and Division (4 weeks)**	**Fractions (3 weeks)**	**Geometry: position and direction (2 weeks)**
Priority	• 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).			
National Curriculum	**Time** • tell and write the time to **five minutes,** 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 **Multiplication and Division** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.		**Fractions** • recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity • write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½ **Geometry – position and direction** • order and arrange combinations of mathematical objects in patterns and sequences • 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 anticlockwise)	
Fluency	• Focus on doubling numbers to 10, using the '5 and a bit' structure to double 6, 7, 8 and 9 •Focus on the composition of 20 •Use known facts within 10 to find missing parts of 20 when the known part is greater than 10 •Apply knowledge of facts within 10 to addition and subtraction within 20 WITHIN the 10s boundary. •Use knowledge of doubles to calculate near doubles •See that near doubles are adjacent numbers •See that the sum in a near double is odd •Develop understanding of near doubles •Identify different strategies for near doubles, doubling the smaller addend and adding 1 or the larger addend and subtracting 1		• Add 3 numbers using known facts - identifying bonds of 10 and knowledge of the composition of 11 to 19 as '10 and a bit' •Add 2 numbers by 'bridging through 10' •Consolidate understanding of adding 2 numbers by 'bridging through 10' •Solve missing addend problems •Subtract by 'bridging through 10' •Consolidate understanding of subtracting by 'bridging through 10'	

Summer Term

	Term 5			Term 6	
Unit Focus	**Properties of Shape (2 weeks)**	**Statistics (3 weeks)**	**Times tables (1 week)**	**Length, mass and capacity (4 weeks)**	**Recap addition and subtraction ready for KS2 (2 weeks)**
Priority	2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.				
National Curriculum	**Geometry – properties of shape** • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects. **Statistics** • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and 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 Times tables • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers			**Length and capacity** •choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, thermometers and measuring vessels •compare and order lengths, volume/capacity and record the results using >, < and = **Mass** • choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales. compare and order mass and record the results using >, < and =	
Fluency	•Connect the order of multiples of 10 to the order of numbers within 10 •Use proportional reasoning to identify the position of numbers within 100 in the linear number system •Connect missing addend problems to subtraction problems •Subtract across the 10 boundary, by subtracting FROM 10 rather than bridging THROUGH 10 •Practise subtracting within 20, selecting from a range of strategies •See that all subtractions can be solved by thinking of how a number is composed and identifying the missing part •Focus on the composition of 20 •Use known facts within 10 to find missing part of 20 when the known part is less than 10			•Use knowledge of composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations •Consolidate doubles and near doubles •Introduce strategy of adding two adjacent odd numbers or two adjacent even numbers into a double •Consolidate understanding and develop fluency in transforming addition calculations involving two adjacent odd or two adjacent even numbers into a double •Develop fluency in bonds within 10 and apply this to calculations within and across the 10-boundary using a range of optional activities •A range of 6 sessions providing optional activities to provide practice and opportunities for assessment	