Broadwood Primary School
Maths Yearly Overview: Year 2

Number Facts Target to be practised throughout the year:

Ready to Progress Criteria 2NF-1: Secure fluency in addition and subtraction facts within 10, through continued practice

<table>
<tr><th colspan="7">Autumn 1</th></tr>
<tr><th colspan="2">Week 1</th><th colspan="2">Week 2</th><th colspan="2">Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th></tr>
<tr><td colspan="2">Place Value</td><td colspan="3">Addition and Subtraction
(then revisit regularly in key skills sessions)</td><td colspan="2">Shape and Patterning
(then revisit regularly in key skills session)</td></tr>
<tr><td colspan="2">• count in steps of 2s, 5s and 10s from any number, forward and backward
• recognise the place value of each digit in a two-digit number (tens, ones)
• partition 2 digit numbers in different ways
• understand zero as a place holder
• represent numbers to 50 in different ways
• compare, order and estimate number position using a number line
• recognise number patters to 100 using multiples of 2s, 5s and 10s and odds and evens
• compare and order numbers from 0 up to 50;
• understand the role of the = sign
• read and write numbers to at least 50 in numerals and in words</td><td colspan="3">• Ready to Progress 2AS-1 Add and subtract across 10 (including 3 single digit numbers)
• understand commutativity and use this to support calculating efficiently
• introduce comparison model (finding the difference) supported by objects and pictorial representations to answer ‘how many more’ – links to Ready to Progress criteria 2AS-2
• Link to Ready to Progress criteria 2AS-3: use concrete objects and pictorial representations to support conceptual understanding leading to mental methods for addition and subtraction of:
- a two-digit number and ones
- a two-digit number and tens
• Link to Ready to Progress criteria 2AS-4: Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers</td><td colspan="2">• identify common 2D shapes including quadrilaterals and polygons
• describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
• compare and sort common 2D shapes using their properties and precise vocabulary
• identify common 3D shapes including cuboids, prisms and cones
• describe the properties of 3D shapes including the number of edges, vertices and faces
• compare and sort common 3D shapes and everyday objects using their properties and precise vocabulary
• identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
• read and write shape names
• draw lines and shapes using a straight edge
• work with patterns of shapes, including those in different orientations</td></tr>
</table>

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Autumn 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value		Multiplication and Division (To include Money)		*Assessment*	Data & Statistics Inc. four operations	
• count in steps of 2s, 5s and 10s from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • partition 2 digit numbers in different ways • understand zero as a place holder • represent numbers to 50 in different ways • compare, order and estimate number position using a number line • recognise number patters to 100 using multiples of 2s, 5s and 10s and odds and evens • compare and order numbers from 0 up to 50; • understand the role of the = sign • read and write numbers to at least 50 in numerals and in words		• Ready to Progress Criteria 2MD-1: Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables • become fluent in the 2, 5 and 10 multiplication tables and connect them to each other • begin to recall related division facts • connect the 10 multiplication table to place value • connect the 2 multiplication table to doubles and halves • understand what the multiplication (×) and equals (=) signs represent and use them in mathematical statements • solve problems involving multiplication using arrays or representations of repeated addition including the number line • link counting in 2s, 5s and 10s to counting coins: 1s, 2s, 5s, 10s, 20s, 50s and £1 • recognise and use symbols for pounds (£) and pence (p) • combine amounts to make a particular value • find combinations of coins that equal the same amounts of money			• 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 • record, interpret, collate, organise and compare information • apply multiplication and division (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10, or using scales of 2, 5 or 10 on charts) • apply comparative model of addition and subtraction	

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Spring 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value	Fractions (To include Position and Direction)			Time (revisit regularly in key skills sessions to develop fluency in reading analogue clock)		Measures: Length and Height
• Link to Ready to Progress Criteria: 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 • begin to count in multiples of 3	• 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) • use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns) • recognise, find, name and write fractions: ½, ¼, 2/4, ¾ and introduce 1/3 • find fractions of a shape and use this to recognise that one half is equal to two quarters • find fractions on a numberline • count in halves and quarters on a number line up to 10			• Connect the 5 multiplication table to the divisions on the clock face • tell and write the time to five minutes • Connect to fractions to tell and write the time as quarter past/to the hour and draw the hands on a clock face to show these times • compare and sequence intervals of time • know the number of minutes in an hour and the number of hours in a day		• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers • compare and order lengths using < > = • apply understanding of 2 multiplication table to compare measures using simple multiples such as 'half as high'; 'twice as wide' • link to fractions by finding half and quarters of a length • solve simple problems in a practical context involving addition and subtraction of lengths

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Spring 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Place Value	Addition and Subtraction	Multiplication and Division		*Assessment*	Measures: Temperature, & Capacity
• Link to Ready to Progress Criteria 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 • begin to count in multiples of 3	• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • consolidate known facts to 20 to derive related facts to 100 • understand commutativity and use this to support calculating efficiently • use representations to support addition and subtraction of two 2-digit numbers • begin to record in columns – making connections with place value	• Ready to Progress Criteria 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) • recall 2, 5 and 10 multiplication tables including division facts • connect the 2 multiplication table to doubles and halves • understand what the multiplication (×), division (÷) and equals (=) signs represent and use them in mathematical statements • use resources and pictorial representations to understand why multiplication is commutative and division is not • use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 × 5 = 20 and 20 ÷ 5 = 4). • solve problems involving division using grouping and arrays supported by resources and pictorial representations • link counting in 2s, 5s and 10s to counting coins: 1s, 2s, 5s, 10s, 20s, 50s and £1 • recognise and use symbols for pounds (£) and pence (p) • combine amounts to make a particular value • find combinations of coins that equal the same amounts of money		• choose and use appropriate standard units to estimate and measure temperature (°C); and capacity (litres/ml) to the nearest appropriate unit • using and read thermometers and measuring vessels • compare and order volume/capacity and record the results using >, < and = • link to fractions by recording capacity as ½, ¼, or ¾ full • use the appropriate language for capacity and temperature • record measures using standard abbreviations

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Summer 1				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Measures: Mass	SATs revision / consolidation	Place Value	Fractions	Shape
• choose and use appropriate standard units to estimate and measure mass (kg/g); to the nearest appropriate unit • using and read scales • compare and order mass using >, < and = • use the appropriate language for mass • record measures using standard abbreviations	Teacher assessment to inform planning in preparation for formal assessments	• Continue to develop efficiency and flexibility with numbers to 100 • apply their knowledge of numbers to 100 to reason, discuss and solve problems that emphasise the value of each digit in two-digit numbers • Assessment of Ready to Progress Criteria 2NPV-1 and 2NPV-2	• recognise, find, name and write fractions: ½, ¼, 2/4, ¾ and introduce 1/3 • count in halves and quarters on a number line • find halves and quarters of a set of objects or a quantity • connect unit fractions to equal sharing and grouping • write simple fractions e.g. ½ of 6 = 3 • recognise the equivalence of one half and two quarters	• Ready to Progress Criteria 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 • order and arrange combinations of mathematical objects in patterns and sequences

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Summer 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 – 7**
Teacher Assessment to inform planning in response to SATs		Open questions: Problem solving with all four operations		*Assessment*	Ready to Progress
Address any areas of concern or gaps in understanding identified during end of KS assessments					Teacher Assessment to inform Planning in response to cohort need to meet end of Y2 RTP criteria