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| **YEAR 2 OVERVIEW** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Number & 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. | * 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. |
| **Number -Addition and subtraction** | * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens   show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot   * 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 methods   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   show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot   * 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 methods   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   * 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 methods   recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |
| **Number – multiplication and division** | * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | * 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. | * 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 , ,  and  of a length, shape, set of objects or quantity | recognise, find, name and write fractions , ,  and  of a length, shape, set of objects or quantity | write simple fractions for example,  of 6 = 3 | recognise the equivalence of  and . | write simple fractions for example,  of 6 = 3 and recognise the equivalence of  and . |
| **Measurement** | * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels * compare and order lengths, mass, volume/capacity and record the results using >, < and = | * 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 | * compare and sequence intervals of time * tell and write the * me to five minutes, 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. | * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels * compare and order lengths, mass, volume/capacity and record the results using >, < and = | * 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 | * compare and sequence intervals of time * 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 * know the number of minutes in an hour and the number of hours in a day. |
| **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 * compare and sort common 2-D and 3-D shapes and everyday objects. | * identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * compare and sort common 2-D and 3-D shapes and everyday objects. | * 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. | * identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * compare and sort common 2-D and 3-D shapes and everyday objects. | * identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * compare and sort common 2-D and 3-D shapes and everyday objects. | * 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. |
| **Geometry - Position & Direction** | * 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). | * 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 anti-clockwise). | * 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 anti-clockwise). | * order and arrange combinations of mathematical objects in patterns and sequences |
| **Statistics** | * interpret and construct simple pictograms, tally charts, block diagrams and simple tables | * 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. | * interpret and construct simple pictograms, tally charts, block diagrams and simple tables | * 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. | * interpret and construct simple pictograms, tally charts, block diagrams and simple tables | * 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. |
| **Using & Applying** | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. | Solve problems involving +/-/x/÷ in different contexts. |