Curriculum map

Year 2 Autumn Term

		Week 1-2 Block 1	Week 3-5 Block 2	Week 6-8 Block 3	Week 9-10 Block 2	Week 11-12 Block 4
		Place value	Addition and subtraction	Multiplication and division	Addition and Subtraction	Fractions
Small Steps		• Count objects to 100 and read and write numbers in numerals and words. • Represent numbers to 100. • Tens and ones with a part whole model. • Tens and ones using addition. • Use a place value chart. • Compare objects. • Compare numbers. • Order objects and numbers. • Count in 2s, 5s and 10s . • Count in 3s.	• Fact families – Addition and subtraction bonds to 20. • Check calculations. • Compare number sentences. • Related facts. • Bonds to 100 (tens). • Add and subtract 1s. • 10 more and 10 less. • Add and subtract 10s. • Add three 1-digit number	• Recognise equal groups. • Make equal groups. • Add equal groups. • Multiplication sentences using the x symbol. • Multiplication sentences from pictures. • Use arrays. • 2 times-table. • 5 times-table. • 10 times-table	• Add a 2-digit and 1-digit number – crossing ten. • Subtract a 1-digit number from a 2-digit number – crossing 10. • Add two 2-digit numbers – not crossing ten – add ones and add tens. • Add two 2-digit numbers – crossing ten – add ones and add tens. • Subtract a 2-digit number from a 2-digit number – not crossing ten. • Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens. • Bonds to 100 (tens and ones).	• Make equal parts. • Recognise half. • Find half. • Recognise quarter. • Find a quarter . • Recognise a third. • Find a third. • Unit fractions . • Non0unit fractions. • Equivalence of ½ and ²/₄. • Find three quarters. • Count in fractions.
National curriculum links		• Read and write numbers to at least 100 in numerals and in words. • 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. • 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.	• 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. • 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. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	• 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 the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • 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.	• Recognise, find, name and write fractions 1 3 , 1 4 , 2 4and 3 4 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 1 2 .

Curriculum map

Year 2 Spring Term

	Week 1-2 Block 1	Week 3-4 Block 2	Week 5-6 Block 3	Week 7-9 Block 4	Week 10 Consolidation	
	Shape	Money	Time	Length, mass and capacity		
Small Steps	• Recognise 2D and 3D shapes. • Count sides on 2D shapes. • Count vertices on 2D shapes. • Draw 2D shapes. • Lines of symmetry. • Sort 2D shapes. • Make patterns with 2D shapes. • Count faces on 3D shapes. • Count edges on 3D shapes. • Count vertices on 3D shapes. • Sort 3D shapes. • Make patterns with 3D shapes.	• Count money – pence. • Count money – pounds (notes and coins). • Count money – notes and coins. • Select money. • Make the same amount. • Compare money. • Find the total. • Find the difference. • Find change. • Two-step problems.	• O'clock and half past. • Quarter past and quarter to. • Telling time to 5 minutes. • Minutes in an hour, hours in a day. • Find durations of time. • Compare durations of time.	• Measure length (cm). • Measure length (m). • Compare lengths. • Order lengths. • Four operations with lengths. • Compare mass. • Measure mass in grams. • Measure mass in kilograms. • Compare capacity. • Millilitres. • Litres. • Temperature.	All	
National curriculum links	• 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.	• 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.	• 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. • Compare and sequence intervals of time.	• 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 =. • 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 =.	ALL	

Curriculum map

Year 2 Summer Term

	Week 1-2 Block 1	Week 4 Block 2	Week 5 Block 3	Revision	Consolidation
	Statistics	Position and direction	Investigations		All
Small Steps	• Make tally charts. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Block diagrams.	• Describing movement. • Describing turns. • Describing movement and turns. • Making patterns with shapes.	• Missing numbers on a number line. • Estimate numbers.	All	All
National curriculum links	• 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.	• 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). • Order and arrange combinations of mathematical objects in patterns and sequences.	Identify, represent and estimate numbers using different representations including the number line. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	All	

Ideas for revisiting skills

Although we have put our units into blocks, we need to revisit skills taught throughout the year. This can be done in a variety of ways including:

- Cold maths
- Arithmetic papers
- The power of three
- Maths mats
- Four rules Friday
- Consolidation weeks