Year 2 - Maths Termly Overview

	AUTUMN		SPRING		SUMMER	
	Wk		Wk		Wk	
Year 2	1-6	Place Value to 100	1-9	Addition and subtraction to 100 continued	1-6	Multiplication and division continued
	7-12	Addition and Subtraction to 100	9-11	Multiplication and Division	7-11	Fractions
	1 day each week	Geometry – Shape Measure - Time	1 day each week	Statistics Position and Direction	1 day each week	Measure – Length, mass, capacity, volume, temperature

Year 2 - Maths Termly Overview

Autumn Term Weeks 1-6	**Place Value**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - Given a number, identify 1 more and 1 less - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - Read and write numbers from 1 to 20 in numerals and words	- Read and write numbers to at least 100 in numerals and in words - Identify, represent and estimate numbers using different representations, including the number line - Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward - Recognise the place value of each digit in a 2-digit number (tens, ones) - Read and write numbers to at least 100 in numerals and in words - Compare and order numbers from 0 up to 100; use and = signs - Recognise the place value of each digit in a 2-digit number (tens,ones) - Use place value and number facts to solve problems	Compare Concrete objects Consecutive Count Digit Even number Hundred square Inequality Number bond Number line Number sentence Number square Number track Numeral Ordinal number Partition Place value Second Sequence
	Ready to Progress	1NPV–1 Count within 100, forwards and backwards, starting with any number 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	2NPV-1 - Recognise the place value of each digit in two digit numbers, and compose and decompose two-digit numbers using standard and non-standard 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.	

Year 2 - Maths Termly Overview

Autumn Term Weeks – 7-12	**Addition and Subtraction**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - Represent and use number bonds and related subtraction facts within 20 - Add and subtract one-digit and two-digit numbers to 20, including 0 - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	- 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 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Addition Addend Double Equal Inverse operations Operation Plus Sum Total
	Ready to Progress	1NF–1 Develop fluency in addition and subtraction facts within 10. 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 1AS–2 Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts.	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.	

Year 2 - Maths Termly Overview

Autumn Term Topic 1	**Geometry – Shape**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	- 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	Circle Circular Cone Cube Cuboid Cylinder 2D/3D Edge Face Heptagon Hexagon Kite Line Oblong Octagon Pentagon Polygon Prism Property Pyramid Rectangle Quadrilateral Rectangle Side Square Surface Triangle
	Ready to Progress	1G-1 - Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another 1G-2 - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	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.	

Year 2 - Maths Termly Overview

Autumn Term Topic 2	**Measurement – Time**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] - Measure and begin to record the following: sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - Recognise and use language relating to dates, including days of the week, weeks, months and years - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface 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	Analogue Anticlockwise Clockwise Digital Hour Time AM PM To Past Quarter to Quarter past Half past O'clock
	Ready to Progress			

Year 2 - Maths Termly Overview

Spring Term Weeks 1-8	**Addition and Subtraction to 100 continued**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - Represent and use number bonds and related subtraction facts within 20 - Add and subtract one-digit and two-digit numbers to 20, including zero - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit numbers - Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures - Solve problems with addition and subtraction: 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	Addition Addend Double Equal Inverse operations Operation Plus Sum Total
	Ready to Progress	1NF–1 Develop fluency in addition and subtraction facts within 10. 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.	

Year 2 - Maths Termly Overview

Spring Term Weeks 9-11	**Multiplication and Division**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	- 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	Array Commutative Double Equal Inverse operations Multiple Multiplicand Multiplication Multiplication table Operation Multiply Product Repeated addition
	Ready to Progress		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).	

Year 2 - Maths Termly Overview

		Statistics		
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
Spring Term Topic 1	**National Curriculum**	- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	- 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	Bar Chart Block Graph Carroll diagram Column graph Continuous data Data Frequency Pictogram Set Table Tally
	Ready to Progress			

Year 2 - Maths Termly Overview

Spring Term Topic 2	**Position and Direction**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Describe position, direction and movement, including whole, half, quarter and three-quarter turns	- 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)	Position Rotate Half Quarter Turn Angle Anticlockwise Clockwise
	Ready to Progress			

Year 2 - Maths Termly Overview

Summer Term Weeks 1-4	**Multiplication and Division Continued**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	- 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	Array Commutative Double Equal Inverse operations Multiple Multiplicand Multiplication Multiplication table Operation Multiply Product Repeated addition
	Ready to Progress		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).	

Year 2 - Maths Termly Overview

		Fractions		
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
Summer Term Weeks 5-7	**National Curriculum**	- Recognise, find and name a half as one of two equal parts of an object, shape or quantity - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 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.	Common fraction Fraction Simple fraction Unit fraction
	Ready to Progress			

Year 2 - Maths Termly Overview

Summer Term Weeks 8-11	**Money**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recognise and know the value of different denominations of coins and notes	- 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	Denomination Notation Pound Sterling Pence £
	Ready to Progress			

Year 2 - Maths Termly Overview

Summer Term Topic 1	**Measure – Length, mass, capacity, volume, temperature**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] - Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] - Measure and begin to record the following: lengths and heights - Measure and begin to record the following: mass/weight - Measure and begin to record the following: capacity and volume	- 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 =	Capacity Centilitre Centimetre Gram Length Litre Mass Measure Standard unit Temperature ^{o}c Degrees Unit Weight
	Ready to Progress			