Year 2 – Yearly Overview – Autumn

		Number: Place Value (within 100)	**Number: Addition and Subtraction (within 100)**	**Geometry: Properties of Shape**
		• Numbers to 20. • Count objects to 100 by making 10s. • Recognise tens and ones. • Use a place value chart. • Partition numbers to 100. • Write numbers to 100 in words. • Flexibly partition to 100. • Write numbers to 100 in expanded form. • 10s on the number line to 100. • 10s and 1s on the number line to 100. • Estimate numbers on a number line. Compare objects. • Compare numbers. • Order objects and numbers. • Count in 2s, 5s & 10s. • Count in 3s.	• Bonds to 10. • Fact families – Addition and subtraction bonds to 20. • Related facts. • Bonds to 100 (tens). • Add and subtract 1s. • Add by making 10. • Add three 1-digit numbers. • Add to the next 10. • Add across a 10. • Subtract across 10. • Subtract from a 10. • Subtract a 1-digit number from a 2-digit number – across a 10. • 10 more and 10 less. • Add and subtract 10s. • Add two 2-digit numbers – not across a 10. • Add two 2-digit numbers – across a 10. • Subtract two 2-digit numbers – not across a 10. • Subtract two 2-digit numbers – across a 10. • Mixed addition and subtraction. • Compare number sentences. • Missing number problems.	• Recognise 2D and 3D shapes. • Count sides on 2D shapes. • Count vertices on 2D shapes. • Draw 2D shapes. • Lines of symmetry. • Use lines of symmetry to complete shapes. • Sort 2D shapes. • Count faces on 3D shapes. • Count edges on 3D shapes. • Count vertices on 3D shapes. • Sort 3D shapes. • Make patterns with 2D & 3D shapes.
		• 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. • 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 and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• 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.

	WT	• Read and write numbers in numerals up to 100. • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.
	WA	• Read scales in divisions of ones, twos, fives and tens. • Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	• Recall all the number bonds to and within 10. and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	• Name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.
	GD	• Read scales where not all numbers on the scale are given and estimate points in between. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Describe the similarities and differences of 2D and 3D shapes, using their properties. • Solve unfamiliar word problems that involves more than one step.

Year 2 – Yearly Overview –

		Measurement: Money	**Number: Multiplication and Division**	**Measurement: Length and Height**	**Measurement: Mass, Capacity and Temperature**

		• Count money - pence • Count money - pounds (notes and coins) • Count money - pounds and pence • Choose notes and coins • Make the same amount • Compare amounts of money • Calculate with money • Make a pound • Find change • Two-step problems	• Recognise equal groups • Make equal groups • Add equal groups • Introduce the multiplication symbol • Multiplication sentences • Use arrays • Make equal groups – grouping • Make equal groups – sharing • The 2 times-table • Divide by 2 • Doubling and halving • Odd and even numbers • The 10 times-table • Divide by 10 • The 5 times-table • Divide by 5 • The 5 and 10 times-tables	• Measure in centimetres • Measure in metres • Compare lengths and heights • Order lengths and heights • Four operations with lengths & heights	• Compare mass • Measure in grams • Measure in kilograms • Four operations with mass • Compare volume and capacity • Measure in millilitres • Measure in litres • Four operations with volume & capacity • Temperature
		• 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.	• 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 (×), 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 the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	• 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 =.
	WT	• Know the value of different coins.	N/A	N/A	N/A

	WA	• Use different coins to make the same amount.	• Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating and understanding of commutativity as necessary.	N/A	N/A
	GD	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.

Year 2 – Yearly Overview – Summer

		Number: Fractions	**Measurement: Time**	**Statistics**	**Geometry: Position and Direction**	**Consolidation**

		• Introduction to parts and wholes. • Equal and unequal parts. • Recognise a half. • Find a half. • Recognise a quarter. • Find a quarter. • Recognise a third. • Find a third. • Find the whole. • Unit fractions. • Non-unit fractions. • Recognise the equivalence of ½ and $^{2}/_{4}$. • Recognise three-quarters. • Find three-quarters. • Count in fractions up to a whole.	• O'clock and half past. • Quarter past and quarter to. • Tell the time past the hour. • Tell the time to the hour. • Tell time to 5 minutes. • Minutes in an hour • Hours in a day.	• Make tally charts. • Tables. • Block diagrams. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10).	• Language of position. • Describe movement. • Describe turns. • Describe movement and turns. • Shape patterns with turns.	All
		• 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 $^{1}/_{2}$.	• 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.	• 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 totaling 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 anti-clockwise). • Order and arrange combinations of mathematical objects in patterns and sequences.	All
	WT	N/A	• Read the time on a clock	N/A	N/A	All
	WA	• Identify $^{1}/_{4}$, $^{1}/_{3}$, $^{1}/_{2}$, $^{2}/_{4}$, $^{3}/_{4}$ of a number or shape and know that all the parts must be equal parts of the whole.	• Read the time on a clock to the nearest 15 minutes.	• Read scales in divisions of ones, twos, fives and tens.	N/A	All

	GD	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read the time on a clock to the nearest 5 minutes. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read scales where not all numbers on the scale are given and estimate points in between. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	All