

Maths Curriculum Yearly Overview - DRAFT/UNDER REVIEW

Year 2

AUTUMN

	National Curriculum	White Rose	Methods and Vocabulary
Number & Place Value	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>*Identify, represent and estimate numbers using different representations, including the number line.</p> <p>*Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>*Read and write numbers to at least 100 in numerals and in words.</p>	<p>White- Rose</p> <p>Number: Place Value (1- 3 weeks)</p> <ul style="list-style-type: none"> Count objects to 100, read and write numerals in numbers and words. Tens and ones with a part whole model. Use a place value chart. Compare numbers and objects. Count in 2s, 5s and 10s. 	<p>Two hundred... one thousand</p> <p>Count in threes, fours, fives and so on multiple of sequence continue predict rule</p> <p>Place value and ordering</p> <p>hundreds</p> <p>one-, two- or three-digit number</p> <p>place, place value</p> <p>stands for, represents</p> <p>exchange</p> <p>twenty-first, twenty-second...</p> <p>< > symbols</p> <p>Making decisions and reasoning</p> <p>calculate, calculation</p> <p>mental calculation</p> <p>correct</p> <p>Estimating</p>

			<p>exact, exactly guess how many, estimate nearly, close to, about the same as just over, just under too many, too few, enough, not enough</p> <p>Place value and ordering</p> <p>units, ones tens, <i>hundreds</i> digit <i>one-, two- or three-digit number</i> 'teens' number <i>place, place value</i> <i>stands for, represents</i> <i>exchange</i> the same number as, as many as equal to <i>Of two objects/amounts:</i> greater, more, larger, bigger less, fewer, smaller <i>Of three or more objects/amounts:</i> greatest, most, biggest, largest least, fewest, smallest one more, ten more one less, ten less</p>
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			<p>compare order size first, second, third... tenth... twentieth twenty-first, twenty-second... last, last but one before, after next between, half-way between above, below</p>
Problem Solving			
Addition and Subtraction	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>*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.</p>	<p>Week 4-8 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 a 2-digit and 1-digit number - crossing ten Subtract a 1-digit number from a 2-digit number - crossing ten 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</p>	<p>Addition and subtraction addition, one hundred more , one hundred less , tens boundary Multiplication and division lots of , groups of x, times, multiply, multiplied by multiple of , once, twice, three times, four times, five times... ten times... times as (big, long, wide and so on) repeated addition , array row, column , share</p>

	<p>*Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>	<p>crossing ten Subtract a 2-digit number from a 2-digit number - crossing ten - subtract ones and tens Bonds to 100 (tens and ones) Add three 1-digit numbers</p>	<p>equally , one each, two each, three each... , group in pairs, threes... tens , equal groups of , ÷, divide, divided by, divided into.</p>
Measurement- Money	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>*Find different combinations of coins that equal the same amounts of money</p>	<p>Week 9&10 (2 weeks) 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</p>	<p>money coin penny, pence, pound, (£) price, cost buy, <i>bought</i>, sell, <i>sold</i> spend, spent pay change dear, costs more cheap, costs less, cheaper how much...? how many...? total</p>
Multiplication and Division	<p>*Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>*Calculate mathematical statements for multiplication and division within the multiplication tables and write them</p>	<p>Week 11 & 12 (2 weeks) continue in spring 1 for 2 weeks. Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the × symbol Multiplication sentences from pictures Use arrays 2 times-table 5 times-table 10 times-table</p>	<p>Lots of, groups of, ×, times, multiply, once, twice, array, pairs, equal groups</p>

	<p>using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>		
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Maths Curriculum Yearly Overview
Year 2

SPRING

	National Curriculum	White Rose	Methods and Vocabulary
Multiplication and Division	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>*Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Week 1 & 2 Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the \times symbol Multiplication sentences from pictures Use arrays 2 times-table 5 times-table 10 times-table</p>	<p><i>lots of, groups of</i> \times, times, multiply, multiplied by <i>multiple of</i> <i>once, twice, three times, four times, five times... ten times...</i> <i>times as (big, long, wide and so on)</i> <i>repeated addition</i> <i>array</i> <i>row, column</i> <i>double, halve</i> <i>share, share equally</i> <i>one each, two each, three each...</i> <i>group in pairs, threes... tens</i> <i>equal groups of</i> \div, divide, divided by, divided into, <i>left, left over</i> Words new to Year 2 are emphasised</p>

Statistics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Week 3&4 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	count, tally, sort, vote <i>graph, block graph, pictogram</i> <i>represent</i> group, set list, table <i>label, title</i> <i>most popular, most common</i> <i>least popular, least common</i> Words new to Year 2 are emphasised
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. 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.]	Week 5-7 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	Identify and describe the properties, 2D shapes Quadrilaterals, polygons, sides, edges, vertices. Surface, faces, prisms, pyramids, cylinders cones. 3D shapes cube cuboid pyramid sphere cone cylinder

	Compare and sort common 2-D and 3-D shapes and everyday objects.		2D shapes <i>circle, circular</i> <i>triangle, triangular</i> <i>square</i> <i>rectangle, rectangular</i> <i>star</i> <i>pentagon</i> <i>hexagon</i> <i>octagon</i>
Number: Fractions	<p>Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{12}{6} = 2$ and recognise the equivalence of 24 and 12.</p>	Week 8-10 Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of 12 and 24 Find three quarters Count in fractions	<i>part, equal parts</i> <i>fraction</i> <i>one whole</i> <i>one half, two halves</i> <i>one quarter, two... three... four quarters</i> Words new to Year 2 are emphasised
Measurement: length and height	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,	Week 11 (1 week) Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths	Length <i>length, width, height, depth</i> <i>long, short, tall, high, low</i> <i>wide, narrow, deep, shallow, thick, thin</i> <i>longer, shorter, taller, higher...</i>

	<p>thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p>		<p>and so on longest, shortest, tallest, highest... and so on far, further, furthest, near, close metre (m), centimetre (cm) ruler, metre stick, tape measure</p> <p>Measures (general)</p> <p>measure size compare <i>measuring scale</i> guess, estimate enough, not enough too much, too little too many, too few nearly, roughly, about, close to, about the same as just over, just under</p>
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SUMMER

	National Curriculum	White Rose	Methods and Vocabulary
Position and direction	<p>Order and arrange combinations of mathematical objects in patterns.</p> <p>*Use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.</p>	<p>Week 1-3</p> <p>Describe movement</p> <p>Describe turns</p> <p>Describe movement and turn</p> <p>Describe position (2)</p> <p>Make patterns with shape.</p>	<p>position</p> <p>over, under, underneath</p> <p>above, below</p> <p>top, bottom, side</p> <p>on, in</p> <p>outside, inside</p> <p>around</p> <p>in front, behind</p> <p>front, back</p> <p>before, after</p> <p>beside, next to</p> <p>opposite</p> <p>apart</p> <p>between</p> <p>middle, edge</p> <p>centre</p> <p>corner</p> <p>direction</p> <p>journey, route</p> <p>left, right</p> <p>up, down</p> <p>higher, lower</p> <p>forwards, backwards, sideways</p> <p>across</p> <p>close, far, near</p> <p>along</p> <p>through</p> <p>to, from, towards, away from</p> <p>clockwise, anti-clockwise</p> <p>movement</p> <p>slide</p> <p>roll</p> <p>whole turn, half turn, quarter turn</p>

			<i>right angle</i> <i>straight line</i> <i>stretch, bend</i> Words new to Year 2 are emphasised
Problem Solving and efficient methods	Revision and SATS works		
Time	<p>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.</p>	<p>Weeks 6&7 O'clock and half past Quarter past and quarter to Telling time to 5 minutes Hours and days Find durations of time Compare durations of time</p>	<p>time <i>days of the week: Monday, Tuesday...</i> <i>months of the year: January, February...</i> <i>seasons: spring, summer, autumn, winter</i> <i>day, week, fortnight, month, year</i> weekend birthday, holiday morning, afternoon, evening, night, midnight bedtime, dinnertime, playtime today, yesterday, tomorrow before, after next, last</p>

			<p>now, soon, early, late quick, quicker, quickest, quickly fast, faster, fastest slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago?/how long will it be to...? how long will it take to...? hour, minute, second o'clock, half past, quarter to, quarter past clock, watch, hands digital/analogue clock/watch, timer how often? always, never, often, sometimes, usually once, twice</p>
Mass, Capacity and Temperature	<p>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 =</p>	<p>Weeks 8-10</p> <p>Compare mass Measure mass in grams Measure mass in kilograms Compare volume Millilitres Litres Temperature</p>	<p>Mass</p> <p>weigh, weighs, balances heavy/light, heavier/lighter, heaviest/lightest kilogram (kg), half-kilogram, gram(g) balance, scales, weight</p> <p>Capacity</p> <p>capacity full, half full empty holds, contains litre (l), half-litre, millilitre (ml)</p>

			container. temperature degree
Investigations			