



Year 2 term 5 and 6

Oral and Mental calculation

- Count to and beyond 100 starting from any number
- Order a set of random numbers to 100.
- Find 1 more/1 less of any number to 100
- Find 10 more / 10 less of any number within 100
- Count in tens from any number, forwards and backwards
- Count on and back in 1s from any number to 100
- Count on and back in steps of 2, 3 and 5 from 0
- Count on and back in 10s from any number.
- Recall multiplication facts for the 2x, 5x and 10x tables
- Recognise odd and even numbers.
- Recall addition and subtraction facts for each number up to 20 including missing number questions
- Recall related facts up to 100 i.e. $2+8=10$ so $20+80=100$
- Recall doubles of numbers to at least 50
- Recall halves of even numbers to 100
- Round number to 100 to the nearest 10
- Add a single digit number to any 2-digit number.
- Take away a single digit number from 2-digit number
- Find the difference between two numbers within 50
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Use the inverse relationship between addition and subtraction to check calculations and solve missing number problems
- Use the inverse relationship between addition and subtraction to solve missing number problems
- Recall multiplication division facts for 2x, 5x and 10 tables

Week	Main focus of teaching
1 & 2	<p>Number - place value & counting</p> <ul style="list-style-type: none"> • Step 9 & End of Year expectations - Partition two –digit numbers up to 99 into tens and ones Recognise the place value of each digit in a two-digit number (tens, ones). Using concrete objects. • Step 9 & End of Year expectations – Read and write numbers to at least 100 in numerals AND words. • Step 9 & End of Year expectations - Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs and explain reasoning. • Step 9 - Partition numbers in different ways (for example, $45 = 20 + 25$ and $45 = 30 + 13$). • Step 9 & End of year expectations – Count in steps of 2, 3 and 5 from 0,



Year 2 term 5 and 6

	<p>and in tens from any number forwards and backwards.</p> <ul style="list-style-type: none"> • Steps 7-9 - Use place value and number facts to solve problems.
3	<p>Addition to solve problems</p> <ul style="list-style-type: none"> • End of year expectations - Recall and use addition and subtraction facts to 20 fluently • Step 9 & End of year expectations - - Begin to find and use related facts addition and subtraction facts up to 100 • Step 8 & End of year expectations - Add numbers using concrete objects, pictorial representations and mentally including: <i>A 2 digit number and ones</i> <i>A 2 digit number and tens</i> <i>Adding three 1 digit numbers</i> <i>Two 2 digit numbers.</i> • <i>Ensure children think –can I do it in my head, with some jottings or by using an expanded written method</i> • Step 9 - Beginning to record the addition of 2 2-digit numbers in a vertical format. • Step 8 - Use inverse to check the answers to calculations • Step 7-9 - Solve problems with addition
4	<p>Subtraction to solve problems</p> <ul style="list-style-type: none"> • End of year expectations - Recall and use addition and subtraction facts to 20 fluently • Step 9 & End of year expectations - Derive and use related facts addition and subtraction facts up to 100 • <i>Ensure children think –can I do it in my head, with some jottings or by using an expanded written method</i> • Step 8 & End of year expectations – Subtract numbers using concrete objects, pictorial representations and mentally including: <i>A 2 digit number and ones</i> <i>A 2 digit number and tens</i> <i>Two 2 digit numbers</i> • Step 8 - Use inverse to check answers to calculations • Steps 7-9 - Solve problems with subtraction
5	<p>Measures –Money to solve problems</p> <ul style="list-style-type: none"> • End of year expectations - Recognise and use symbols £ for pounds and p for pence.



Year 2 term 5 and 6

	<ul style="list-style-type: none"> • End of year expectations – Combine coins to make a different amount of money. • Step 9 & End of year expectations - Find combinations of coins that equal the same amount of money. • Step 9 & End of year expectations – Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Step 9 – Beginning to solve problems involving giving change from non-multiples of 10 using counting up. • Use inverse to check the answers to calculations
6	<p>Measurement</p> <ul style="list-style-type: none"> • Work practically • Understand how to read simple scales on measuring jugs or containers • Step 9 & End of Year expectations – Choose and use appropriate standard units to estimate and measure length/height in any direction, mass, temperature, capacity, using rulers, scales, thermometers and measuring vessels. • Estimate and measure using standard units i.e. litre • Step 9 & End of year expectations - Compare and record my results using $<$ or $>$ and $=$ • Step 9 – Compare measures including simple multiples (e.g. half as high, twice as heavy). • Practically measure temperature to the nearest degree ($^{\circ}\text{C}$) using thermometers.
7	<p>Multiplication and division to solve problems</p> <ul style="list-style-type: none"> • Step 9 & End of year expectations - Recall and use multiplication and division facts for the 2x, 5x and 10 x tables, including odd and even numbers. • Step 9 & End of year expectations – Use the fact that multiplication of two numbers can be done in any order and division of one number by another number cannot. • Step 9 – Know the 5 times tables facts up to x 12 without counting. • End of year expectations - Record multiplication and division number sentences for 2x, 5x and 10x tables using \times and \div • Use inverse to check the answers to calculations • Steps 7-9 - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication



Year 2 term 5 and 6

	and division facts, including problems in contexts.
8	Fractions & Decimals <ul style="list-style-type: none"> Count forwards and backwards in in $\frac{1}{2}$, and $\frac{1}{4}$ to 10 Step 9 - Count forwards in $\frac{1}{3}$ to 5. Step 9 & End of year expectations - Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of length, shape, number or quantity Write fractions in number sentences e.g. , $\frac{1}{2}$ of 6 = 3 Understand and use the terms numerator and denominator. Step 9 & End of Year expectations - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Steps 7-9 - Solve problems with fractions
9	Geometry – Properties of shape <ul style="list-style-type: none"> Step 9 & End of year expectations – Identify and describe the properties of 2D shapes including the number of side and symmetry within a vertical line. Step 9 & End of year expectations – Identify and describe the properties of 3D shapes including the number of edges, vertices and faces. End of Year expectations – identify 2D shapes on the surface of 3D shapes. Step 9 – read and write the names for common 2D and 3D shapes and beginning to use the suffixes e.g. oct, hex to help remember the number of sides/faces. Step 9 – Draw lines and shapes with a straight edge. Steps 7-9 - Solve problems involving shape
10	Geometry – Position and direction <ul style="list-style-type: none"> Step 9 & End of year expectations - I can recognise directions using mathematical vocabulary in terms of right angles for quarter, half and three quarter turns (ant/clockwise) and movement in a straight line. End of year expectations - I can order and arrange combinations of mathematical objects in patterns and sequences
11	Statistics <ul style="list-style-type: none"> Step 9- collect data and record it a simple pictograms, tally charts block diagrams and simple tables Step 9 & End of year expectations - Read and interpret scale including 1:1 and /or 1:2.1:5 and 1:10



Year 2 term 5 and 6

	<ul style="list-style-type: none"> • Step 9 – Draw simple conclusions about the data collected. • Step 9 – Make comparisons about the data collected. • End of year expectations – I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • End of year expectations – I can ask and answer questions about totalling and comparing categorical data.
12	<p>Time to solve problems</p> <ul style="list-style-type: none"> • Step 9 & End of year expectations - Tell the time to five minutes -link to o'clock , half past , quarter to and quarter past and draw hands on a clock face to show given times • Step 9 & End of year expectations - Know the number of minutes in an hour and the number of hours in a day • Step 9 & End of year expectations - I can compare and sequence intervals of time • Steps 7-9 - Solve problems involving time <i>including using a number line</i>