
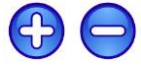

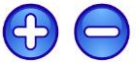

















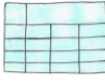


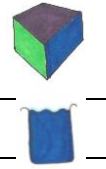
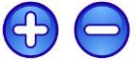

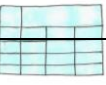








Year 2 Mathematics Planning

Year 2 High Level Plan

<p>Unit 1</p> <p><i>Number -</i></p> <p>Number & place value </p> <p>Addition & subtraction </p> <p><i>Geometry -</i></p> <p>Properties of shapes </p>	<p>Unit 2</p> <p><i>Number -</i></p> <p>Addition & subtraction </p> <p>Addition & subtraction </p> <p><i>Measurement (length & height)</i> </p>	<p>Unit 3</p> <p><i>Number -</i></p> <p>Multiplication & division including Number & place value </p> <p>Multiplication & division including Number & place value </p> <p><i>Geometry -</i></p> <p>Position & direction </p>
<p>Unit 4</p> <p><i>Number -</i></p> <p>Multiplication & division including Number & place value </p> <p>Fractions </p> <p><i>Measurement (time)</i> </p>	<p>Unit 5</p> <p><i>Number -</i></p> <p>Number & place value </p> <p>Addition & subtraction including <i>Measurement (money)</i>  </p> <p><i>Geometry -</i></p> <p>Properties of shapes </p>	<p>Unit 6</p> <p><i>Number -</i></p> <p>Multiplication & division including Number & place value </p> <p>Multiplication & division </p> <p><i>Measurement (mass)</i> </p>
<p>Unit 7</p> <p><i>Number -</i></p> <p>Addition & subtraction </p> <p>Addition & subtraction including <i>Measurement (money)</i>  Unit 10</p> <p><i>Statistics</i> </p>	<p>Unit 8</p> <p><i>Number -</i></p> <p>Multiplication & division including Number & place value </p> <p>Fractions </p> <p><i>Measurement (volume & capacity)</i>  Unit 11</p> <p><i>Number -</i></p> <p>Addition & subtraction </p> <p>Addition & subtraction </p> <p><i>Statistics</i> </p>	<p>Unit 9</p> <p><i>Number -</i></p> <p>Number & place value </p> <p>Addition & subtraction </p> <p><i>Geometry -</i></p> <p>Position & direction  Unit 12</p> <p><i>Number -</i></p> <p>Multiplication & division including Number & place value </p> <p>Fractions </p> <p><i>Measurement (time)</i> </p>

Year 2 Medium-Term Plans

Unit 1 Number – Number and place value Number – Addition and subtraction Geometry – Properties of shapes		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	Week 1	
<ul style="list-style-type: none"> 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 read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems 	<ul style="list-style-type: none"> Read and write numbers to 50 in numerals Recognise the place value of each digit in a two-digit number up to 50 (tens, ones) 	1
	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 50; use $<$ and $>$ signs 	2
	<ul style="list-style-type: none"> Read and write numbers to 50 in words 	3
	<ul style="list-style-type: none"> Use place value and number facts to solve problems 	4
Number – Addition and subtraction	Week 2	
<ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	<ul style="list-style-type: none"> Understand that addition of two numbers can be done in any order (commutative rule) but subtraction cannot 	1
	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 	2
	<ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction, and use this to check calculations 	3
	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20, using number lines, and understand the term 'difference' 	4
Geometry – Properties of shapes	Week 3	
<ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line compare and sort common 2-D shapes draw lines and shapes using a straight edge * 	<ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes 	1
	<ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 	2
	<ul style="list-style-type: none"> Draw straight lines and 2D shapes using a straight edge 	3
	<ul style="list-style-type: none"> Compare and sort common 2D shapes using appropriate mathematical vocabulary (including quadrilateral) 	4

Unit 2 Number – Addition and subtraction Measurement (length & height)			
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson	
Number – Multiplication and division	Week 1		
<ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 recognise and use the inverse relationship between addition and subtraction and use this to solve missing number problems 	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20, and derive and use related facts Apply increasing knowledge of mental methods 	1	
	<ul style="list-style-type: none"> Recall and use addition facts to 20 fluently, and derive and use related facts up to 100 Apply increasing knowledge of mental methods 	2	
	<ul style="list-style-type: none"> Recall and use subtraction facts to 20, and derive and use related facts up to 100 Apply increasing knowledge of mental methods 	3	
	<ul style="list-style-type: none"> Use patterns of similar calculations Apply increasing knowledge of mental methods 	4	
	Week 2		
	<ul style="list-style-type: none"> Add a one-digit number to a multiple of 10 	1	
	<ul style="list-style-type: none"> Subtract a one-digit number from a multiple of 10 	2	
	<ul style="list-style-type: none"> Solve missing number problems involving addition Recognise and use the inverse relationship between addition and subtraction to solve missing number problems 	3	
<ul style="list-style-type: none"> Solve missing number problems involving subtraction Recognise and use the inverse relationship between addition and subtraction to solve missing number problems 	4		
Measurement (length & height)	Week 3		
<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers compare and order lengths and record the results using $>$, $<$ and $=$ 	<ul style="list-style-type: none"> Estimate, measure and record lengths in centimetres 	1	
	<ul style="list-style-type: none"> Estimate, measure and record heights in centimetres and metres Convert metres to centimetres and vice versa 	2	
	<ul style="list-style-type: none"> Measure, compare and order different lengths Record using $>$, $<$ and $=$ 	3	
	<ul style="list-style-type: none"> Compare lengths using simple multiples 	4	

* Notes and guidance (non-statutory)

Year 2 Mathematics Planning

Unit 3 Number – Multiplication and division, including Number and place value Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	Week 1	
<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs 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 	<ul style="list-style-type: none"> Count in steps of 2 	1
	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication within the 2 times table and write them using the multiplication (x) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) 	2
	<ul style="list-style-type: none"> Calculate mathematical statements for division within the 2 times table and write them using the division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	3
	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	4
Number – Number and place value	Week 2	
<ul style="list-style-type: none"> count in steps of 2 and 5 from 0, forward and backward 	<ul style="list-style-type: none"> Count in steps of 5 	1
	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication within the 5 times table and write them using the multiplication (x) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) 	2
	<ul style="list-style-type: none"> Calculate mathematical statements for division within the 5 times table and write them using the division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	3
	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	4
Geometry – Position and direction	Week 3	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify patterns and sequences involving 2-D shapes to make predictions about what comes next 	1
	<ul style="list-style-type: none"> Order and arrange mathematical shapes to create patterns and sequences 	2
	<ul style="list-style-type: none"> Describe and find the position of a square on a grid of squares with the rows and columns labelled 	3
	<ul style="list-style-type: none"> Describe direction using mathematical language (North, South, East, West) 	4

Year 2 Medium-Term Plans

Unit 4 Number – Multiplication and division, including Number and place value Number – Fractions Measurement (time)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	Week 1	
<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs 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 	<ul style="list-style-type: none"> Count in steps of 10 	1
	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication within the 10 times table and write them using the multiplication (\times) and equals ($=$) signs Show that multiplication of two numbers can be done in any order (commutative) 	2
	<ul style="list-style-type: none"> Calculate mathematical statements for division within the 10 times table and write them using the division (\div) and equals ($=$) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	3
Number – Number and place value		
<ul style="list-style-type: none"> count in steps of 2 and 5 from 0, and in tens from any number, forward and backward 	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	4
Number – Fractions	Week 2	
<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape 	1
	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape Recognise that two quarters are the same as one half 	2
	<ul style="list-style-type: none"> Find half of a set of objects Identify the total number of objects when half is known 	3
	<ul style="list-style-type: none"> Find a quarter and three-quarters of a set of objects Identify the total number of objects when a quarter of three-quarters is known 	4
Measurement (time)	Week 3	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Tell and write the time to quarter past the hour Draw the hands on a clock face to show these times 	1
	<ul style="list-style-type: none"> Tell and write the time to quarter to the hour Draw the hands on a clock face to show these times 	2
	<ul style="list-style-type: none"> Tell and write the time to quarter past and quarter to the hour Draw the hands on a clock face to show these times 	3
	<ul style="list-style-type: none"> Tell and write the time to 5 minutes, focusing on 5 to 30 minutes past Draw the hands on a clock face to show these times 	4

* Notes and guidance (non-statutory)

Year 2 Mathematics Planning

Number – Number and place value Unit 5 Number – Addition and subtraction, including Measurement (money) Geometry – Properties of shapes		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value		
Week 1		
<ul style="list-style-type: none"> • count in steps of 3 from 0, forward and backward • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words 	<ul style="list-style-type: none"> • Count in steps of 3 	1
	<ul style="list-style-type: none"> • Read and write numbers to 100 in numerals and in words 	2
	<ul style="list-style-type: none"> • Compare and order numbers from 0 up to 100; use <, > and = signs 	3
	<ul style="list-style-type: none"> • Estimate numbers using a number line 	4
Number – Addition and subtraction		
Week 2		
<ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental methods • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones 	<ul style="list-style-type: none"> • Add two-digit numbers and ones 	1
	<ul style="list-style-type: none"> • Subtract two-digit numbers and ones 	2
	<ul style="list-style-type: none"> • Double numbers to 20 	3
Measurement (money)		
<ul style="list-style-type: none"> • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 	<ul style="list-style-type: none"> • Recognise and use symbols for pounds (£) and pence (p) • Combine amounts to make a particular value 	4
Statistics		
Week 3		
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 	1
	<ul style="list-style-type: none"> • Identify 2-D shapes on the surface of 3-D shapes 	2
	<ul style="list-style-type: none"> • Compare and sort common 2-D and 3-D shapes 	3
	<ul style="list-style-type: none"> • Compare and sort common 2-D and 3-D shapes and everyday objects 	4
Unit 6 Number – Multiplication and division, including Number and place value Measurement (mass)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division		
Week 1		
<ul style="list-style-type: none"> • 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 (x), 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 	<ul style="list-style-type: none"> • Count in steps of 2 and 5 from 0, forward and backward • Count in tens from any number, forward and backward 	1
	<ul style="list-style-type: none"> • Recall and use multiplication facts for the 2 multiplication table 	2
	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2 multiplication table 	3
	<ul style="list-style-type: none"> • Recall and use multiplication facts for the 5 multiplication table 	4
Week 2		
	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 5 multiplication table 	1
	<ul style="list-style-type: none"> • Recall and use multiplication facts for the 10 multiplication table 	2
	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 10 multiplication table 	3
<ul style="list-style-type: none"> • count in steps of 2 and 5 from 0, and in tens from any number, forward and backward 	<ul style="list-style-type: none"> • Solve problems involving multiplication and division, using arrays 	4
Measurement (mass)		
Week 3		
<ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales 	<ul style="list-style-type: none"> • Estimate, measure and record mass in kilograms 	1
	<ul style="list-style-type: none"> • Estimate, measure and record masses in grams and kilograms • Convert kilograms to grams and vice versa 	2

Year 2 Medium-Term Plans

• compare and order mass and record the results using >, < and =	• Measure, compare and order different masses • Record using >, < and =	3
	• Compare mass using simple multiples	4

* Notes and guidance (non-statutory)

Year 2 Mathematics Planning

Unit 7 Number – Addition and subtraction Number – Addition and subtraction, including Measurement (money) Statistics		
National Curriculum attainment targets	Lesson objectives	Lesson
Pupils should be taught to:		Pupils will be taught to:
Number – Addition and subtraction	Week 1	
<ul style="list-style-type: none"> • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and tens - adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	• Add two-digit numbers and tens	1
	• Subtract two-digit numbers and tens	2
	• Find missing numbers when multiples of 10 are added to or subtracted from two-digit numbers	3
	• Add three one-digit numbers • Show that addition can be done in any order	4
Number – Addition and subtraction	Week 2	
<ul style="list-style-type: none"> • solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers - applying their increasing knowledge of mental methods • add and subtract numbers using concrete objects, pictorial representations, and mentally 	• Add a 'near multiple of 10' to a two-digit number	1
	• Subtract a 'near multiple of 10' from a two-digit number	2
	• Find different combinations of coins that equal the same amounts of money	3
Measurement (money)	• Solve practical money problems, including giving change	4
Statistics	Week 3	
<ul style="list-style-type: none"> • interpret and construct tally charts 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 	• Sort objects into groups, counting the number of objects in each category and comparing totals	1
	• Construct a tally chart from a Carroll Diagram and vice versa	2
	• Interpret and construct a simple frequency table	3
	• Sort information using a Venn Diagram	4

Year 2 Medium-Term Plans

Unit 8 Number – Multiplication and division, including Number and place value Number – Fractions Measurement (volume and capacity)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division <ul style="list-style-type: none"> 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 (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	Week 1	
	<ul style="list-style-type: none"> Count in steps of 2, 5 and 10 Recognise odd and even numbers 	1
	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2 multiplication tables Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs 	2
	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 5 multiplication tables Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	3
Number – Number and place value <ul style="list-style-type: none"> count in steps of 2 and 5 from 0, and in tens from any number, forward and backward 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 10 multiplication tables Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs 	4
Number – Fractions <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	Week 2	
	<ul style="list-style-type: none"> Find $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length 	1
	<ul style="list-style-type: none"> Recognise $\frac{1}{3}$, $\frac{2}{3}$ and $\frac{3}{3}$ of a shape Find $\frac{1}{3}$ and $\frac{2}{3}$ of a length, set of objects or quantity 	2
	<ul style="list-style-type: none"> Recognise $\frac{1}{3}$, $\frac{2}{3}$ and $\frac{3}{3}$ of a shape Find $\frac{1}{3}$ and $\frac{2}{3}$ of a length, set of objects or quantity 	3
	<ul style="list-style-type: none"> Link fractions to division and multiplication 	4
Measurement (volume and capacity) <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels compare and order volume/capacity and record the results using $>$, $<$ and $=$ 	Week 3	
	<ul style="list-style-type: none"> Estimate, measure and record capacity in litres and millilitres 	1
	<ul style="list-style-type: none"> Measure, compare and order different capacities Convert from litres to millilitres and vice versa 	2
	<ul style="list-style-type: none"> Measure, compare and order different liquid volumes in litres and millilitres Record using $>$, $<$ and $=$ 	3
	<ul style="list-style-type: none"> Compare capacity and volume using simple multiples 	4

* Notes and guidance (non-statutory)

Year 2 Mathematics Planning

Unit 9 Number – Number and place value Number – Addition and subtraction Geometry – Position and direction		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Number and place value	Week 1	
<ul style="list-style-type: none"> count in steps of 3 from 0, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) 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 3	1
	• Recognise the place value of each digit in a two-digit number up to 100	2
	• Compare and order numbers from 0 up to 100; use <, > and = signs	3
	• Use place value and number facts to solve problems	4
Number – Addition and subtraction	Week 2	
<ul style="list-style-type: none"> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> two two-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations 	• Add two two-digit numbers using the 1-100 number square	1
	• Add two two-digit numbers using the empty number line	2
	• Subtract two two-digit numbers using the 1-100 number square	3
	• Subtract two two-digit numbers using the empty number line	4
Geometry – Position and direction	Week 3	
<ul style="list-style-type: none"> 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) 	• Use mathematical vocabulary to describe rotation as a turn for quarter, half and three-quarter turns (clockwise and anti-clockwise)	1
	• Use mathematical vocabulary to describe movement and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	2
	• Use mathematical vocabulary to describe position, direction and movement	3
	• Use mathematical vocabulary to give directions to navigate a course	4

* Notes and guidance (non-statutory)

Unit 10 Number – Multiplication and division, including Number and place value Measurement, including Temperature		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	Week 1	
<ul style="list-style-type: none"> 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 (x), 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 	• Count in steps of 2 from 0	1
	• Recall and use multiplication and division facts for the 2 multiplication table	2
	• Count in steps of 5 from 0	3
	• Recall and use multiplication and division facts for the 5 multiplication table	4
	Week 2	
	• Count in steps of 10 from 0	1
	• Recall and use multiplication and division facts for the 10 multiplication table	2
	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables	3
• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs	4	
Number – Number and place value		
<ul style="list-style-type: none"> count in steps of 2 and 5 from 0, and in tens from any number, forward and backward 	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	4
Measurement, including Temperature	Week 3	
	• Solve problems involving temperature	1

Year 2 Medium-Term Plans

<ul style="list-style-type: none"> 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 = 	<ul style="list-style-type: none"> Solve problems which involve comparing, measuring and ordering length, height and width Convert from centimetre to metres and vice versa 	2
	<ul style="list-style-type: none"> Solve problems which involve comparing, measuring and ordering mass Convert from grams to kilograms and vice versa 	3
	<ul style="list-style-type: none"> Solve problems which involve comparing, measuring and ordering capacity and volume Convert from millilitres to litres and vice versa 	4

* Notes and guidance (non-statutory)

Unit 11 Number – Addition and subtraction Statistics		
National Curriculum attainment targets	Lesson objectives	Lesson
Pupils should be taught to:		
Number – Addition and subtraction		
<ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> two two-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers * 	Week 1	
	<ul style="list-style-type: none"> Add two two-digit numbers using partitioning 	1
	<ul style="list-style-type: none"> Solve problems with addition, applying an increasing knowledge of mental and written methods - partitioning 	2
	<ul style="list-style-type: none"> Subtract two two-digit numbers using partitioning 	3
	<ul style="list-style-type: none"> Solve problems with subtraction, applying an increasing knowledge of mental and written methods - partitioning 	4
	Week 2	
	<ul style="list-style-type: none"> Add two two-digit numbers using the expanded written method 	1
	<ul style="list-style-type: none"> Subtract two two-digit numbers using the written method 	2
	<ul style="list-style-type: none"> Solve addition and subtraction problems using written methods 	3
	<ul style="list-style-type: none"> Solve addition and subtraction problems using mental and written methods 	4
Statistics	Week 3	
<ul style="list-style-type: none"> interpret and construct simple pictograms block diagrams and simple tables use many-to-one correspondence in pictograms with simple ratios of 2 * 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 	<ul style="list-style-type: none"> Make and use a block diagram to ask and answer questions about information gathered Compare pictograms and block diagrams 	1
	<ul style="list-style-type: none"> Make and use a block diagram to ask and answer questions about information gathered 	2
	<ul style="list-style-type: none"> Construct a simple pictogram and ask and answer questions from the information collected 	3
	<ul style="list-style-type: none"> Begin to compare different presentations of the same information 	4

* Notes and guidance (non-statutory)

Year 2 Mathematics Planning

Unit 12 Number – Multiplication and division, including Number and place value Number – Fractions Measurement (time)		
National Curriculum attainment targets Pupils should be taught to:	Lesson objectives Pupils will be taught to:	Lesson
Number – Multiplication and division	Week 1	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward 	1
	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the 2, 5 and 10 multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Solve problems involving multiplication and division, using arrays 	2
	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	3
Number – Number and place value		
<ul style="list-style-type: none"> count in steps of 2 and 5 from 0, and in tens from any number, forward and backward 	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	4
Number – Fractions	Week 2	
<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<ul style="list-style-type: none"> Compare the relative sizes of fractions Mark fractions on a number line 	1
	<ul style="list-style-type: none"> Mark fractions on a number line 	2
	<ul style="list-style-type: none"> Recognise and find fractions of a set of objects 	3
	<ul style="list-style-type: none"> Solve problems involving fractions 	4
Measurement (time)	Week 3	
<ul style="list-style-type: none"> compare and sequence intervals of time 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 	<ul style="list-style-type: none"> Tell and write the time to five minutes and draw the hands on a clock face to show these times 	1
	<ul style="list-style-type: none"> Tell and write the time to five minutes and draw the hands on a clock face to show these times 	2
	<ul style="list-style-type: none"> Know the number of minutes in an hour and the number of hours in a day Compare and sequence intervals of time 	3
	<ul style="list-style-type: none"> Know the number of minutes in an hour Compare and sequence intervals of time 	4

* Notes and guidance (non-statutory)