Barrowby CE Primary School

Maths Curriculum: Year 1

The Maths Curriculum for Year 2

	Autumn Term 1 – Year 2					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Unit	**Securing Fluency to Twenty**		**Place Value – Making Tens and Some More** **Place Value and Regrouping Two-Digit Numbers**	**Counting On and Back in Ones and Tens from any Number**	**Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures** **Estimation and Magnitude**	**Numbers to 20 – Mental Addition and Subtraction**
	By the end of this unit children will be able to: • Recall and use addition and subtraction facts to 20 fluently		By the end of this unit children will be able to: • Recognise the place value of each digit in a two-digit number (tens, ones)	By the end of this unit children will be able to: • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	• Compare and order numbers from 0 up to 100; use and = signs • Identify, represent and estimate numbers using different representations, including the number line	By the end of this unit children will be able to: • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Step	**LS1**		**LS2 and LS3**	**LS4**	**LS5 and LS6**	**LS7**
1	Number magnitude to 20		Regrouping ten ones for one ten	Highlighting the place value of an identified number	Ordering numbers	Adding more than two single digit numbers using reordering
2	Double and near doubles		Regrouping ten pennies for ten pence	Counting on and back	Ordering numbers represented in a variety of ways	Rebalancing when adding 9 or 11
3	Regrouping (partitioning) numbers to ten		Regrouping one ten for ten ones	Counting on and back in through benchmarks	<, > and = symbols	Rebalancing when subtracting 9 or 11
4	Regrouping numbers 11 - 20		Regrouping ten pence for ten pennies	Deepening the concept of unitisation across linear and grid models	Order and comparing quantities for measures	Use think addition for subtraction
5	Equivalence		Identifying the place value in 2-digit numbers using place value cards and base-10	Compare and order numbers on a number track – including 1 more / 1 less (fewer)	Placing numbers on a number line in the correct positions	

6	Inequality < and >	Identifying the place value in 2-digit numbers using a proportional (base-10) and nonproportional (money) model	Placing numbers 0 to 20 on a blank number line (number magnitude)	Using benchmarks to estimate values on a number line	
7	Regrouping to 'think 10' in addition	Comparing representations of 2-digit numbers		Placing numbers proportionally correctly on a blank number line using benchmarks	
8	Using counting on and back through 10 to compare and calculate the difference	Making regroupings of the same number in different ways			
9	Using 'think 10' for subtraction	Identify missing parts of a regrouped number in a variety of models			
10	Using 10 for adding 3 single digit numbers				
11	Choosing a strategy				
12	Adding odd and even numbers				

The Maths Curriculum for Year 2

Autumn Term 2 – Year 2

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit	**Finding Complements of 10 and 100 Including Measures**	**Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers**		**Finding Part or Whole Unknown**	**Money – Making Combinations and Finding Change**	**Comparison (difference, more, less, fewer) Measures – Estimation and Measure Using Different Scales**
	By the end of this unit children will be able to: • 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	By the end of this unit children will be able to: • 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		By the end of this unit children will be able to: • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	By the end of this unit children will be able to: • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	By the end of this unit children will be able to: • Compare and order numbers from 0 up to 100; use and = signs • 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

	between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)				the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
Step	**LS8**	**LS9**	**LS10**	**LS11**	**LS12 and 13**
1	Positional language	Using doubles and near doubles	Identifying the parts and the whole using Cuisenaire rods in a bar model	Find different combinations of coins that equal the same amounts of money	Understand difference when comparing numbers on number lines to other models
2	¼, ½ and ¾ turns clockwise and anti-clockwise	Finding the nearest multiple of ten	Identifying the parts and whole in a cherry model	Solve calculations involving subtraction of money of the same unit	Compare values in the context of measuring mass (g) and use the language of comparison
3	Giving and following directions	Rebalancing for equal sum	Inverse relationship of addition and subtraction	Solve simple problems in a practical context involving addition and subtraction of money of the same unit	Compare values in the context of comparing mass (kg) and use the language of comparison
4	Linear sequences	Using rebalancing in context	Using inverse to find missing numbers	Continue to solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Compare values in the context of measuring heights, lengths and widths, using the language of comparison
5	Linear sequences – problem solving	Difference	Using inverse to find missing numbers in problems		Compare values in a variety of contexts
6		Rebalancing to find the equal difference	Missing numbers in a range contexts including measures		Estimate on a number line using benchmarks
7		Adding a 1-digit number to a 2-digit number using think 10			Estimate and compare capacities
8		Adding a 2-digit number to a 2-digit number using think 10			Read capacities on different scales
9		Subtracting a 1-digit number from a 2-digit number using think 10			Read scales on circular dials
10		Choosing a strategy			Solve problems reading scales

The Maths Curriculum for Year 2

Spring Term 1 – Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit	**Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts**	**Regrouping to Add and Subtract Commutativity in Addition but not in Subtraction Written Subtraction Method**		**Problem Solving with Addition and Subtraction in a Range of Contexts**	**Time – Telling the Time to: O'clock, Half Past, Quarter Past and To**	**Time – Estimating, Ordering and Comparing Time**
	By the end of this unit children will be able to: • Interpret and construct simple pictograms, tally charts, clock diagrams and simple tables	By the end of this unit children will be able to: • Applying their increasing knowledge of mental and written methods • Show that 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, applying their increasing knowledge of mental and written methods		By the end of this unit children will be able to: • Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures	By the end of this unit children will be able to: • 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	By the end of this unit children will be able to: Compare, describe and solve practical problems for: • Lengths and heights (for example, long / short, longer / shorter, tall / short, double / half) • Mass / weight (for example, heavy / light, heavier than, lighter than) Measure and begin to record the following: • Lengths and heights • Mass / weight
Step	**LS14**	**LS15 16 17**		**LS18**	**LS19**	**LS20**
1	Tables for sorting	Choosing the appropriate mental strategy when adding a two-digit number and ones		The language of problem solving	Turns – quarter turn, half turn, three-quarter turn and full turn	Estimating intervals of time
2	Information tables	Adding two-digit numbers and tens using concrete resources and pictorial representations		Finding the unknown in a worded problem	Telling the time – o'clock, quarter past, half past, quarter to	Ordering intervals of time
3	Gathering data using tally charts	Adding two 2-digit numbers using a written method with no regrouping		Choosing a strategy	Telling the time to 5 minute intervals	Comparing intervals of time
4	Representing data in block graphs	Adding two 2-digit numbers using a written method with regrouping of ones		Strategies for solving missing number problems		
5	Pictograms	Reviewing the parts and the whole using Cuisenaire rods in a bar model		Further problem solving within statistics		
6		Prove that addition is commutative				

7		Prove that commutativity is not possible when subtracting			
8		Subtracting a 1-digit number from a 2-digit number – counting back using think 10 and regrouping the subtrahend			
9		Subtracting a 1-digit number from a 2-digit number – regrouping the minuend			
10		Subtracting tens from a 2-digit number			
11		Subtracting a 2-digit number from a 2-digit number with no regrouping			
12		Subtracting a 2-digit number from a 2-digit number with regrouping			

The Maths Curriculum for Year 2

Spring Term 2 – Year 2

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit	**Double and Halve One and Two-Digit Numbers and Amounts of Money Times Tables – 2s, 5s and 10s Patterns and Strategy (counting in 3s)**		**Multiplication – Multiples and Repeated Addition**	**Multiplication – Number of Groups, Group Size and Product Multiplication – Problem Solving**		**Division – Sharing and Grouping Division – Sharing and Grouping Problems including Remainders**
	By the end of this unit children will be able to: • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		By the end of this unit children will be able to: • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	By the end of this unit children will be able to: • 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		By the end of this unit children will be able to: • 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
Step	**LS21 and 22**		**LS23**	**LS24 and 25**		**LS26 and 27**
1	Doubling two-digit numbers		Linking repeated addition and multiples	The language of multiplication		Division by sharing

2	Halving multiples of ten	Multiples and multiplication	The commutativity of multiplication	Division by grouping
3	Halving two-digit numbers	Exploring arrays	Strategies to calculate multiplication facts – regrouping to multiply	Division by grouping using arrays
4	Doubling and halving in the context of money		Bar modelling for multiplication problems	Linking division and multiplication
5	Patterns and strategies for the 2 times table		Multiplication of measures	Using multiplication facts to divide
6	Patterns and strategies for the 5 and 10 times tables		Multiplication and money (£ and p)	Patterns and rules of divisibility
7	Counting in 3s		Mixed worded problems	Division with remainders – sharing
8				Division with remainders – grouping
9				Problems using division in context
10				Solving problems using division in context

The Maths Curriculum Year 2

Summer Term 1 – Year 2

	Week 1 and 2	Week 3	Week 4	Week 5	Week 6
Unit	**Fractions – Finding Halves, Quarters and Thirds of Amounts** **Fractions – Finding Halves, Quarters and Thirds of Shapes** **Fractions – Finding Three-Quarters of Shapes and Amounts**	**Fractions – Equivalence**	**Fractions – of Continuous Quantities**	**Time – Telling the Time to the Nearest 5 Minutes**	**Problem Solving for all Operations (including Fractions)**
	By the end of this unit children will be able to: • Recognise, find, name and write fractions 1 / 3 , 1 / 4 , 2 / 4 and 3 / 4 of a length, shape, set of objects or quantity	By the end of this unit children will be able to: • Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	By the end of this unit children will be able to: • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity	By the end of this unit children will be able to: • 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	By the end of this unit children will be able to: 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 Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Step	**LS28, 29 and 30**	**LS31**	**LS32**	**LS33**	**LS34**
1	Splitting a whole into equal groups (halves, thirds and quarters) with Cuisenaire rods	Exploring 1/2 , 2/4 equivalence in shapes	Counting fractions in context	Telling the time – o'clock and half past	Choosing an efficient strategy – addition and subtraction
2	Finding half of an amount linked to division and sharing a whole into two equal groups (2LS21)	Exploring 1/2 , 2/4 equivalence using Cuisenaire rods	Counting in fractions using a number line	Telling the time – quarter past the hour	Choosing an efficient strategy – multiplication and division
3	Finding 1/ 3 and 1/ 4 of amounts linked to sharing	Comparing 1/2 , 2/4 equivalence on a number line	Fractions of length	Telling the time – quarter to the hour	Identifying the unknown

4	Recognising shapes split equally into halves, quarters and thirds	Equivalence: 1/2 , 2/4 of amounts within shapes	Fractions of capacity	Telling the time to the nearest 5 minutes	Drawing to solve problems
5	Finding 1/ 2 , 1/ 4 and 1/ 3 of 2-D shapes	Equivalence: 1/2 , 2/4 of amounts	Fractions of time	Intervals of time	Pictorial representation and part part whole – fractions of amounts
6	Finding fractions of amounts within the context of shape				Making connections between the numbers ½, ¼ or 1/3; the fraction words; fractions of amounts and fractions of shapes
7	Finding what fraction of a shape is given				Finding ¾ in the context of worded problems
8	Finding 3 /4 of a shape				
9	Finding 3/ 4 of an amount				
10	Finding 3 /4 in the context of finding amounts within shapes				

The Maths Curriculum for Year 2

Summer Term 2 – Year 2

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit	**Multiplication and Division – Equality and Balance**	**Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting. Geometry – Symmetry**	**Mental Calculation Review**	**Geometry – Sequencing**	**Geometry – Rotation and Right Angles**	**Place Value and Written Calculation Review**
	By the end of this unit children will be able to: • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	By the end of this unit children will be able to: • Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	By the end of this unit children will be able to: • Solve problems with addition and subtraction: • - using concrete objects and pictorial representations, including those involving numbers, quantities and measures	By the end of this unit children will be able to: • Order and arrange combinations of mathematical objects in patterns and sequences	By the end of this unit children will be able to: • 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)	By the end of this unit children will be able to: • 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

		• Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line	• - applying their increasing knowledge of mental and written methods • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts			• Read and write numbers to at least 100 in numerals and in words
Step	**LS35**	**LS36 and 37**	**LS38**	**LS39**	**LS40**	**LS41**
1	Equality in multiplication	Naming 2-D shapes and their properties	Reasoning about addition	Linear sequences	¼, ½ and ¾ turns clockwise and anti-clockwise	Problem solving with addition
2	Keeping the balance	Naming 3-D shapes and their properties	Identifying the unknown	Patterns with shapes	¼ turn = a right angle	Checking for mistakes in written addition and subtraction
3	Comparing calculations	Identifying and classifying shapes by their properties	Checking using the inverse		Providing and following directions	Counting in tens and hundreds to 1000
4	Using division to identify equality in multiplication	Linking symmetry to halving	Simplifying repeated addition using multiplication			Hundreds and some more'
5		Identifying and sorting shapes - symmetry				3-digit numbers – part whole
6		Drawing symmetrical patterns and shapes				
7						
8						