

AUTUMN TERM MATHEMATICS OVERVIEW – YEAR 2

Daily Mathematics Lesson – 1 hour (one/two lessons each week to be a discrete arithmetic lesson)

Daily Mastering Number – 15 minutes

1 x 30 minute discrete times tables lesson – Y2 target - 33 challenge (TTRS/use of tackling times table cards for early morning work)

BLOCKS	NATIONAL CURRICULUM OBJECTIVES KEY OBJECTIVES	SMALL STEPS	READY TO PROGRESS CRITERIA	Linked Step	
Place Value 4 weeks	❖ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ❖ read and write numbers to at least 100 in numerals and in words ❖ identify, represent and estimate numbers using different representations, including the number line ❖ 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	• Numbers to 20 • Count objects to 100 by making 10's • Recognise 10s and 1s • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers 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 and 10s • Count in 3s	2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. 2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	• Recognise 10s and 1s • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers 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	End of block assessment

Addition & subtraction 5 weeks	❖ 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 ❖ 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	• Bonds to 10 • Facts families – bonds within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add 3 1-digit numbers • Add to the next 10 • Add across ten • Subtract across ten • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Add and subtract tens • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (crossing 10) • Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (crossing 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems	2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. 2AS-1 Add and subtract across 10 2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. 2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	• Bonds to 10 • Add by making 10 • Add to the next 10 • Subtract from a 10 • Add across ten • Subtract across ten • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • Add across ten • Subtract across ten • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Add and subtract tens • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (crossing 10) • Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (crossing 10) • Mixed addition and subtraction	End of block assessment
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Geometry 3 weeks	❖ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ❖ 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 shapes and everyday objects ❖ recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] ❖ compare and sort common 3-D shapes and everyday objects	• Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes • Lines of symmetry on shapes • 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 and 3D shapes	2G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	• Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Sort 2D shapes • Count faces on 3D shapes • Count edges on 3D shapes • Count vertices on 3D shapes • Sort 3D shapes	End of block assessment
Links to the teacher assessment framework					
Place Value 4 weeks	Addition and Subtraction 5 weeks	Geometry 3 weeks			
Working Towards: ➤ read and write numbers in numerals up to 100 ➤ partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them Working at Expected: ➤ partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	Working Towards: ➤ add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$) ➤ recall at least four of the six number bonds for 10 and reason about associated facts Working at Expected: ➤ add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) ➤ recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships Working at greater depth: ➤ use reasoning about numbers and relationships to solve more complex problems and explain their thinking	Working Towards: ➤ name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). Working at Expected: ➤ name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. Working at greater depth: ➤ describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).			