

SPRING 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	
Money 2 weeks	❖ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ❖ find different combinations of coins that equal the same amounts of money ❖ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• Count money – pence • Count money – pounds (notes and coins) • Count money – pounds and pence • Choose notes and coins • Make the same amount • Compare amounts of money • Calculate with money • Make a pound • Find change • Two-step problems	2AS-2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”. 2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	• Find change • Make a pound • Find change	End of block assessment
Multiplication & Division 5 weeks	❖ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ❖ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ❖ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) 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	• Recognise equal groups • Make equal groups • Add equal groups • Introduce the multiplication symbol • Multiplication sentences • Use arrays • Make equal groups – grouping • Make equal groups – sharing • The 2 times-table • Divide by 2 • Doubling and halving • Odd and even numbers • The 10 times-table • Divide by 10 • The 5 times-table • Divide by 5 • The 5 and 10 times-tables	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	• Introduce the multiplication symbol • Multiplication sentences • The 2 times-table • The 10 times-table • The 5 times-table • The 5 and 10 times-tables • Make equal groups • Make equal groups – grouping • Make equal groups – sharing • Divide by 2 • Divide by 10 • Divide by 5	End of block assessment

Length and Height 2 weeks	❖ 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 =	• Measure in centimetres • Measure in metres • Compare lengths and heights • Order lengths and heights • Four operations with lengths and heights	2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	• Four operations with lengths and heights	End of block assessment
Mass, Capacity & Temperature 3 weeks	❖ choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels ❖ compare and order mass, volume /capacity and record the results using >, < and =	➤ Compare mass ➤ Measure in grams ➤ Measure in kilograms ➤ Four operations with mass ➤ Compare volume and capacity ➤ Measure in millilitres ➤ Measure in litres ➤ Four operations with volume and capacity ➤ Temperature	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	➤ Four operations with volume and capacity	End of block assessment

Links to the teacher assessment framework

Money 2 weeks	Multiplication & Division 5 weeks	Length and Height 2 weeks	Mass, Capacity & Temperature 3 weeks
Working Towards: ➤ know the value of different coins Working at Expected: ➤ use different coins to make the same amount Working at greater depth: ➤ use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)	Working Towards: ➤ count in twos, fives and tens from 0 and use this to solve problems Working at Expected: ➤ recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary Working at greater depth: ➤ recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	Working at Expected: ➤ read scales*1 in divisions of ones, twos, fives and tens Working at greater depth: ➤ read scales* where not all numbers on the scale are given and estimate points in between	Working at Expected: ➤ read scales*1 in divisions of ones, twos, fives and tens Working at greater depth: ➤ read scales* where not all numbers on the scale are given and estimate points in between