Year 2 - Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction						Measurement: Money	
Spring	Number: Multiplication and Division				Geometry: Properties of Shape			Number: Fractions			Measurement: length and height	Statistics
Summer	Position and Direction		Measurement: Time			Measurement: Mass, Capacity and Temperature			Problem Solving & Consolidation			

Year 2: Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

Number: Place Value Read and write numbers to at least 100 in numerals and in words. 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. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	**Number: Addition and Subtraction** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 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. Show that the 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: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	**Measurement: Money** 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.
The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36). The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).	The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?). The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations.	
The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).	The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations. The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100). The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33). The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ – 14 = 28).	The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
	The pupil can reason about addition The pupil can work out mental calculations where regrouping is required (e.g. 52 – 27; 91 – 73). The pupil can solve more complex missing number problems	

Interim Standards: Working towards, expected, greater depth

Year 2: Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Multiplication & Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. 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. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.				**Geometry: Properties of Shape** Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. 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.			**Number: Fraction** Recognise, find, name and write fractions 1/3, ¼, ½ and ¾ of a length, shape, set of objects or quantity. Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½			**Measurement: Length & Height** 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 =	**Statistics** Interpret and construct simple pictograms, tally charts, block diagrams 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.
The pupil can recall doubles and halves to 20 The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems				The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.			The pupil can recall doubles and halves to 20				
The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given				The pupil can describe properties of 2-D and 3-D shapes			The pupil can identify 1/3 ¼ ½ ¾ 2/4 and knows that all parts must be equal parts of the whole.			The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given	
The pupil can use multiplication facts to make deductions outside known multiplication facts The pupil can determine remainders given known facts The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements				The pupil can describe similarities and differences of shape properties			The pupil can find and compare fractions of amounts			The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.	

Interim Standards: Working towards, expected, greater depth

Year 2: Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Geometry: Position and Direction 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). Order and arrange combinations of mathematical objects in patterns and sequences		**Measurement: 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. Compare and sequence intervals of time.			**Measurement: Mass, Capacity and Temperature** 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 =			**Problem Solving and Consolidation** Identify gaps in Target Tracker Consolidate written calculation methods for each operation White Rose Problem Solving			
		The pupil can read the time on the clock to the nearest 15 minutes.			The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given						
		The pupil can read the time on the clock to the nearest 5 minutes.			The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.						

Interim Framework: Working towards, expected, greater depth