

YEAR 2 MATHEMATICS LONG-TERM PLAN

Teaching for Mastery curriculum

ACADEMIC YEAR

2026/ 2027

Curriculum basis: NCETM Curriculum Prioritisation, the National Curriculum for England and the DfE Ready-to-Progress criteria. Suggested timings are indicative and should be adapted responsively.

Reviewed: _____

Maths Lead: _____

STANDALONE MASTERING NUMBER PROVISION Year 2 pupils receive separate 15–20 minute Mastering Number sessions in addition to the main mathematics lesson. These sessions strengthen number sense, fluency and flexibility; they complement rather than replace the NCETM units below.

Half term	Unit	NCETM unit	Indicative time	Curriculum strand	Ready-to-Progress	PD / guidance	Online unit
Autumn 1	1	Numbers 10 to 100	4 weeks	Number and place value	2NPV-1 , 2NPV-2	1.8	Open
Autumn 1	2	Calculations within 20	3 weeks	Addition and subtraction	2AS-1 , 2AS-2	1.11	Open
Autumn 2	3	Fluently add and subtract within 10	1 week	Number facts	2NF-1	1.7	Open
Autumn 2	4	Addition and subtraction of two-digit numbers (1)	2 weeks	Addition and subtraction	2AS-3	1.13	Open
Spring 1	5	Introduction to multiplication	7 weeks	Multiplication	2MD-1	2.2	Open
Spring 1	6	Introduction to division structures	2 weeks	Multiplication and division	2MD-2	2.6	Open
Spring 2	7	Shape	2 weeks	Geometry	2G-1	School resources	Open
Spring 2	8	Addition and subtraction of two-digit numbers (2)	3 weeks	Addition and subtraction	2AS-4	1.15	Open
Summer 1	9	Money	1 week	Number facts / measure	National Curriculum	2.1	Open
Summer 1	10	Fractions	2 weeks	Fractions	National Curriculum	3.0	Open
Summer 1	11	Time	1 week	Measurement	National Curriculum	School resources	Open
Summer 1	12	Position and direction	1 week	Geometry / position	National Curriculum	School resources	Open
Summer 2	13	Multiplication and division – doubling, halving, quotitive and partitive division	3 weeks	Multiplication and division	National Curriculum	2.5	Open
Summer 2	14	Sense of measure – capacity, volume, mass	2 weeks	Measurement	National Curriculum	School resources	Open

Sequencing note: Follow the NCETM order unless a reviewed curriculum decision indicates otherwise. Use spare days/weeks for transition, statutory breadth, assessment, consolidation and responsive re-teaching—not automatic acceleration.

YEAR 2 CURRICULUM PRIORITIES AND STATUTORY BREADTH

Big mathematical ideas in Year 2

- Understand two-digit numbers as groups of tens and ones, and compose and decompose them flexibly.
- Locate, compare and order numbers to 100 using place-value understanding and the linear number system.
- Secure additive facts and use known facts and place value to add and subtract within 100.
- Recognise additive structures, including aggregation, augmentation, partitioning, reduction and difference, and use inverse relationships.
- Develop multiplicative thinking through equal groups, repeated addition, arrays, grouping and sharing, linked to the 2, 5 and 10 multiplication tables.
- Understand fractions as equal parts of shapes, lengths, sets and quantities, including the equivalence of two quarters and one half.
- Connect number to measure, money, time, geometry, position and data through practical problem solving and precise mathematical language.

Year 2 Ready-to-Progress criteria

- **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.
- **2NF-1** Secure fluency in addition and subtraction facts within 10, through continued practice.
- **2AS-1** Add and subtract across 10, for example: $8 + 5 = 13$ and $13 - 5 = 8$.
- **2AS-2** Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
- **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.
- **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).
- **2G-1** Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.

National Curriculum domain	Where it is primarily addressed	Long-term planning requirement
Number and place value	Unit 1; reinforced through Units 2-4 and 8; Mastering Number	Count in 2s, 3s, 5s and 10s; read, write, compare and order to 100; estimate, partition flexibly and reason on number lines.
Addition and subtraction	Units 2, 3, 4 and 8; Mastering Number	Secure facts to 20 and related facts to 100; add and subtract ones, tens and two-digit numbers; use commutativity, inverse and missing-number problems.
Multiplication and division	Units 5, 6 and 13; Mastering Number links to doubling and halving	Recall and use the 2, 5 and 10 multiplication and division facts; connect equal groups, arrays, repeated addition, grouping and sharing to equations.
Fractions	Unit 10; links through Units 6 and 13 and practical measure	Find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of shapes, lengths, sets and quantities; recognise that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$.
Measurement	Units 9, 11 and 14; additional planned work for length and temperature	Use standard units for length, mass, temperature and capacity; compare measures; work with money; tell time to five minutes and know key time facts.
Geometry: properties of shape	Unit 7	Describe, compare and sort 2-D and 3-D shapes using sides, vertices, edges, faces and vertical line symmetry; identify 2-D faces on 3-D shapes.
Geometry: position and direction	Unit 12 and practical movement / pattern work	Describe position, movement and rotation; use clockwise and anticlockwise quarter, half and three-quarter turns; create and continue patterns.
Statistics	Planned supplementary unit or integrated cross-curricular opportunities	Construct and interpret pictograms, tally charts, block diagrams and simple tables; ask and answer questions about totals, categories and comparisons.

IMPORTANT COVERAGE CHECK The NCETM Curriculum Prioritisation units provide a coherent framework but do not replace the statutory Year 2 programme of study. Teachers must plan explicitly for statistics and ensure full coverage of measurement (including length/height and temperature), fractions and Year 2 multiplication-table expectations.

PLANNING, REPRESENTATION, ASSESSMENT AND REVIEW

Key representations and manipulatives

- Rekenrek and bead strings for quantity, comparison and additive relationships.
- Five- and ten-frames with counters; structured dot patterns and fingers.
- Part-whole models, bar models and story contexts.
- Number tracks and number lines, including marked and unmarked lines.
- Loose parts, cubes, pattern blocks, tangrams and a varied range of 2D/3D shapes.
- Coins, rulers, balance scales, containers, clocks and practical measuring equipment.

Mathematical language and talk

- Explicitly teach comparison, part-whole, addend, total, difference, equal, odd/even and unitising language.
- Use stem sentences to connect representations to precise generalisations.
- Expect pupils to explain what is the same, what is different and how they know.
- Support oral rehearsal before written recording; do not let emerging literacy mask mathematical understanding.

Assessment checkpoints

- Entry: use Year 1 transition information and early Mastering Number observations.
- Ongoing: questioning, observation, mini-whiteboards, practical tasks and NCETM assessment questions.
- End of term: triangulate teacher judgement, independent work and the school's agreed summative assessment.
- End of year: confirm secure understanding of the Ready-to-Progress criteria and statutory curriculum breadth.

Adaptive teaching and responsive pacing

- Maintain the same ambitious mathematical focus while adapting representation, language, scaffolding and practice.
- Use short, timely intervention and pre-teaching where needed; remove scaffolds as understanding develops.
- Deepen through reasoning, comparison and generalisation rather than moving pupils prematurely to Year 3 content.
- Use the indicative timetable flexibly in response to assessment, school term dates and pupils' prior learning.

Before the half term

Check prior learning, unit outcomes, statutory objectives, likely misconceptions and required resources.

During teaching

Use formative assessment to adapt pacing; annotate this plan where units are extended, condensed or supplemented.

At the review point

Record coverage, pupils needing further support and any curriculum refinements for the following cohort.

Core planning sources: [NCETM Year 2 curriculum map](#) | [NCETM Curriculum Prioritisation guidance](#) | [DfE Mathematics Guidance: Year 2](#) | [National Curriculum: Mathematics KS1–2](#)