



Y2

Planning overview

| Statutory Requirement | Aut | Spr | Sum |
|--|-----|-----|-----|
| Number : number and place value | | | |
| count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | ✓ | ✓ | |
| 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 | ✓ | ✓ | |
| read and write numbers to at least 100 in numerals and in words | | ✓ | ✓ |
| use place value and number facts to solve problems. | ✓ | ✓ | ✓ |
| Number : addition & subtraction | | | |
| 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 | | ✓ | ✓ |
| 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 | ✓ | ✓ | ✓ |
| two-digit number and tens | | ✓ | ✓ |
| two two-digit numbers | | ✓ | ✓ |
| adding three one-digit numbers | ✓ | ✓ | ✓ |
| show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot | ✓ | ✓ | ✓ |
| recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | ✓ | ✓ | ✓ |
| Number : multiplication & division | | | |
| recall and use multiplication and division facts for the 2, 5 and 10 multiplication 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 | ✓ | ✓ | ✓ |
| show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | ✓ | ✓ | ✓ |
| solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | ✓ | ✓ | ✓ |
| Number : fractions | | | |
| recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity | ✓ | ✓ | ✓ |
| write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ | ✓ | ✓ | ✓ |



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| Measurement | | | |
| 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 = | | ✓ | ✓ |
| 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 | ✓ | | ✓ |
| compare and sequence intervals of 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. | | ✓ | ✓ |
| 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. | ✓ | | ✓ |
| Geometry : position and direction | | | |
| 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 between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). | | ✓ | |
| 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. | ✓ | | ✓ |