



## Year 2

### Autumn 1

Date	Topic	Curriculum Objective
	Number and place value: counting, reading and writing 2-digit numbers, place value	<ul style="list-style-type: none"><li>• To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.</li><li>• To recognise the place value of each digit in a two-digit number (tens, ones).</li><li>• To identify, represent and estimate numbers using different representations, including the number line.</li><li>• To compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li><li>• To read and write numbers to at least 100 in numerals and in words.</li><li>• To use place value and number facts to solve problems.</li></ul>
	Addition: concrete, visual and number facts	<ul style="list-style-type: none"><li>• To solve problems with addition and subtraction:</li><li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• Applying their increasing knowledge of mental and written methods.</li><li>• To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li><li>• To add and subtract 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.</li><li>• To show that addition can be done in any order (commutative) and subtraction cannot.</li><li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li></ul>
	Subtraction: concrete, visual and number facts	<ul style="list-style-type: none"><li>• To solve problems with addition and subtraction:</li><li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• Applying their increasing knowledge of mental and written methods.</li><li>• To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li><li>• To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li><li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li></ul>
	Multiplication and division: repeated addition and repeated subtraction	<ul style="list-style-type: none"><li>• To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.</li><li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.</li><li>• To recognise and use the inverse relationship between multiplication and division in calculations.</li><li>• To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot.</li><li>• To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li></ul>



	Geometry: properties of 3D and 2D shape	<ul style="list-style-type: none"><li>● To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. <b>A L.E.A.D. Academy</b></li><li>● To identify and describe the properties of 3D shapes including the number of edges, vertices and faces.</li><li>● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.</li><li>● To compare and sort common 2D and 3D shapes and everyday objects.</li></ul>
	Measures: length, mass, capacity, money	<ul style="list-style-type: none"><li>● To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.</li><li>● To compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li><li>● To recognise and use the symbols for pounds and pence; combine amounts to make a particular value</li><li>● To find different combinations of coins that equal the same amounts of money</li><li>● To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li></ul>
<b>Assess and Review</b>		<ul style="list-style-type: none"><li>● To assess the half-term's work.</li></ul>



## Year 2

## Autumn 2

Date	Topic	Curriculum Objective
	Number and place value: comparing, ordering two-digit numbers and knowing their place value	<ul style="list-style-type: none"><li>• To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.</li><li>• To recognise the place value of each digit in a two-digit number (tens, ones).</li><li>• To identify, represent and estimate numbers using different representations, including the number line.</li><li>• To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li><li>• To read and write numbers to at least 100 in numerals and in words.</li><li>• To use place value and number facts to solve problems.</li></ul>
	Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies	<ul style="list-style-type: none"><li>• To solve problems with addition and subtraction:</li><li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• Applying their increasing knowledge of mental and written methods.</li><li>• To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two twodigit numbers; adding three one-digit numbers.</li><li>• To show that addition can be done in any order (commutative) and subtraction cannot.</li><li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li></ul>
	Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts	<ul style="list-style-type: none"><li>• To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.</li><li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li><li>• To recognise and use the inverse relationship between multiplication and division in calculations.</li><li>• To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot.</li><li>• To solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li></ul>
	Fractions: finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"><li>• To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math>.</li><li>• To write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of two quarters and one half.</li></ul>



	<p>Geometry: position, direction, motion</p> <p>Measures: time</p>	<ul style="list-style-type: none"> <li>• To order and arrange combinations of mathematical objects in patterns.</li> <li>• To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.</li> <li>• To compare and sequence intervals of time.</li> <li>• To 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.</li> </ul>
	<p>Data: solving problems that involve collecting data in tallies, tables and pictograms</p>	<ul style="list-style-type: none"> <li>• To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>• To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity.</li> <li>• To ask and answer questions about totalling and compare categorical data.</li> </ul>
<p><b>Assess and Review</b></p>		<ul style="list-style-type: none"> <li>• To assess the half-term's work.</li> </ul>



## Year 2

### Spring 1

Date	Topic	Curriculum Objective
	Number and place value: estimating, counting and comparing quantities	<ul style="list-style-type: none"><li>• To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.</li><li>• To recognise the place value of each digit in a 2-digit number (tens, ones).</li><li>• To identify, represent and estimate numbers using different representations, including the number line.</li><li>• To compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li><li>• To read and write numbers to at least 100 in numerals and in words.</li><li>• To use place value and number facts to solve problems.</li></ul>
	Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies	<ul style="list-style-type: none"><li>• To solve problems with addition and subtraction:</li><li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• Applying their increasing knowledge of mental and written methods.</li><li>• To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li><li>• To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.</li><li>• To show that addition can be done in any order (commutative) and subtraction cannot.</li><li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li></ul>
	Addition and subtraction: using partitioning and counting on strategies	<ul style="list-style-type: none"><li>• To solve problems with addition and subtraction:</li><li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• Applying their increasing knowledge of mental and written methods.</li><li>• To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.</li><li>• To show that addition can be done in any order (commutative) and subtraction cannot.</li><li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li></ul>
	Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts	<ul style="list-style-type: none"><li>• To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.</li><li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</li><li>• To recognise and use the inverse relationship between multiplication and division in calculations.</li><li>• To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot.</li><li>• To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li></ul>



	Geometry: properties of 3D and 2D shape	<ul style="list-style-type: none"><li>• To identify and describe the properties of 3D shapes including the number of sides and symmetry in a vertical line.</li><li>• To identify and describe the properties of 3D shapes including the number of edges, vertices and faces.</li><li>• To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.</li></ul>
	Measures: length, mass, capacity and money	<ul style="list-style-type: none"><li>• To choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm/mm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.</li><li>• To compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li></ul>
<b>Assess and Review</b>		<ul style="list-style-type: none"><li>• To assess the half-term's work.</li></ul>



## Year 2

### Spring 2

Date	Topic	Curriculum Objective
	Number and place value: estimating, counting, comparing and ordering quantities	<ul style="list-style-type: none"><li>• To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.</li><li>• To recognise the place value of each digit in a 2-digit number (tens, ones).</li><li>• To identify, represent and estimate numbers using different representations, including the number line.</li><li>• To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li><li>• To read and write numbers to at least 100 in numerals and in words.</li><li>• To use place value and number facts to solve problems.</li></ul>
	Addition and subtraction: using mental calculation strategies	<ul style="list-style-type: none"><li>• To solve problems with addition and subtraction:</li><li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>• Applying their increasing knowledge of mental and written methods.</li><li>• To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li><li>• To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers. To show that addition can be done in any order (commutative) and subtraction cannot.</li><li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li></ul>
	Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts	<ul style="list-style-type: none"><li>• To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li><li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li><li>• To recognise and use the inverse relationship between multiplication and division in calculations.</li><li>• To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot.</li><li>• To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li></ul>
	Fractions: finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"><li>• To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math>.</li><li>• To write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of two quarters and one half.</li></ul>
	Geometry: position and direction  Measures: time	<ul style="list-style-type: none"><li>• To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.</li><li>• To 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.</li></ul>
	Statistics: solving problems that involve collecting data in tallies, tables and pictograms	<ul style="list-style-type: none"><li>• To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li><li>• To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity.</li><li>• To ask and answer questions about totalling and compare categorical data.</li></ul>
<b>Assess and Review</b>		<ul style="list-style-type: none"><li>• To assess the half-term's work.</li></ul>



## Year 2

### Summer 1

Date	Topic	Curriculum Objective
	Number and place value: estimating, counting, comparing and ordering quantities	<ul style="list-style-type: none"> <li>• To recognise the place value of each digit in a 2-digit number (tens, ones).</li> <li>• To identify, represent and estimate numbers using different representations, including the number line.</li> <li>• To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>• To read and write numbers to at least 100 in numerals and in words.</li> </ul>
	Addition and subtraction: using mental calculation strategies	<ul style="list-style-type: none"> <li>• To solve problems with addition and subtraction:</li> <li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• Applying their increasing knowledge of mental and written methods.</li> <li>• To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.</li> <li>• To show that addition can be done in any order (commutative) and subtraction cannot.</li> <li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> </ul>
	Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts	<ul style="list-style-type: none"> <li>• To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li> <li>• To recognise and use the inverse relationship between multiplication and division in calculations.</li> <li>• To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> </ul>
	Fractions: finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"> <li>• To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math>.</li> <li>• To write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of two quarters and one half.</li> </ul>
	Geometry: properties of 3D and 2D shape	<ul style="list-style-type: none"> <li>• To identify and describe the properties of 2D and 3D shapes, including the number of sides, symmetry in a vertical line, edges, vertices, and faces.</li> <li>• To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.</li> <li>• To compare and sort common 2D and 3D shapes and everyday objects.</li> <li>• To solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> </ul>
	Measures: length, mass (weight), capacity and money	<ul style="list-style-type: none"> <li>• To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.</li> <li>• To compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</li> <li>• To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>• To find different combinations of coins to equal the same amounts of money</li> <li>• To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>
<b>Assess and Review</b>		<ul style="list-style-type: none"> <li>• To assess the half-term's work.</li> </ul>





## Year 2

## Summer 2

Date	Topic	Curriculum Objective
	Number and place value: estimating, counting, comparing and ordering quantities	<ul style="list-style-type: none"> <li>To recognise the place value of each digit in a 2-digit number (tens, ones).</li> <li>To identify, represent and estimate numbers using different representations, including the number line.</li> <li>To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>To read and write numbers to at least 100 in numerals and in words.</li> <li>To use place value and number facts to solve problems.</li> </ul>
	Addition and subtraction: using partitioning and sequencing	<ul style="list-style-type: none"> <li>To solve problems with addition and subtraction:</li> <li>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>Applying their increasing knowledge of mental and written methods.</li> <li>To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.</li> <li>To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> </ul>
	Fractions: finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"> <li>To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li> <li>To recognise and use the inverse relationship between multiplication and division in calculations.</li> <li>To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> </ul>
	Finding fractions of quantities, shapes and sets of objects	<ul style="list-style-type: none"> <li>To recognise, find, name and write fractions <math>\frac{1}{4}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math>.</li> <li>To write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of two quarters and one half.</li> </ul>
	Geometry: position and direction  Measures: time	<ul style="list-style-type: none"> <li>To order and arrange combinations of mathematical objects in patterns.</li> <li>To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.</li> <li>To compare and sequence intervals of time.</li> <li>To 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.</li> </ul>
	Solving problems by gathering data and representing in tallies, tables, pictograms and block diagrams	<ul style="list-style-type: none"> <li>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>To ask and answer questions about totalling and compare categorical data.</li> </ul>
<b>Assess and Review</b>		<ul style="list-style-type: none"> <li>To assess the half-term's work.</li> </ul>