Newtown School Year 2 Maths Curriculum Overview

Autumn

	Number: Place Value Weeks 1-4 (approximately)	Number: Addition and subtraction Weeks 7-12 (approximately)
Small Steps	• Numbers to 20 • Count objects to 100 by making 10s • Recognise tens and ones • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form • 10s on the number line to 100 • 10s and 1s on the number line to 100 • Estimate numbers on a number line • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s	• Bonds to 10 • Fact families - addition and subtraction bonds within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1-digit numbers • Add to the next 10 • Add across a 10 • Subtract across 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Add and subtract 10s • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10) • Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems
National Curriculum	• 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.	• 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.

Newtown School Year 2 Maths Curriculum Overview

Spring

	Geometry: Shape Week 1 (approximately)	Measurement: Money Weeks 2-3 (approximately)	Number: Multiplication and division Weeks 4-9 (approximately)	Measurement: Length and height Weeks 10-11 (approximately)
Small Steps	• Recognise 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-D shapes • Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes	• 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	• 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	• Measure in centimetres • Measure in metres • Compare lengths and heights • Order lengths and heights • Four operations with lengths and heights
National Curriculum	• 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.	• 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.	• 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.	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (ºC); 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 =.

Newtown School Year 2 Maths Curriculum Overview

Summer

	Measurement: Mass, capacity and temperature Weeks 1-2 (approximately)	Number: Fractions Weeks 3-6 (approximately)	Measurement: Time Weeks 7-8 (approximately)	Statistics Week 8-10 (approximately)	Geometry: Position and Direction Weeks 10-12 (approximately)
Small Steps	• 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	• Introduction to parts and wholes. • Equal and unequal parts. • Recognise a half. • Find a half. • Recognise a quarter. • Find a quarter. • Recognise a third. • Find a third. • Find the whole. • Unit fractions. • Non-unit fractions. • Recognise the equivalence of ½ and $^2/_4$. • Recognise three-quarters. • Find three-quarters. • Count in fractions up to a whole.	• O'clock and half past. • Quarter past and quarter to. • Tell the time past the hour. • Tell the time to the hour. • Tell time to 5 minutes. • Minutes in an hour • Hours in a day.	• Make tally charts. • Tables. • Block diagrams. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10).	• Language of position. • Describe movement. • Describe turns. • Describe movement and turns. • Shape patterns with turns.
National Curriculum	• 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, 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 $\frac{1}{2}$.	• 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.	• 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.	• 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.