

AUTUMN TERM	Block 1 Weeks 1-4 PLACE VALUE	Block 2 Weeks 5-9 ADDITION AND SUBTRACTION	Block 3 Week 10-12 SHAPE
Small Step Objective from White Rose	<ul style="list-style-type: none"> ▪ Numbers to 20 ▪ Count objects to 100 by making 10s ▪ Recognise tens and ones ▪ Use a place value chart ▪ Partition numbers to 100 <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ▪ 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 ▪ 1 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 	<ul style="list-style-type: none"> ▪ 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

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<p>National Curriculum Reference</p>	<p>Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</p> <p>Recognise the place value of each digit in a two-digit number (10s, 1s)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>Read and write numbers up to 100 in numerals and in words</p> <p>Use place value and number facts to solve problems</p>	<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> A two-digit number and 1s A two-digit number and 10s 2 two-digit numbers Adding 3 one-digit numbers <p>Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p>
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SPRING TERM	Block 1 Week 1-2 MONEY	Block 2 Weeks 3-7 MULTIPLICATION AND DIVISION	Block 3 Week 8-9 LENGTH AND HEIGHT	Block 4 Weeks 10-12 MASS, CAPACITY AND TEMPERATURE
Small Step Objective from White Rose	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Measure in centimetres ▪ Measure in metres ▪ Compare lengths and heights ▪ Order lengths and heights ▪ Four operations with lengths and heights 	<ul style="list-style-type: none"> ▪ 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
National Curriculum Reference	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)</p> <p>Compare and order lengths and record the results using >, < and =</p>	<p>Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order mass, volume/capacity and record the results using >, < and =</p>

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		methods, and multiplication and division facts, including problems in contexts		
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SUMMER TERM	Block 1 Week 1-3 FRACTIONS	Block 2 Weeks 4-6 TIME	Block 3 Week 7-8 STATISTICS	Block 4 Weeks 10-12 POSITION AND DIRECTION	BLOCK 5 Weeks 11-12 RECAP AND REVISIT
Small Step Objective from White Rose	<ul style="list-style-type: none"> ▪ Introduction to parts and whole ▪ 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 a half and two quarters ▪ Recognise three-quarters ▪ Find three-quarters ▪ Count in fractions up to a whole 	<ul style="list-style-type: none"> ▪ O'clock and half past ▪ Quarter past and quarter to ▪ Tell the time past the hour ▪ Tell the time to the hour ▪ Tell the time to 5 minutes ▪ Minutes in an hour ▪ Hours in a day 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ Language of position ▪ Describe movement ▪ Describe turns ▪ Describe movement and turns ▪ Shape patterns with turns 	Chosen by teacher based on needs of the class.

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National Curriculum Reference	<p>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</p> <p>Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>	<p>Compare and sequence intervals of time</p> <p>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</p> <p>Know the number of minutes in an hour and the number of hours in a day</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask-and-answer questions about totalling and comparing categorical data</p>	<p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>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)</p>	Mixed
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