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| **Year 2 Programme of Study - *‘Term per page overview’ 2017-2018 FINAL***  |
| **Term** | **National Curriculum requirements**  |
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| **Autumn**  | **1. Number within 100****(2 weeks)** | * use place value and number facts to solve problems
* recognise the place value of each digit in a two-digit number (tens, ones)
* identify, represent and estimate numbers to 100 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
* count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
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| **2. Addition and subtraction of 2-digit numbers****(2 weeks)** | * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
* show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
* 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
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| **3. Addition and subtraction word problems****(2 weeks)** | * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
* 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
* estimate the answer to a calculation and use inverse operations to check answers (Y3)
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| **4. Measures: length****(2 weeks)** | * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales
* compare and order length and record the results using >, < and =
* apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm)
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| **5. Graphs****(1 week)** | * 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
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| **6. Multiplication and division****2, 5 and 10****(3 weeks)** | * 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 multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
* recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
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| **Spring** | **7. Time****(2 weeks)** | * 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
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| **8. Fractions****(2 weeks)** | * 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
* recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
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| **9. Addition and subtraction of 2-digit numbers (regrouping and adjusting)****(2 weeks)** | * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
* show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
* 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
* 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
* estimate the answer to a calculation and use inverse operations to check answers (Y3)
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| **10. Money****(2 weeks)** | * 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
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| **11. Faces, shapes and patterns; lines and turns****(3 weeks)** | * 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]
* identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
* compare and sort common 2-D and 3-D shapes and everyday objects
* 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 anticlockwise)
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| **Summer** | **12. Number within 1000****(1 week)** | * use place value and number facts to solve problems
* identify, represent and estimate numbers to 1000 using different representations (Y3)
* recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3)
* compare and order numbers up to 1000 (Y3)
* read and write numbers up to 1000 in numerals and in words (Y3)
* count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3)
* apply knowledge of numbers to 1000 to read scales
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|  |  **13. Measures: capacity and volume****(2 weeks)** | * choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels
* compare and order volume and capacity and record the results using >, < and =
* apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (°C)
* using known facts to derive new facts (2ml + 2ml =4ml so 200ml + 200ml =400ml)
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| **14. Measures: mass****(1 week)** | * choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
* compare and order mass and record the results using >, < and =
* apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g)
* using known facts to derive new facts (2g + 2g =4g so 200g + 200g =400g)
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| **15. Exploring calculation strategies****(2 weeks)** | * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
* show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
* add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers
* add and subtract numbers with up to two digits, using written methods
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| **16. Multiplication and division****(3x and 4x tables)****(3 weeks)** | * recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3)
* 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 multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
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