|  |  |  |
| --- | --- | --- |
| **Year 2 Programme of Study - *‘Term per page overview’ 2017-2018 FINAL*** | | |
| **Term** | | **National Curriculum requirements** |
|  | |  |
| **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 |
| **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 |
| **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) |
| **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) |
| **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 |
| **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 |

**Year 2 Programme of Study - *‘Term per page overview’ 2017-2018 FINAL***

|  |  |  |
| --- | --- | --- |
| **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 |
| **8. Fractions**  **(2 weeks)** | * recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity * write simple fractions for example, of 6 = 3 * recognise the equivalence of and |
| **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) |
| **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 |
| **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) |

**Year 2 Programme of Study - *‘Term per page overview’ 2017-2018 FINAL***

|  |  |  |
| --- | --- | --- |
| **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 |
|  | **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) |
| **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) |
| **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 |
| **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 |