YEAR 2 Maths Long Term Plan Overview

St Erth School

Place Value	Properties of Number	Addition	Subtraction
- I can understand the value of each digit in a 2 digit number (e.g. tens, ones) - Begin to partition numbers in different ways (e.g. 23=20+3 and 23 =10+13) - I can count in 10s from any number including crossing boundaries into hundreds - I can read and write numbers to at least 100 in numerals and words - I can compare and order numbers from 0 up to 100 using > < and = signs	I can recognise odd and even numbers	2A.5 - I can add any pair of 2-digit numbers using an unstructured number line (e.g. 23+12 = 23 +10+2) 2A. 4 - I can add multiples of 10 to any number using a 100 grid 2A.3 - I can partition a number to add using number bonds to 10 (e.g. 8 + 7 is 8 + 2 + 5; 57 + 5 = 57 + 3 + 2 = 62 2A.2 - I can use related facts to add multiples of 10 and 100 e.g. 6 +3 = 9 so 60+30=902A.1 - I know all number facts upto 20 2A.1 - I know all number facts upto 20	2S.6 - I can subract any pair of 2 digit numbers by counting on (FROG) in 1s and 10s using an unstructured number line 2S.5 - I can takeaway 10s and 1s from a 2-digit number using an unstructured number line 2S.4 - I can count back in multiples of 10s from any 2 digit number using a hundred grid 2S.3 - I can subtract a 1 digit number from a 2-digit number using number facts (e.g. 52-6=52-2-4=46) 2S.2. - I can use related facts to subtract multiples of 10 and 100 e.g. 6 - 4 = 2 so 60 - 40 = 20 2S.1 - I know all subtraction facts to 20

Multiplication	Division	Fractions	Problem Solving
2M.4 - I can multiply using concrete objects, pictorial representations arrays and repeated addition 2M.3 - I can double numbers to 20 and multiples of 10 2M.2 - I can count in 3s 2M.1 - I can count in 2's, 5's and 10's from zero	2D.4 - I can share a quantity of objects e.g. 1/2, 1/3, 1/4 2D.3 - I can relate grouping to division e.g. How many groups of 5 in 20 __ x 5 = 20 and 20 ÷ 5 = ? 2D.2 - I can halve numbers to 40 and multiples of 10 to 100 2D.1 - Using fingers, I can say where a given number is in the 2s, 5s or 10s e.g. 8 is the fourth number when I count in 2s	- I can count in halves and quarters up to 10 recognising that fractions are numbers between whole numbers - I can recognise the equivalence of 2/4 to 1/2 - I can recognise, find, name and write fractions 1/3 1/4 2/4 and 3/4 of a length, shape, set of objects or quantity	- I can solve multiplication and division 1 step word problems using concrete apparatus (2, 5 and 10 x tables only) - I can solve multiplication and division problems using pictures and diagrams - I can solve simple word problems involving addition and subtraction with numbers up to 50 - I can solve missing number problems for addition and subtraction with numbers up to 20 - I understand the relationship between addition and subtraction (e.g. 3+7=10, 10-7=3 and 7=10-3

Position and Direction	Percentages and Ratio	Statistics	Time
- I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) - I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line - I can order and arrange combinations of mathematical objects in patterns and sequences		- I can answer questions by comparing information in simple bar charts e.g. Which has the most? How much altogether? - I can interpret and construct simple pictograms and block diagrams - I can interpret and construct simple tally charts and tables - I can answer simple questions about quantities from looking at pictograms and block charts (scale of 1 or 2) - I can answer simple questions about quantities from looking at tally charts and simple tables	- I can tell and write the time to 5 minutes and draw the hands on a clock face to show these times - I can read and write the time on an analogue clock for quarter past and quarter to - I can compare and sequence intervals of time - Use vocabulary such as quicker, slower etc. - I know how many hours there are in a day and how many minutes in an hour

Decimals	Shape	Measurement	
	- I can compare and sort common 2D and 3D shapes - I can identify 2D shapes on the surface of 3D shapes e.g. a circle on a cylinder - I can identify, describe and sort 3D shapes by talking about the number of faces, edges and vertices - I can identify, describe and sort 2D shapes by naming them, talking about the number of sides and showing a vertical line of symmetry	- I can compare and order measures and record < > and = - I can find different combinations of coins that equal the same amounts - I can combine amounts to make a particular value e.g. make 3p using a 2p and 1p - I can recognise and use symbols for £ and p - I can choose appropriate units of measure to estimate length, height, mass and capacity - I can measure using appropriate equipment e.g. ruler, weighing scales, measuring jug	