

Consett Infant School Mathematics Planning Year 2

	Autumn Term	Spring Term	Summer Term
	Emerging	Developing	Secure
Number and Place Value	<ul style="list-style-type: none"> • Begin to count in steps of 2 from 0 forwards • Begin to count in steps of 2 backwards to 0. • Count in tens from any number. • Recognise the value of each digit in a 2 digit number(tens and ones) • Identify and represent numbers up to 100- including using number line. • Use language such as equal to, more than , less than, most, least. • Begin to compare and order numbers from 0 to 100. • Use an = sign. • Read and write numerals to 100. • Begin to use number facts to solve problems. 	<ul style="list-style-type: none"> • Count in steps of 5 from 0, forwards and backwards. • Recognise the value of each digit in 2 digit number. • Estimate numbers up to 100 with increasing confidence. • Compare and order numbers to 100. • Begin to use < , > and = signs when comparing numbers. • Read and write numbers to at least 50 in words. • Use number facts to solve problems. 	<ul style="list-style-type: none"> • Count in multiple of 2 forwards and backwards. • Count in multiples of 5 forwards and backwards. • Count in multiples of 5 forwards and backwards. • Count in multiples of 10 from any given number to 100 forwards and backwards. • Count in multiples of 3 to at least 30. • Recognise the value of each digit in a 2 digit number. • Identify and represent numbers in different ways- including the numberline. • Estimate numbers . • Compare and order numbers from 0 to 100 using = , < and >. • Read numbers to at least 100 in numerals. • Read numbers to at least 100 in words. • Write numbers to at least 100 in words. • Write numbers to at least 100 in numerals. • Use place value and number facts to solve problems.

Addition and Subtraction	<ul style="list-style-type: none"> • Recall addition facts to 50. • Recall subtraction facts to 50. • Use related addition and subtraction facts up to 50. • Add and subtract using pictorial representations. • Add and subtract using concrete objects. • Add and subtract mentally. • Add a single digit number to a 2 digit number • Subtract a single digit number from a 2 digit number. • Add three single digit numbers • Recognise that a smaller number can only be subtracted from a larger number. 	<ul style="list-style-type: none"> • Begin to solve 1 and 2 step problems using addition and subtraction. • Use concrete materials and pictorial representations to add and subtract. • Add and subtract in context. • Apply knowledge of mental methods for addition. • Apply knowledge of mental methods for subtraction. • Use related facts for addition and subtraction to 100. • Add/ subtract tens to a 2 digit number. • Show addition can be done in any order. • Use number lines to solve addition and subtraction problems. • Begin to use column methods for addition and subtraction • Recognise and use inverses to solve problems. • Use inverses to solve missing number problems. 	<ul style="list-style-type: none"> • Solve problems with addition and subtraction. • Use concrete materials and pictorial representations to add and subtract numbers, quantities and measures. • Apply knowledge of mental and written methods to record addition and subtraction. • Recall addition and subtraction facts to 20 and derive and use related facts to 100. • Add and subtract numbers using concrete materials, pictorial representations and mentally including: • Adding and subtracting a single digit number to a 2 digit number. • Adding and subtracting tens numbers to a 2 digit number. • Adding and subtracting two 2 digit numbers(not bridging 10) • Adding three one digit numbers. • Show how addition can be done in any order and subtraction cannot. • Recognise the inverse relationship between addition and subtraction and use this to check calculations. • Use inverses to solve missing number problems.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Multiplication and Division</p>	<ul style="list-style-type: none"> • Recall multiplication facts for the 2X table. • Recall division facts for 2X table. • Recall multiplication facts for 10x table. • Recall division facts for 10X table. • Recognise odd and even numbers to 50. • Begin to calculate multiplications and record using X and = • Begin to calculate division and record using ÷ and = • Explore multiplication using concrete objects, arrays and pictorial representations. • Explore division using concrete objects, arrays and pictorial representations. 	<ul style="list-style-type: none"> • Recall multiplication facts for the 5X table. • Recall division facts for 5X table. • Recognise odd and even numbers to at least 100. • Count in multiples of 3 to at least 30. • Calculate multiplication statements and record using X and =. • Calculate division statements and record using ÷ and = • Show how multiplication can be carried out in any order. • Begin to show how division of one number by another can only be carried out by dividing the larger number by the smaller number. • Solve problems using multiplication and division using materials, arrays, repeated addition, mental methods, multiplication and division facts. 	<ul style="list-style-type: none"> • Recall multiplication and division facts for 2X table • Recall multiplication and division facts for 5X table. • Recall multiplication and division facts for 10x table • Recognise odd and even numbers to at least 100. • Calculate multiplication and division statements and record them using X, ÷ and =. • Show that multiplication of 2 numbers can be done in any order. • Show how division can only be carried out by dividing the larger number by the smaller number. • Solve problems, including those in context, involving multiplication and division by using materials, arrays, repeated addition, mental methods, multiplication and division facts
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fractions</p>		<ul style="list-style-type: none"> • Recognise and find $\frac{1}{4}$ of a length, shape, set of objects or a quantity. • Recognise and find $\frac{2}{4}$ of a length, shape, set of objects or a quantity, • Recognise and find $\frac{3}{4}$ of a length, shape, set of objects or a quantity. • Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • Begin to write simple fractions i.e. $\frac{1}{2}$ of 4 is 2. 	<ul style="list-style-type: none"> • Recognise, find, name and write fractions: $\frac{1}{4}$, $\frac{1}{3}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or a quantity. • Write simple fractions i.e. $\frac{1}{2}$ of 6 = 3. • Recognise equivalence i.e. $\frac{1}{2} = \frac{2}{4}$

Measures	<ul style="list-style-type: none"> • Choose and use appropriate standard units to measure length(m/cm)using rulers • Use appropriate associated vocabulary when measuring ie longer/shorter, double/ half • Begin to sequence intervals of time • Begin to read and write the time to quarter past • Begin to draw hands on a clock face to show quarter past • Understand the number of minutes in an hour. • Begin to understand the number of hours in a day • Recognise language associated with dates i.e. days of the week, weeks, months, years 	<ul style="list-style-type: none"> • Choose and use appropriate standard units to measure mass (kg/g) using scales • Begin to use thermometers and recognise °C • Compare length/mass/capacity and use < and> to record results. • Recognise and use symbols for pounds £ and pence p and begin to solve simple problems involving money. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems involving addition and subtraction of money of the same unit. • Find change from a given amount. • Tell the time to quarter to and draw hands on the clock face to show these. • Begin to tell the time to 5 minute intervals. 	<ul style="list-style-type: none"> • Choose appropriate standard units to estimate and measure length/height; mass; temperature; capacity to the nearest appropriate unit • Use rulers, scales, thermometers and measuring vessels • Compare and order mass, length, capacity and record results using < > and =. • Reason about simple multiplicative relationships i.e. twice as long/ ten times heavier • Recognise symbols for pounds and pence and combine amounts to make a particular value • Find different combinations of coins that equal the same amount of money. • Solve simple problems in a practical context which involve addition and subtraction of money of the same unit including giving change. • Compare and sequence intervals of time. • Tell and write the time to five minutes including quarter past/ quarter to the hour - raw 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.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geometry Properties of Shape</p>	<ul style="list-style-type: none"> • Begin to identify and describe the properties of 2D shapes, including the number of sides. • Begin to compare and sort common 2D and 2D shapes. 	<ul style="list-style-type: none"> • Identify and describe the properties of 3D shapes. • Identify 2D shapes on the surface of 3D shapes. • Compare and sort everyday objects, 3D shapes according to their geometric properties. • Begin to identify vertical lines of symmetry in 2D shapes 	<ul style="list-style-type: none"> • Identify and describe the properties of 2D shapes including the number of sides and a vertical line of symmetry on a wide range of shapes. • Identify and describe the properties of 3D shapes including the number of edges, vertices, and faces on a wide range of shapes. • Identify 2D shapes on the surface of a wide range of 3D shapes. • Compare and sort 2D shapes on the basis of their properties. • Compare and sort 3D shapes on the basis of their properties.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geometry Position and Direction</p>	<ul style="list-style-type: none"> • Consolidate year 1 language of position and direction e.g. forwards, backwards, up down etc. • Order combinations of mathematical objects in patterns and sequences. • Begin to understand rotation as a turn - $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. 	<ul style="list-style-type: none"> • Use mathematical vocabulary to describe position. • Use mathematical vocabulary to describe movement on a straight line - distinguish between $\frac{1}{4}$ turns, $\frac{1}{2}$ turns and $\frac{3}{4}$ turns. 	<ul style="list-style-type: none"> • Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical vocabulary to describe position. • Use mathematical vocabulary to describe movement in a straight line. • Use mathematical vocabulary to describe rotation in terms of right angles for $\frac{1}{4}$ turns, $\frac{1}{2}$ turns and $\frac{3}{4}$ turns. • Use terms clockwise and anticlockwise to describe rotation

Statistics	<ul style="list-style-type: none"> • Interpret and construct simple pictograms. • Interpret and construct tally charts. • Begin to interpret and construct block diagrams. • Ask and answer simple questions by counting the number of objects . 	<ul style="list-style-type: none"> • Interpret and construct simple tally charts • Interpret and construct simple block diagrams. • Interpret and construct simple tables. • Ask and answer simple questions by counting the number of objects in each category. • Ask and answer simple questions by sorting and counting the objects in categories. • Ask and answer questions about totalling. • Begin to compare categorical data. 	<ul style="list-style-type: none"> • Interpret simple pictograms. • Construct simple pictograms. • Interpret and construct tally charts. • Interpret and construct block diagrams where the scale is divided into 2s. • Interpret and construct block diagrams where the scale is divided into 5s. • Interpret and read simple tables. • Ask and answer simple questions by counting the number of objects in each category. • Ask and answer simple questions by sorting by quantities. • Ask and answer questions about totalling and comparing categorical data.
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