

St Paul's C of E Primary School

Maths Long Term Plan Year 2

| DOMAINS | TERM 1 | TERM 2 | TERM 3 |
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| NUMBER AND PLACE VALUE | <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two-digit number (tens, ones). • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100; use and = signs. • Round numbers to at least 100 to the nearest 10. • Use place value and number facts to solve problems. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Find 1 or 10 more or less than a given number. • Partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) | <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals. • Recognise the place value of each digit in a two-digit number (tens, ones). • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100; use and = signs. • Find 1 or 10 more or less than a given number. • Round numbers to at least 100 to the nearest 10. | <ul style="list-style-type: none"> • Recognise the place value of each digit in a two-digit number (tens, ones). • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100; use and = signs. • Round numbers to at least 100 to the nearest 10. • Use place value and number facts to solve problems. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Find 1 or 10 more or less than a given number. • Partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$). |
| ADDITION & SUBTRACTION | <ul style="list-style-type: none"> • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • 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 | <ul style="list-style-type: none"> • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and | <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <ul style="list-style-type: none"> • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • 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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| | <p>and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Understand subtraction as take away | <p>ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying the |
| MULTIPLICATION & DIVISION | <ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Understand multiplication as repeated addition. • 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. • Calculate mathematical statements for multiplication (using repeated addition) within the multiplication tables and write them using the multiplication (\times), and equals (=) signs. • Compare and sort numbers according to their properties. | <ul style="list-style-type: none"> • Understand multiplication as repeated addition. • Show that multiplication of two numbers can be done in any order (commutative). • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Understand the connection between the 10 multiplication table and place value. • Calculate mathematical statements for multiplication (using repeated addition) within the multiplication tables and write them using the multiplication (\times) and equals (=) signs. • Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | <ul style="list-style-type: none"> • Understand multiplication as repeated addition. • Understand division as sharing and grouping. • 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. • Understand the connection between the 10 multiplication table and place value. • Calculate mathematical statements for multiplication (using repeated addition) and division within the multiplication tables and write them using the multiplication (\times), division (\div) 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. |
| FRACTIONS | <ul style="list-style-type: none"> • Understand and use the terms numerator and denominator. • Understand that a fraction can describe part of a set. • Understand that the larger the | <ul style="list-style-type: none"> • Understand and use the terms numerator and denominator. • Understand that a fraction can describe part of a set. • Understand that the larger the | <ul style="list-style-type: none"> • Understand and use the terms numerator and denominator. • Understand that a fraction can describe part of a set. • Understand that the larger the |

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| | <p>denominator is, the more pieces it is split into and therefore the smaller each part will be.</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$ and of a length, shape, set of objects or quantity. | <p>denominator is, the more pieces it is split into and therefore the smaller each part will be.</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and of a length, shape, set of objects or quantity. • Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$. • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. | <p>denominator is, the more pieces it is split into and therefore the smaller each part will be.</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and of a length, shape, set of objects or quantity. • Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$. • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. |
| MEASUREMENT | <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels. • Compare and order volume/capacity and record the results using $>$, $<$ and $=$. • 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. • Add and subtract money of the same unit, including giving change. • Solve simple problems in a practical context involving addition and subtraction of money. • 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. | <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales. • Compare and order mass and record the results using $>$, $<$ and $=$. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • 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. • Add and subtract money of the same unit, including giving change. • Solve simple problems in a practical context involving addition and subtraction of money. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers. • Compare and order lengths and record the results using $>$, $<$ and $=$. • Choose and use appropriate standard | <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels. • Compare and order volume/capacity and record the results using $>$, $<$ and $=$. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers. • Compare and order lengths and record the results using $>$, $<$ and $=$. • Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales. • Compare and order mass and record the results using $>$, $<$ and $=$. • 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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| | <ul style="list-style-type: none"> • Compare and sequence intervals of time. | <p>units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</p> <ul style="list-style-type: none"> • Compare and order mass and record the results using $>$, $<$ and $=$. <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> <ul style="list-style-type: none"> • Know the number of minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time. • 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) | |
| GEOMETRY | <ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • 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 3-D shapes, including the number of edges, vertices and faces. • Compare and sort common 2-D and 3-D shapes and everyday objects. | <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line_</p> <ul style="list-style-type: none"> • 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 3-D shapes, including the number of edges, vertices and faces. • Compare and sort common 2-D and 3-D shapes and everyday objects. | <ul style="list-style-type: none"> • Compare and sort common 2-D and 3-D shapes and everyday objects. • Compare and sort numbers according to their properties. • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • 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 3-D shapes, including the number of edges, vertices and faces. • Compare and sort common 2-D and 3-D shapes and everyday objects. |
| STATISTICS | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer questions about totalling and comparing categorical data. | <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer questions about totalling and comparing categorical data. |

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| | <p>categories by quantity.</p> <ul style="list-style-type: none"> • Ask and answer questions about totalling and comparing categorical data. • Understand subtraction as take away and difference (how many more, how many less/fewer). | | |
| REVIEW/ASSESSMENT | Rising Stars Domain Tests | Rising Stars Domain Tests | KS2 SATS |