

## St Paul's C of E Primary School

### Maths Long Term Plan Year 2

DOMAINS	TERM 1	TERM 2	TERM 3
<b>NUMBER AND PLACE VALUE</b>	<ul style="list-style-type: none"> <li>• Read and write numbers to at least 100 in numerals and in words.</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> <li>• Compare and order numbers from 0 up to 100; use and = signs.</li> <li>• Round numbers to at least 100 to the nearest 10.</li> <li>• Use place value and number facts to solve problems.</li> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>• Find 1 or 10 more or less than a given number.</li> <li>• Partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>)</li> </ul>	<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"> <li>• Read and write numbers to at least 100 in numerals.</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> <li>• Compare and order numbers from 0 up to 100; use and = signs.</li> <li>• Find 1 or 10 more or less than a given number.</li> <li>• Round numbers to at least 100 to the nearest 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>• Identify, represent and estimate numbers using different representations, including the number line.</li> <li>• Compare and order numbers from 0 up to 100; use and = signs.</li> <li>• Round numbers to at least 100 to the nearest 10.</li> <li>• Use place value and number facts to solve problems.</li> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>• Find 1 or 10 more or less than a given number.</li> <li>• Partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>).</li> </ul>
<b>ADDITION &amp; SUBTRACTION</b>	<ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• 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.</li> <li>• Solve problems with addition and subtraction: - using concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and</li> </ul>	<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"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• 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.</li> </ul>

	<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"> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>• Understand subtraction as take away</li> </ul>	<p>ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying the</li> </ul>
<b>MULTIPLICATION &amp; DIVISION</b>	<ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>• Understand multiplication as repeated addition.</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. •</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>• Calculate mathematical statements for multiplication (using repeated addition) within the multiplication tables and write them using the multiplication (<math>\times</math>), and equals (=) signs. • Compare and sort numbers according to their properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand multiplication as repeated addition.</li> <li>• Show that multiplication of two numbers can be done in any order (commutative). •</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>• Understand the connection between the 10 multiplication table and place value.</li> <li>• Calculate mathematical statements for multiplication (using repeated addition) within the multiplication tables and write them using the multiplication (<math>\times</math>) and equals (=) signs.</li> <li>• Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand multiplication as repeated addition.</li> <li>• Understand division as sharing and grouping.</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>• Understand the connection between the 10 multiplication table and place value.</li> <li>• Calculate mathematical statements for multiplication (using repeated addition) and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
<b>FRACTIONS</b>	<ul style="list-style-type: none"> <li>• Understand and use the terms numerator and denominator. •</li> <li>Understand that a fraction can describe part of a set.</li> <li>• Understand that the larger the</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the terms numerator and denominator.</li> <li>• Understand that a fraction can describe part of a set.</li> <li>• Understand that the larger the</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the terms numerator and denominator.</li> <li>• Understand that a fraction can describe part of a set.</li> <li>• Understand that the larger the</li> </ul>

	<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"> <li>• Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and of a length, shape, set of objects or quantity.</li> </ul>	<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"> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and of a length, shape, set of objects or quantity.</li> <li>• Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>• Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</li> </ul>	<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"> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and of a length, shape, set of objects or quantity.</li> <li>• Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>• Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</li> </ul>
MEASUREMENT	<ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels.</li> <li>• Compare and order volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• Recognise and use symbols for pounds (£) and pence (p).</li> <li>• Combine amounts to make a particular value.</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> <li>• Add and subtract money of the same unit, including giving change.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money.</li> <li>• 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.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</li> <li>• Compare and order mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>• Recognise and use symbols for pounds (£) and pence (p).</li> <li>• Combine amounts to make a particular value.</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> <li>• Add and subtract money of the same unit, including giving change.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money.</li> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.</li> <li>• Compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• Choose and use appropriate standard</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels.</li> <li>• Compare and order volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.</li> <li>• Compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</li> <li>• Compare and order mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li>• 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.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> <li>• Compare and sequence intervals of time.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and sequence intervals of time.</li> </ul>	<p>units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</p> <ul style="list-style-type: none"> <li>• Compare and order mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul> <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"> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> <li>• Compare and sequence intervals of time.</li> <li>• 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)</li> </ul>	
GEOMETRY	<ul style="list-style-type: none"> <li>• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>• Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).</li> <li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>	<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"> <li>• Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).</li> <li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> <li>• Compare and sort numbers according to their properties.</li> <li>• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>• Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).</li> <li>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
STATISTICS	<ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>• Ask and answer questions about totalling and comparing categorical data.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>• Ask and answer questions about totalling and comparing categorical data.</li> </ul>

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