Year 2 Maths Long Term Plan

Our Rationale:
At Courthill, we encourage children to become **confident** and **enthusiastic** mathematicians. We understand the importance of not capping the children's abilities and because of this, the children are inspired to be the best mathematicians they can be. It is our ethos, vision and our drive for ALL children to succeed at Courthill and as a result children enjoy mathematics and become life-long learners in the subject.

Our planning is based on small steps. Each year group develops a long term overview of the progression over the year before breaking this down into medium and short term planning. Through the longer term planning, mathematical concepts are carefully sequenced across the three year groups and will build on mathematical knowledge systematically over time. Each lesson is designed to work through the topic in small steps. It is of great importance to us at Courthill that the small steps build upon one another and this leads to a logical path for children to follow and therefore prevents gaps in knowledge. When teaching a new skill for the first time we follow the 'Gradual Release of Responsibility' model. This model follows the 'I do, we do, you do and you do it alone' ethos and it supports the transference of a skill into the children's long term memory.

Topic	Autumn 1 - Around the World - 7 weeks	Autumn 2 – Amazing Achievers - 7 weeks	Spring 1 – 5,4,3,2,1 Blast Off - 6 weeks	Spring 2 - - 6 weeks	Summer 1 – 6 weeks	Summer 2 GFoL 7 weeks
Maths Topics	**Place Value x 4 weeks** - *Count objects by making 10s, recognise tens and ones, partitioning using a PV chart, read and write numbers in words* - *Flexibly partition, representing numbers on a number line* - *Estimating, representing on a number line, comparing, ordering numbers, counting in 2s, 5s, 10s* - *Counting in 3s* **Addition and Subtraction x 3 weeks** - *Number bonds and related facts* - *Add by making 10, add 3 single digits, add to next 10* - *Adding across 10, subtract from a multiple of 10, subtract 1 digit from 2 digit*	**Addition and Subtraction cont. x3 weeks** - *Add and subtract 10 and multiples of 10, add two 2 digit numbers* - *Subtract two 2 digit numbers* - *Missing number problems* **Money x 1 week** - *Finding amounts in different ways* **Time x 1 week** - *15 minute intervals* **Shape x 2 weeks** - *Recognise 2D and 3D shapes, count sides/vertices on 2D shapes, count faces/edges on 3D shapes* - *Lines of symmetry, sort and compare 2D/3D shapes*	**Shape cont. – X3 lessons (lines of symmetry, comparing)** **Bridging across 10 for addition and subtraction x 5 lessons** **Multiplication and Division x 4 weeks** - *Recognise equal groups, add equal groups, write multiplication sentences, describe arrays* - *Describe and draw arrays, divide by sharing/grouping* - *Apply and solve problems for x2 tables and x10 tables* - *Apply and solve problems for x5 tables, recognise link between x5 and x10 tables*	**Fractions x 3 weeks** **Mass, capacity and temperature x 2 weeks** **Length and Height x 1 week**	**Money** *Finding change and money recap* **Word Problems** **Statistics** *-drawing and interpreting block graphs, tally charts and pictograms* **SATs** **Position and Direction** - *Clockwise, anti-clockwise turns, following and giving directions, making patterns*	**Time –** 5 minute intervals **Place Value of Larger Numbers** **Consolidation dependent on need of cohort/SATs**
National Curriculum Objective	• Recognise place value of each digit in a two-digit number. • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0-100; use < > = signs • Read and write numbers to at least 100 in numerals and words. • Count in steps of 2, 3, 5 from 0 and 10 from any number forwards and backwards. • Use place value and number facts to solve problems • Recall and use addition/subtraction facts to 20 and derive and used related facts 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 • Show that addition of two numbers can be done in any order (commutative and subtraction of one number from another cannot • Solve problems with addition and subtraction	• 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 • Recognise inverse relationship between + and – • Solve problems with addition and subtraction • Recognise symbols for £ and p; combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Identify/describe the properties of 2D/3D shapes including line of symmetry in 2D. • Identify 2D shapes on surface of 3D shapes. • Compare/sort common 2D and 3D shapes. • Tell and write the time to 5 mins, 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.	• 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 • Recall/use multiplication/division facts for 2, 5 and 10 tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x) and division (÷) and equals (=) signs • Show the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	• Recognise, find and write fractions 1/3, 1/4, 2/4, 3/2 of a length, shape or quantity. • Write simple fractions e.g. ½ of 6 = 3 and recognise equivalence of 2/4 and 1/2. • Choose and use appropriate standard units to estimate and measure. • Compare and order measurements using < > =	• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • Interpret/construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions from a chart. • Ask/answer questions about totalling and comparing data. • Use mathematical vocab to describe position and direction including turns in clockwise and anti-clockwise directions. • Order and arrange combinations of mathematical objects in patterns and sequences	• Tell and write the time to 5 mins, including quarter past/to the hour and draw the hands on a clock face to show these times