YEAR 2 MATHEMATICS LONG-TERM OVERVIEW

2023-2024

AUTUMN 1

NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION
• To recognise the place value of each digit in a two-digit number (tens, ones) • To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • To identify, represent and estimate numbers using different representations, including the number line • To compare and order numbers from 0 up to 100; use < > and = signs • To read and write numbers to at least 100 in numerals and in words • To use place value and number facts to solve problems	• To solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures and by applying their increasing knowledge of mental and written methods • To recall and use addition and subtraction facts to 20 fluently • To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - adding three one-digit numbers • To show that addition of two numbers can be done in any order (commutative) • To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

AUTUMN 2

FRACTIONS	TIME	MULTIPLICATION AND DIVISION	SHAPE
• To recognise, find, name and write fractions ⅓, ½, and ¼ of a shape or number • To write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of half fractions (1/2 = 2/4)	• To 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 • To know the number of minutes in an hour and the number of hours in a day	• To understand that repeated addition is the same as multiplication • To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources • To know that multiplication of 2 numbers can be done in any order (commutative)	• To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

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SPRING 1

PLACE VALUE	ADDITION AND SUBTRACTION	LENGTH AND HEIGHT
• To partition numbers into hundreds, tens and units. I know what each digit represents in a 2 or 3-digit number • To identify, represent and estimate numbers using different representations, including the number line • To compare and order numbers from 0 up to 100; use < > and = signs • To read and write numbers to at least 100 in numerals and in words • To use place value and number facts to solve problems	• To add and subtract numbers using concrete objects, pictorial representations, and mentally - a two-digit number and tens and two two-digit numbers • To show that addition of two numbers can be done in any order (commutative)	• To choose and use appropriate standard units to measure length/height (cm/m) using a ruler or measuring tape • To compare and order lengths/height using < > and =

SPRING 2

MULTIPLICATION & DIVISION	STATISTICS	MONEY
• To understand that repeated addition is the same as multiplication • To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources • To know that multiplication of 2 numbers can be done in any order (commutative). • To recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables • To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	• To interpret and construct simple pictograms, tally charts, block diagrams and simple tables • To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • To ask and answer questions about totalling and comparing categorical data	• To recognise and use symbols for pounds (£) and pence (p) • To combine amounts to make a particular value • To find different combinations of coins that equal the same amounts of money • To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

YEAR 2 MATHEMATICS LONG-TERM OVERVIEW

2023-2024

SUMMER 1

NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION	MEASURES g, ml, cm
• To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • To recognise the place value of each digit in a two-digit number (tens, ones) • To identify, represent and estimate numbers using different representations, including the number line • To compare and order numbers from 0 up to 100; use < > and = signs • To read and write numbers to at least 100 in numerals and in words • To use place value and number facts to solve problems • To add 2 2-digit numbers by partitioning into tens and ones • To compare 2 2-digit numbers	• To add and subtract numbers using concrete objects, pictorial representations, and mentally - a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers • To show that addition of two numbers can be done in any order (commutative) • To solve mixed addition and subtraction calculations • To solve missing number addition and subtraction calculations	• To choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • To compare and order mass, volume/capacity and record the results using >, < and = • To solve calculations using the four operations with volume and capacity

SUMMER 2

MULTIPLICATION & DIVISION	MONEY	FRACTIONS	TIME	POSITION
• To understand that repeated addition is the same as multiplication • To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources • To know that multiplication of 2 numbers can be done in any order (commutative) • To recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables • To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • To know how to multiply with a factor of 0 or 1 • To be able to reason within division	• To recognise and use symbols for pounds (£) and pence (p) • To combine amounts to make a particular value • To find different combinations of coins that equal the same amounts of money • To solve 1-step and 2-step problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• To recognise, find, name and write fractions ⅓, ½, ¾ and ¼ of a shape • To write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of half fractions 1/2 = 2/4) • To count on and back in steps of ½ and ¼	• To 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. • To know the number of minutes in an hour and the number of hours in a day. • To solve time problems	• To order and arrange combinations of mathematical objects in patterns and sequences • To 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 anticlockwise)