

# YEAR 2 MATHEMATICS LONG-TERM OVERVIEW

2023-2024



## AUTUMN 1

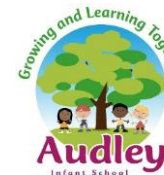
NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION
<ul style="list-style-type: none"> <li>To recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>To identify, represent and estimate numbers using different representations, including the number line</li> <li>To compare and order numbers from 0 up to 100; use <math>&lt;</math> <math>&gt;</math> and <math>=</math> signs</li> <li>To read and write numbers to at least 100 in numerals and in words</li> <li>To use place value and number facts to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>To recall and use addition and subtraction facts to 20 fluently</li> <li>To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:                             <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>adding three one-digit numbers</li> </ul> </li> <li>To show that addition of two numbers can be done in any order (commutative)</li> <li>To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>

## AUTUMN 2

FRACTIONS	TIME	MULTIPLICATION AND DIVISION	SHAPE
<ul style="list-style-type: none"> <li>To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, and <math>\frac{1}{4}</math> of a shape or number</li> <li>To write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of half fractions (<math>\frac{1}{2} = \frac{2}{4}</math>)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>To 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>To understand that repeated addition is the same as multiplication</li> <li>To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources</li> <li>To know that multiplication of 2 numbers can be done in any order (commutative)</li> </ul>	<ul style="list-style-type: none"> <li>To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>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]</li> </ul>

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## SPRING 1

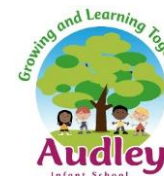
PLACE VALUE	ADDITION AND SUBTRACTION	LENGTH AND HEIGHT
<ul style="list-style-type: none"> <li>To partition numbers into hundreds, tens and units. I know what each digit represents in a 2 or 3-digit number</li> <li>To identify, represent and estimate numbers using different representations, including the number line</li> <li>To compare and order numbers from 0 up to 100; use <math>&lt;</math> <math>&gt;</math> and <math>=</math> signs</li> <li>To read and write numbers to at least 100 in numerals and in words</li> <li>To use place value and number facts to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>To add and subtract numbers using concrete objects, pictorial representations, and mentally - a two-digit number and tens and two two-digit numbers</li> <li>To show that addition of two numbers can be done in any order (commutative)</li> </ul>	<ul style="list-style-type: none"> <li>To choose and use appropriate standard units to measure length/height (cm/m) using a ruler or measuring tape</li> <li>To compare and order lengths/height using <math>&lt;</math> <math>&gt;</math> and <math>=</math></li> </ul>

## SPRING 2

MULTIPLICATION & DIVISION	STATISTICS	MONEY
<ul style="list-style-type: none"> <li>To understand that repeated addition is the same as multiplication</li> <li>To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources</li> <li>To know that multiplication of 2 numbers can be done in any order (commutative).</li> <li>To recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables</li> <li>To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> </ul>	<ul style="list-style-type: none"> <li>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>To ask and answer questions about totalling and comparing categorical data</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use symbols for pounds (£) and pence (p)</li> <li>To combine amounts to make a particular value</li> <li>To find different combinations of coins that equal the same amounts of money</li> <li>To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>

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SUMMER 1		
NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION	MEASURES g, ml, cm
<ul style="list-style-type: none"> <li>To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>To recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>To identify, represent and estimate numbers using different representations, including the number line</li> <li>To compare and order numbers from 0 up to 100; use <math>&lt;</math> <math>&gt;</math> and <math>=</math> signs</li> <li>To read and write numbers to at least 100 in numerals and in words</li> <li>To use place value and number facts to solve problems</li> <li>To add 2 2-digit numbers by partitioning into tens and ones</li> <li>To compare 2 2-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>To show that addition of two numbers can be done in any order (commutative)</li> <li>To solve mixed addition and subtraction calculations</li> <li>To solve missing number addition and subtraction calculations</li> </ul>	<ul style="list-style-type: none"> <li>To choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>To compare and order mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>To solve calculations using the four operations with volume and capacity</li> </ul>

SUMMER 2				
MULTIPLICATION & DIVISION	MONEY	FRACTIONS	TIME	POSITION
<ul style="list-style-type: none"> <li>To understand that repeated addition is the same as multiplication</li> <li>To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources</li> <li>To know that multiplication of 2 numbers can be done in any order (commutative)</li> <li>To recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables</li> <li>To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> <li>To know how to multiply with a factor of 0 or 1</li> <li>To be able to reason within division</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use symbols for pounds (£) and pence (p)</li> <li>To combine amounts to make a particular value</li> <li>To find different combinations of coins that equal the same amounts of money</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> and <math>\frac{1}{4}</math> of a shape</li> <li>To write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of half fractions <math>\frac{1}{2} = \frac{2}{4}</math></li> <li>To count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>To know the number of minutes in an hour and the number of hours in a day.</li> <li>To solve time problems</li> </ul>	<ul style="list-style-type: none"> <li>To order and arrange combinations of mathematical objects in patterns and sequences</li> <li>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)</li> </ul>