Year 2 Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	**Unit 1** Numbers 10 to 100				**Unit 2** Calculations within 20		**Unit 2**	**Unit 3** Fluently add and subtract within 10	**Unit 4** Addition and subtraction of two-digit numbers (1)		**Unit 5** Introduction to multiplication		
Spring	**Unit 5** Introduction to multiplication				**Unit 6** Introduction to division	**Unit 6** Introduction to division	**Unit 7** Shape		**Unit 8** Addition and subtraction of two-digit numbers (2)				
Summer	**Unit 9** Money	**Unit 10** Fractions		**Unit 11** Time	**Unit 12** Position and direction	**Unit 13**	**Unit 13** Multiplication and division – doubling and halving		**Unit 14** Capacity, volume and mass		Consolidation		

Statistics taught throughout the curriculum and through cross curricular links.

Number	Measurement	Geometry	Statistics

Year 2 maths curriculum map

COVID Recovery Curriculum
NCETM prioritisation curriculum/ NCETM spines/ White Rose SOL/ DFE Ready to Progress criteria have all been used to support the planning, teaching and learning of mathematics.

Rough suggestions are given for the intended length of each unit, but teachers are expected to adjust according to the needs and prior learning of their pupils.

Unit	Unit name	Learning outcomes	Links with other resources
1 (4 weeks)	**Numbers 10 to 100** **NCETM prioritisation unit 1**	1) Pupils explain that one ten is equivalent to ten ones 2) Pupils represent multiples of ten using their numerals 3) Pupils represent multiples of ten using their numerals and names 4) Pupils represent multiples of ten in an expression or an equation 5) Pupils estimate the position of multiples of ten on a 0-100 number line 6) Pupils explain what happens when you add and subtract ten to a multiple of ten 7) Pupils use knowledge of facts and unitising to add and subtract multiples of ten 8) Pupils add and subtract multiples of ten 9) Pupils explore the counting sequence for counting to 100 and beyond 10) Pupils count a large group of objects by counting groups of tens and the extra ones 11) Pupils count a large group of objects by using knowledge of unitising by counting tens and ones 12) Pupils represent a number from 20-99 in different ways 13) Pupils explain and mark the position of numbers 20-99 on a number line 14) Pupils explain that numbers 20-99 can be represented as a length 15) Pupils compare two, two-digit numbers 16) Pupils partition a two-digit number into tens and ones 17) Pupils to partition two-digit numbers and use this to write addition and subtraction calculations. https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-1-numbers-10-to-100/	2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. 1.8 Composition of numbers: multiples of 10 up to 100 1.9 Composition of numbers: 20–100 White Rose – place value
2 (3 weeks)	**Calculations within 20** **NCETM prioritisation unit 2**	1) Pupils add three addends 2) Pupils use a ‘First... Then… Now” story to add 3 addends 3) Pupils explain that addends can be added in any order 4) Pupils add 3 addends efficiently 5) Pupils add 3 addends efficiently by finding two addends that total 10 6) Pupils add two numbers that bridge through 10 7) Pupils subtract two numbers that bridge through 10 8) Pupils compare numbers and describe how many more or less there are in each set 9) Pupils calculate the difference 10) Pupils use knowledge of subtraction to solve problems in a range of contexts 11) Pupils explain what the difference is between consecutive numbers	2AS–1 Add and subtract across 10. 2AS–2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”. 1.11 Addition and subtraction: bridging 10 1.12 Subtraction as difference White Rose – addition and subtraction

		12) Pupils calculate difference when information is presented in a pictogram 13) Pupils calculate difference when information is presented in a bar chart https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-2-calculations-within-20/	
3 (1 week)	**Fluently add and subtract within 10** **NCETM prioritisation unit 3**	1) Pupils demonstrate their fluency of addition and subtraction within ten 2) Pupils practise addition and subtraction strategies as required https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-3-fluently-add-and-subtract-within-10/	2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. 1.7 Addition and subtraction: strategies within 10
4 (2 weeks)	**Addition and subtraction of two-digit numbers (1)** **NCETM prioritisation unit 4**	1) Pupils add and subtract one to and from a two-digit number 2) Pupils add and subtract one to and from a two-digit number that crosses a tens boundary 3) Pupils add and subtract one from any two-digit number 4) Pupils use number facts to add a single-digit number to a two-digit number 5) Pupils use number facts to subtract a single-digit number from a two-digit number 6) Pupils use a part-part-whole model to represent addition and subtraction 7) Pupils use number bonds to ten to add a single-digit number to a two-digit number 8) Pupils use number bonds to ten to subtract a single-digit number from a two-digit number 9) Pupils use knowledge of 'make ten' to add a one-digit number to a two-digit number 10) Pupils use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number 11) Pupils solve problems using knowledge of addition and subtraction 12) Pupils find ten more or ten less than a two-digit number (1) 13) Pupils find ten more or ten less than a two-digit number (2) 14) Pupils add and subtract ten to/from a two-digit number 15) Pupils explain the patterns when adding and subtracting ten 16) Pupils use knowledge of adding and subtracting ten to solve problems 17) Pupils use number facts to add a multiple of ten to a two-digit number 18) Pupils use number facts to subtract a multiple of ten from a two-digit number 19) Pupils partition a two-digit number into parts in different ways (two and three parts) 20) Pupils use knowledge of adding and subtracting multiples of ten to solve problems https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-4-addition-and-subtraction-of-two-digit-numbers/	2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. 1.13 Addition and subtraction: two-digit and single-digit numbers 1.14 Addition and subtraction: two-digit numbers and multiples of ten White Rose – addition and subtraction
5 (7 weeks)	**Introduction to multiplication** **NCETM prioritisation unit 5**	1) Pupils explain that objects can be grouped in different ways 2) Pupils describe how objects have been grouped 3) Pupils represent equal groups as repeated addition 4) Pupils represent equal groups as repeated addition and multiplication 5) Pupils represent equal groups as multiplication 6) Pupils explain and represent multiplication when a group contains zero or one items 7) Pupils identify and explain each part of a multiplication equation 8) Pupils use knowledge of multiplication to calculate the product 9) Pupils represent the two times table in different ways 10) Pupils use knowledge of the two times table to solve problems 11) Pupils explain the relationship between adjacent multiples of two 12) Pupils explain that factor pairs can be written in any order 13) Pupils represent counting in tens as the ten times table 14) Pupils represent the ten times table in different ways	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2.2 Structures: multiplication representing equal groups 2.3 Times tables: groups of 2 and commutativity (part 1) 2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1 2.5 Commutativity (part 2), doubling and halving White Rose – multiplication

		15) Pupils explain the relationship between adjacent multiples of ten 16) Pupils represent counting in fives as the five times table 17) Pupils represent the five times table in different ways 18) Pupils explain the relationship between adjacent multiples of five 19) Pupils explain how groups of five and ten are related 20) Pupils explain the relationship between multiples of five and ten 21) Pupils use knowledge of the relationships between the five and ten times tables to solve problems 22) Pupils explain how a factor of zero or one affect the product 23) Pupils represent multiplication equations in different ways 24) Pupils use knowledge of the two, five and ten times tables to solve problems (1) 25) Pupils use knowledge of the two, five and ten times tables to solve problems (2) 26) Pupils explain what each factor represents in a multiplication story 27) Pupils explain what each factor represents in a multiplication story when one of the factors is one 28) Pupils explain how a multiplication equation with two as a factor is related to doubling 29) Pupils double two-digit numbers 30) Pupils multiply efficiently when one of the factors is two 31) Pupils explain how halving and doubling are related 32) Pupils explain the relationship between factors and products 33) Pupils halve two-digit numbers 34) Pupils use knowledge of doubling, halving and the two times table to solve problems https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-5-introduction-to-multiplication/	
6 (2 weeks)	**Introduction to division structures** **NCETM prioritisation unit 6**	1) Pupils explain that objects can be grouped equally 2) Pupils identify and explain when objects cannot be grouped equally 3) Pupils explain the relationship between division expressions and division stories 4) Pupils calculate the number of equal groups in a division story 5) Pupils use their knowledge of skip counting and division to solve problems relating to measure 6) Pupils skip count using the divisor to find the quotient 7) Pupils use their knowledge of division to solve problems 8) Pupils explain that objects can be shared equally 9) Pupils use skip counting to solve a sharing problem 10) Pupils skip count using the divisor to find the quotient 11) Pupils solve a variety of division problems, explaining their understanding https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-6-introduction-to-division-structures/	2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). 2.6 Structures: quotitive and partitive division White Rose – division
7 (2 weeks)	**Shape** **NCETM prioritisation unit 7** **(Use White Rose resources to support planning)**	1) Pupils learn that a polygon is a 2D shape with straight sides that meet at vertices 2) Pupils describe polygons and find different ways to sort them 3) Pupils learn that polygons can be sorted and named according to the number of sides and vertices 4) Pupils discuss, and compare by direct comparison, the shape and size of polygons 5) Pupils discuss, and compare by direct comparison, the vertices of polygons 6) Pupils investigate how polygons can be joined and folded to form 3-dimensional shapes 7) Pupils describe 3-dimensional shapes and find different ways to sort them 8) Pupils discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-7-shape/	2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties White Rose – shape
8	**Addition and subtraction of two-digit numbers**	1) Pupils explain strategies used to add 2) Pupils add a two-digit number to a two-digit number	2AS–4 Add and subtract within 100 by applying related one-digit addition and

(2 weeks)	**NCETM prioritisation unit 8**	3) Pupils add a two-digit number to a two-digit number when not crossing ten (i) 4) Pupils add a two-digit number to a two-digit number when not crossing ten (ii) 5) Pupils add a two-digit number to a two-digit number when crossing ten 6) Pupils explain strategies used to subtract 7) Pupils subtract a two-digit number from a two-digit number 8) Pupils partition the subtrahend to help with subtraction 9) Pupils subtract a two-digit number from a two-digit number when not crossing ten (i) 10) Pupils subtract a two-digit number from a two-digit number when not crossing ten (ii) 11) Pupils subtract a two-digit number from a two-digit number when crossing ten 12) Pupils subtract efficiently using knowledge of two-digit numbers https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-8-addition-and-subtraction-of-two-digit-numbers/	subtraction facts: add and subtract any 2 two-digit numbers. 1.15 Addition: two-digit and two-digit numbers 1.16 Subtraction: two-digit and two-digit numbers White Rose – addition and subtraction
9 (2 weeks)	**Money** **NCETM prioritisation unit 9**	1) Pupils will recognise and know the value of different denominations of coins. (Recognising coins) 2) Pupils are able to identify and recognise notes. (Recognise notes) 3) Pupils will be introduced to the £ and p symbol. They will count in 1p, 2p, 5p, 10p and 20p coins. (Count money – pence) 4) Pupils will count in £1, £2, £5, £10 and £20. (Count money – pounds) 5) Pupils will count pound and pence together. (Count money – Notes and coins) 6) Pupils select coins to make an amount. (Select money) 7) Pupils will explore the different ways of making the same amount. (Make the same amount) 8) Pupils will compare two different values in either pounds or pence. (Compare money) 9) Pupils will build on their knowledge of addition to add money. (Find the total) 10) Pupils will expand their knowledge of addition and subtraction strategies by finding the difference between two amounts. (Find the difference) 11) Pupils will build on their subtraction skills by finding change from a given amount. (Find change) 12) Children will solve two step word problems involving money. https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-9-money/	White Rose – money
10 (2 weeks)	**Fraction** **NCETM prioritisation unit 10**	1) Pupils identify whether something has or has not been split into equal parts 2) Pupils name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects 3) Pupils name the fraction 'one-quarter' in relation to a fraction of a length, shape or set of objects 4) Pupils name the fraction 'one-third' in relation to a fraction of a length, shape or set of objects 5) Pupils read and write the fraction notation ½, ⅓ and ¼ and relate this to a fraction of a length, shape or set of objects 6) Pupils find half of numbers 7) Pupils find ⅓ or ¼ of a number 8) Pupils find ¼ and ¾ of an object, shape, set of objects, length or quantity 9) Pupils recognise the equivalence of 2⁄4 and ½ https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-10-fractions/	3.0 Guidance on the teaching of fractions in Key Stage 1 White Rose – fraction
11 (2 weeks)	**Time** **White Rose** **(Please see notes on NCETM prioritisation curriculum).**	1) O'clock and half past 2) Quarter past and quarter to 3) Tell the time past the hour 4) Tell the time to the hour 5) Tell the time to 5 minutes 6) Minutes in an hour 7) Hours in a day	White Rose – time

		(This is covered during regular maths starters too) https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-11-time/	
12 (2 weeks)	**Position and Direction** **White Rose** **(Please see notes on NCETM prioritisation curriculum).**	1) Language of position 2) Describe movement 3) Describe turns 4) Describe movement and turns 5) Shape patterns with turns Cross curricular links with PE and Computing https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-12-position-and-direction/	White Rose – position and direction
13 (2 weeks)	**Multiplication and division – doubling, halving, quotitive and partitive division** **NCETM prioritisation unit 13**	1) Pupils identify the patterns and relationships between the 5 and 10 times tables 2) Pupils explain the patterns and relationships between the 5 and 10 times tables 3) Pupils use their knowledge of the 5 and 10 times tables to solve problems 4) Pupils identify and explain relationships between the 5 and the 10 times tables 5)Pupils use their knowledge of the 5 and 10 times tables to solve problems 6) Pupils explain how times table facts can help to find the quotient (10 times table) 7) Pupils explain how times table facts can help to find the quotient (5 times table) 8) Pupils explain how times table facts can help to find the quotient (2 times table) 9) Pupils explain how a division equation with 2 as a divisor is related to halving 10) Pupils explain each part of a division equation and know how they can be interchanged 11) Pupils use knowledge of divisibility rules when the divisor is 2 to solve problems 12) Pupils use knowledge of divisibility rules when then divisor is 10 to solve problems 13) Pupils use knowledge of divisibility rules when the divisor is 5 to solve problems 14) Pupils explain how a dividend of zero affects the quotient 15) Pupils explain how the quotient is affected when the divisor is equal to the dividend 16) Pupils explain how a divisor of one affects the quotient https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-13-multiplication-and-division-doubling-halving-quotitive-and-partitive-division/	2.5 Commutativity (part 2), doubling and halving 2.6 Structures: quotitive and partitive division White Rose – multiplication and division
14 (2 weeks)	**Mass, capacity and temperature** **White Rose** **(Please see notes on NCETM prioritisation curriculum).**	1) Compare mass 2) Measure in grams 3) Measure in kilograms 4) Four operations with mass 5) Compare volume and capacity 6) Measure in millilitres 7) Measure in litres 8) Four operations with volume and capacity 9) Temperature https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-14-sense-of-measure-capacity-volume-mass/	White Rose – mass, capacity and temperature

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020
Light grey references are from the NCETM Primary Mastery Professional Development materials
Blue references are White Rose materials

Mastering Number

Year 2 Overview

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. **Pupils will:** • review the composition of the numbers 6 to 9 as '5 and a bit' • compare numbers using the language of comparison and use the symbols < > = • review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 • review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9	Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. **Pupils will:** • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary	Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. **Pupils will:** • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles

• consolidate their understanding of the numbers 10 and 20 as '10 and a bit' • consolidate their understanding of the linear number system to 20 and reason about midpoints	• use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary • use their understanding of the linear number system to 10 to position multiples of 10 on a 0---100 number line and reason about midpoints	• consolidate previously taught facts and strategies through continued, varied practice
This term will particularly support the teaching and consolidation of the following RtP criteria: • 1NPV-2 • 2NF-1	This term will particularly support the teaching and consolidation of the following RtP criteria: • 2NPV-2 • 2NF-1 • 2AS-1	This term will particularly support the teaching and consolidation of the following RtP criteria: • 2NF-1 • 2AS-1 • 2AS-2