Maths Coverage
Year 2
AUTUMN Term

	Term 1							Term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
NC Focus	**Number: Place value**			**Number: Addition and Subtraction**				**Number: Addition and Subtraction**	**Measurement: Money**		Number: Multiplication and Division (White Rose Small Steps Assessment)				**Position and direction**
NC Objectives	▪ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ▪ recognise the place value of each digit in a two-digit number (tens, ones) ▪ identify, represent and estimate numbers using different representations, including the number line ▪ compare and order numbers from 0 up to 100; use <, > and = signs ▪ read and write numbers to at least 100 in numerals and in words ▪ use place value and number facts to solve problems.			▪ 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 ▪ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up 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 ▪ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.				▪ 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	▪ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ▪ find different combinations of coins that equal the same amounts of money ▪ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	▪ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ▪ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ▪ show that 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.			• order and arrange combinations of mathematical objects in patterns and sequences • 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).
White Rose Small Steps	• Count objects to 100 and read and write numbers in numerals and words • Represent numbers to 100 Tens and ones with a part whole model • Tens and ones using addition • Use a place value chart Compare objects • Compare numbers • Order objects and numbers Count in 2s, 5s and 10s Count in 3s			• Fact families – Addition and subtraction bonds to 20 Check calculations • Compare number sentences Related facts Bonds to 100 (tens) • Add and subtract 1s 10 more and 10 less • Add and subtract 10s • Add a 2-digit and 1-digit number – crossing ten • Subtract a 1-digit number from a 2-digit number – crossing ten • Add two 2-digit numbers – not crossing ten – add ones and add tens • Add two 2-digit numbers – crossing ten – add ones and add tens • Subtract a 2-digit number from a 2-digit number – not crossing ten • Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and			• Count money – pence • Count money – pounds (notes and coins) • Count money – notes and coins • Select money • Make the same amount • Compare money • Find the total • Find the difference • Find change Two -step problems			• Recognise equal groups • Make equal groups • Add equal groups • Multiplication sentences using the × symbol • Multiplication sentences from pictures • Use arrays 2 times -table 5 times -table 10 times –table • Make equal groups - sharing Make equal groups - grouping Divide by 2 Odd & even	•		• Describing movement Describing turns • Describing movement and turns • Making patterns with shapes

		tens • Bonds to 100 (tens and ones) Add three 1-digit numbers		numbers Divide by 5 Divide by 10			
21 Steps	**Step 7** I can partition numbers into tens and ones using practical apparatus. - I can order numbers from 0 to 100. - I can read and write numbers to 50 in words . - I am beginning to understand the role of 0 as a place holder. **Step 8** - I can partition numbers into tens and ones using a number sentence. - I can compare numbers from 0 to 100 using mathematical language. - I can read and write numbers to at least 100. - I understand the role of 0 as a place holder. **Step 7** - I can count in steps of 2, 5 and 10 forwards and backwards **Step 8** I can count in steps of 2, 5 and 10 forwards and backwards fluently.	**Step 7** - I am beginning to recall and use addition and subtraction facts to 20. I know that addition is commutative but subtraction is not. I know that addition and subtraction are inverses - I can add and subtract numbers using concrete objects, pictorial representations and mentally including: A 2-digit number and ones A 2-digit number and tens Adding three 1-digit numbers. **Step 8** - I can recall and use addition and subtraction facts to 20 fluently. I can use the fact that addition is commutative but subtraction is not. I can use the that addition and subtraction are inverses - I can add and subtract numbers using concrete objects, pictorial representations and mentally including: A 2-digit number and ones A 2-digit number and tens Adding three 1-digit numbers. Two 2-digit numbers **Step 9** - I can derive and use related facts up to 100. I am beginning to record the addition of 2 2-digit numbers in a vertical format.	**Step 7** - I can recognise and use the symbols for pounds (£) and pence (p). I can count coins up to a value of £5 I can combine amounts to make a particular value (up to £2) - I am beginning to solve addition/ subtraction problems involving money. **Step 8** - I can recognise and use the symbols for pounds (£) and pence (p). - I am beginning to solve problems involving giving change from multiples of 10p using counting up. **Step 9** - I can find combinations of coins that equal the same amounts of money. - I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. - I am beginning to solve problems involving giving change including change from non-multiples of 10 using counting up.	**Step 7** - I am beginning to recall and use multiplication and division facts for the 2 times tables including recognising odd and even numbers. - I am beginning to use x and ÷ and = to record my work. - I am beginning to know that multiplication can be done in any order but division cannot. I am beginning to know the 2 and 10 times table facts up to x12 without counting. **Step 8** - I can recall and use multiplication and division facts for the 10 times tables. - I can recognise that multiplication of two numbers can be done in any order and division of one number by another cannot. - I can use x and ÷ and = to record my work. I know the 2 and 10 timestable facts up to x12 without counting. I am beginning to know the 5 times table facts up to x12 without counting.	**Step 7** - I can respond to instructions using mathematical vocabulary to describe position, direction and movement (including movement in a straight line) - I can order and arrange combinations of mathematical objects. **Step 8** - I can give instructions using mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn for quarter, half and three-quarter turns anti-/ clockwise		

Maths Coverage
Year 2

SPRING Term

	Term 3							Term 4						
	W 1	W 2	W 3	W 4	W5	W 6	W 7	W 1	W 2	W 3	W 4	W 5	W 6 (2 days)	W 7
NC Focus	**Measurement: length and height**	**Geometry: Properties of Shape**		**Number: Fractions**		**Statistics** (White Rose Small Steps Assessment)		**Measurement: Mass, Capacity and Temperature**	**Measurement: Time**		**Number: Place value** consolidation	**Number: Addition and Subtraction** consolidation		
NC Objectives	▪ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. ▪ compare and order lengths, and record the results using >, < and =	▪ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ▪ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ▪ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.		▪ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity ▪ write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.		▪ interpret and construct simple pictograms, tally charts, block diagrams and simple tables ▪ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.		▪ choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels ▪ compare and order mass, volume/capacity and record the results using >, < and =	▪ compare and sequence intervals of time ▪ 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 ▪ know the number of minutes in an hour and the number of hours in a day.	▪ compare and order numbers from 0 up to 100; use <, > and = signs ▪ read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems.	▪ 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 ▪ 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 ▪ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	
White Rose Small Steps	• Measure length (cm) • Measure length (m) • Compare lengths • Order lengths • Four operations with lengths	• Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes Lines of symmetry • Sort 2D shapes • Make patterns with 2D shapes • Count faces on 3D		• Make equal parts • Recognise a half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Unit fractions Non-unit fractions • Equivalence of 1 2 and 2 4 • Find three quarters		• Make tally charts • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2,		• Compare mass • Measure mass in grams • Measure mass in kilograms • Compare capacity Millilitres Litres • Temperature	• O'clock and half past • Quarter past and quarter to • Telling time to 5 minutes • Minutes in an hour, hours in a day • Find durations of time Compare durations of time	• Count objects to 100 and read and write numbers in numerals and words • Represent numbers to 100 Tens and ones with a part whole model • Tens and ones using addition • Use a place value chart Compare	• Fact families – Addition and subtraction bonds to 20 Check calculations • Compare number sentences Related facts Bonds to 100 (tens) • Add and subtract 1s 10 more and 10 less • Add and subtract 10s • Add a 2-digit and 1-digit number – crossing ten • Subtract a 1-digit number from a 2-digit number – crossing ten • Add two 2-digit numbers – not crossing	

		shapes • Count edges on 3D shapes • Count vertices on 3D shapes • Sort 3D shapes • Make patterns with 3D shapes	• Count in fractions	5 and 10) • Block diagrams				objects • Compare numbers • Order objects and numbers Count in 2s, 5s and 10s Count in 3s	ten – add ones and add tens • Add two 2-digit numbers – crossing ten – add ones and add tens • Subtract a 2-digit number from a 2-digit number – not crossing ten • Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens • Bonds to 100 (tens and ones) Add three 1-digit numbers	
21 Steps	**Step 7** - I am beginning to measure length/ height in any direction (m/cm); - I can directly compare lengths, **Step 8** - Using standard units I can estimate and measure length/ height in any direction (m/cm) I can order lengths using .< > and = **Step 9** - I can choose an appropriate standard unit to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. - I can record my results using and =. I can compare measures including simple multiples (e.g. half as high, twice as heavy)	**Step 7** - I am beginning to describe the properties of 2-D shapes. - I am beginning to describe the properties of 3-D shapes. - I am beginning to compare and sort 2D and 3D shapes and everyday objects according to their geometrical properties **Step 8** - I can identify and describe the properties of a wide range of 2-D shapes including the number of sides. - I can identify and describe the number of edges, vertices and faces in 3-D shapes. - I can compare a wide range of 2D and 3D shapes. - I can recognise 2-D shapes on the surface of 3-D shapes.	**Step 7** - I can recognise, read, find, name and write fractions 1/4 , 2/4 and of a shape, length and discrete (countable) and continuous (measures) quantities. - I can count in steps of ½ to 10. - I can write simple fractions e.g. 1/2 of 6 = 3. **Step 8** - I can recognise, find, name and write fractions ¼ 2/4 and ¾ of a shape, length and discrete (countable) and continuous (measures) quantities. I can count in steps of ½ and ¼ to 10. **Step 9** I can recognise, find, name and write fractions ¼ 2/4 and ¾ of a shape, length and discrete (countable) and continuous (measures) quantities. I can count in steps of ½ and ¼ to 10.	**Step 7** - I can discuss how I collected the data - I can discuss the data I have collected **Step 8** - I can collect data and record it in a simple list, simple table and tally chart. - I can ask and answer questions about the data I have collected. - I am beginning to compare the data. **Step 9** - I can collect data and record it in a simple pictogram (using ratios of 2, 5 and 10) and block diagram. - I can draw simple conclusions about the data that I have collected. - I can make		**Step 7** - I am beginning to measure mass (kg/g); temperature (°C); capacity (litres/ml). - I can directly compare lengths, mass, volume/capacity. **Step 8** - Using standard units I can estimate and measure mass (kg/g); temperature (°C) capacity (litres/ml). - I can order mass, volume/ capacity using measures using > < and = **Step 9** - I can choose an appropriate standard unit to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. - I can record my results using < > and =. I can compare measures including simple multiples (e.g. half as high, twice as heavy)	**Step 7** - I can compare and sequence intervals of time. - I am beginning to know quarter past/to the hour. - I am beginning to recognise 5 minutes intervals. **Step 8** -I am beginning to work out time durations for half/ quarter hours. - I can draw the hands on a clock to show quarter hours. - I know the amount of minutes in an hour. **Step 9** - I can tell the time in 5 minute intervals and begin to write the hands on a clock to show these times. - I know the amount of hours in a day. - I can compare and sequence intervals of time	**Step 9** I can understand the place value of 2 digit numbers through relating concrete objects to pictorial representations (e.g. the 100 square). - I can partition numbers in different ways. e.g. (23= 20+3: 23=10+13). - I can use <,> and = signs when comparing and ordering numbers. - I can read and write numbers to at least 100 in words. **Step 9** - I can count in steps of 2,5 and 3 forwards and backwards and can count in tens from any given number.	**Step 8** - I can recall and use addition and subtraction facts to 20 fluently. I can use the fact that addition is commutative but subtraction is not. I can use the that addition and subtraction are inverses - I can add and subtract numbers using concrete objects, pictorial representations and mentally including: A 2-digit number and ones A 2-digit number and tens Adding three 1-digit numbers. Two 2-digit numbers **Step 9** - I can derive and use related facts up to 100. I am beginning to record the addition of 2 2-digit numbers in a vertical format.	

				comparisons about the data I have collected.						

Maths Coverage
Year
SUMMER Term

		Term 5							Term 6						
	2 days 16th/17th April	W 1	W 2	W 3	W4	W 5	W 6	W 7	W 1	W2	W 3	W4	W 5	W 6	W 7
NC Focus	**Number: Addition and Subtraction** consolidation – cont.	**Number: Multiplication and Division**		**Geometry: Properties of Shape**	**Consolidation** **(SATS)**				**Measurement: Mass, Capacity and Temperature**		**Problem solving and efficient methods**	**Position and direction**		**Investigations**	
NC Objectives	▪	▪ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ▪ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ▪ show that 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.		▪ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ▪ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ▪ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	Areas to consolidate: money, fractions, statistics				▪ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ▪ compare and order lengths, mass, volume/capacity and record the results using >, < and =	• use place value and number facts to solve problems. • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	▪ order and arrange combinations of mathematical objects in patterns and sequences ▪ 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).		
White Rose Small Steps	•	• Make equal groups - sharing • Make equal groups - grouping • Divide by 2 • Odd & even numbers • Divide by 5 Divide by 10		• Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes Lines of symmetry • Sort 2D shapes • Make patterns with 2D shapes • Count faces on 3D shapes • Count edges on 3D shapes • Count vertices on 3D					• Compare mass • Measure mass in grams • Measure mass in kilograms • Compare capacity Millilitres Litres Temperature		• Describing movement Describing turns • Describing movement and turns • Making patterns with shapes		

			shapes • Sort 3D shapes Make patterns with 3D shapes							
21 Steps		**Step 9** - I can recall and use multiplication and division facts for the 5 times tables, including recognising odd and even numbers. - I can use the fact that multiplication of two numbers can be done in any order and division of one number by another cannot. I know the 5 times table facts up to x12 without counting.	**Step 9** - I can identify and describe symmetry in a vertical line of 2-D shapes. I can read and write the names for common 2D and 3D shapes andam beginning to use the suffixes (e.g. oct, hex, dec etc) to help me remember the number of sides/ faces. I can draw lines and shapes with a straight edge.				**Step 8** - Using standard units I can estimate and measure mass (kg/g); temperature (°C) capacity (litres/ml). - I can order mass, volume/ capacity using measures using > < and = **Step 9** - I can choose an appropriate standard unit to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. - I can record my results using < > and =. I can compare measures including simple multiples (e.g. half as high, twice as heavy)	**Steps 7,8 & 9** - I can use place value and number facts to solve problems. - I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying my increasing knowledge of mental and written methods. - I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	**Step 8** - I can give instructions using mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn for quarter, half and three-quarter turns anti-/ clockwise **Step 9** - I can recognise directions using mathematical vocabulary in terms of right angles for quarter, half and threequarter turns (ant/clockwise).	