

## Y2 Long Term Planning

### Pupils should be taught to:

Number Sense	Additive Reasoning	Multiplicative Reasoning	Geometric Reasoning
<ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward <b>2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13</b></li> <li>recognise the place value of each digit in a two-digit number (tens, ones) <b>2.1, 2.2, 2.4, 2.5, 2.8, 2.9, 2.11, 2.12</b></li> <li>identify, represent and estimate numbers using different representations, including the number line <b>2.1, 2.4, 2.8, 2.11</b></li> <li>compare and order numbers from 0 up to 100: use &gt;, &lt; and = signs <b>2.1, 2.4, 2.8, 2.11</b></li> <li>read and write numbers to at least 100 in numerals and in words <b>2.1, 2.4, 2.8, 2.11</b></li> <li>use place value and number facts to solve problems <b>2.1, 2.2, 2.4, 2.5, 2.8, 2.9, 2.11, 2.12</b></li> <li>compare and order lengths, mass, volume / capacity and record the results using &gt;, &lt; and = <b>2.1, 2.4, 2.8, 2.11</b></li> <li>compare and sequence intervals of time <b>2.1, 2.4, 2.8, 2.11</b></li> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <b>2.6, 2.7, 2.13</b></li> <li>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 <b>2.8, 2.11</b></li> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables <b>2.6, 2.11</b></li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity <b>2.1, 2.4, 2.6, 2.11</b></li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward <b>2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13</b></li> <li>recognise the place value of each digit in a two-digit number (tens, ones) <b>2.1, 2.2, 2.4, 2.5, 2.8, 2.9, 2.11, 2.12</b></li> <li>use place value and number facts to solve problems <b>2.1, 2.2, 2.4, 2.5, 2.8, 2.9, 2.11, 2.12</b></li> <li>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures <b>2.2, 2.5, 2.9, 2.12</b> applying their increasing knowledge of mental methods and written methods <b>2.2, 2.5, 2.9, 2.12</b> <ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 <b>2.2, 2.5, 2.9, 2.12</b></li> </ul> </li> <li>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>a two-digit number and tens</li> <li>two two-digit numbers</li> </ul> </li> <li>adding three one-digit numbers <b>2.2, 2.5, 2.9, 2.12</b></li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot <b>2.5, 2.9, 2.12</b></li> <li>recognise and use the inverse relationship between addition and</li> <li>subtraction and use this to check calculations and solve missing number problems <b>2.5, 2.9, 2.12</b></li> <li>recognise and use symbols for pounds (£) and pence (p): combine amounts to make a particular value <b>2.5, 2.7, 2.9</b></li> <li>find different combinations of coins to equal the same amounts of money <b>2.5, 2.7, 2.9</b></li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <b>2.2, 2.5, 2.9</b></li> <li>ask and answer questions about totalling and comparing categorical data <b>2.2, 2.5, 2.9, 2.12</b></li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward <b>2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13</b></li> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <b>2.6, 2.7, 2.13</b></li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (3), division (4) and equals (5) signs <b>2.7, 2.13</b></li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <b>2.7, 2.13</b></li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <b>2.7, 2.13</b></li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value <b>2.5, 2.7, 2.9</b></li> <li>find different combinations of coins to equal the same amounts of money <b>2.5, 2.7, 2.9</b></li> <li>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 <b>2.7, 2.13</b></li> <li>know the number of minutes in an hour and the number of hours in a day <b>2.7, 2.13</b></li> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity <b>2.13, 2.14</b></li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 5 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> <b>2.13, 2.14</b></li> </ul>	<ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity <b>2.13, 2.14</b></li> <li>write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> <b>2.13, 2.14</b></li> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line <b>2.3, 2.10, 2.14</b></li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces <b>2.3, 2.10, 2.14</b></li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] <b>2.3, 2.10, 2.14</b></li> <li>compare and sort common 2-D and 3-D shapes and everyday objects <b>2.3, 2.10, 2.14</b></li> <li>order and arrange combinations of mathematical objects in patterns and sequences <b>2.3, 2.10, 2.14</b></li> <li>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) <b>2.3, 2.10, 2.14</b></li> </ul>