



Poulton Lancelyn Maths Long Term Plan Y2 2023/24

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	W1- Number: Number	W2 -Number: Number and	W3 – Number: Number and Place	W4 – Number: Number	W5 – Number:	W6 – Number:	W7 – Number:	
	and Place Value	Place Value	Value	and Place Value	Number and Place	Addition and	Addition and	
					Value	Subtraction	Subtraction	
A1	Recap on Yr 1: Count	Recap on Yr 1:	Recognise the place value of each	Recap on Year 1:	Recap on Year 1	Recall and use addition	Add and subtract	
	to and across 100,	Count to and across 100,	digit in a two-digit number (tens,	Recognise the place value	Compare and order	and subtraction facts to	numbers using	
	forwards and	forwards and backwards,	ones).	of each digit in a two-digit	numbers from 0 up to	20 fluently, and derive	concrete objects,	
	backwards, beginning	beginning with 0 or 1, or		number (tens, ones). Read	100; use <, > and =	and use related facts up	pictorial	
	with 0 or 1, or from	from any given number.	Identify, represent and estimate	and write numbers to at	signs	to 100.	representations, and	
	any given number	(Year 1 R2P)	numbers using different	least 100 in numerals and			mentally, including:	
	Count, read and write		representations, including the	in words.	Count in steps of 2, 3,		two 2-digit numbers.	
	numbers to 100 in	Count in multiples of 2s,	number line.		and 5 from 0, and in			
	numerals, identify and	5s and 10s. (Year 1 R2P)		Identify, represent and	tens from any number,		Solve problems with	
	represent numbers		Read and write numbers to at	estimate numbers using	forward and backward.		addition and	
	using objects and	Year 2:	least 100 in numerals and in	different representations,			subtraction: applying	
	pictorial	Count, read and write	words.	including the number line.			their increasing	
	representations	numbers to 100 in		_			knowledge of mental	
	including the number	numerals.		Recognise the place value			and written methods.	
	line, read and write			of each digit in a two-digit				
	numbers from 1 to 20	Recognise the place value		number (tens, ones).			Add and subtract	
	in numerals and	of each digit in a two-digit					numbers using	
	words	number (tens, ones)		Compare and order			concrete objects,	
	Yr 2:	(00.00, 0.000)		numbers from 0 up to 100;			pictorial	
	Recognise the place			use and = signs.			representations, and	
	value of each digit in a			use unu – signs.			mentally, including: a	
	two-digit number						2-digit number and	
	(tens, ones)						1s.	
	use place value and						13.	
	number facts to solve							
	problems							
Ready	problems	2NPV-1 Recognise the place	I value of each digit in two-digit numb	lers and compose and decomp	oce two-digit numbers	2NF-1 Secure fluency in a	ddition and subtraction	
to		using standard and non-stan		iers, and compose and decomp	Jose two-digit flumbers	facts within 10, through co		
Progress				linear number system includ	ing identifying the		•	
Flogless		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. 2AS–3 Add and subtract within 100 by applying						
		previous and next multiple c	10.			related one-digit addition		
						_		
						add and subtract only one	s or only tens to/from a	
	NAME - No. of the con-	W/2 Northern	M/2 Northern	NAVA NI selecci	AA/E Alexahara	two-digit number.	W7 C	144 L O
	W1 – Number:	W2 – Number:	W3 – Number:	W4 – Number:	W5 – Number:	W6 – Number:	W7 - Geometry:	Week 8
	Addition and	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and	Addition and	Properties of Shapes	Geometry:
	Subtraction				Subtraction	Subtraction		Properties of
						Constant Description of		Shapes
						Geometry: Properties of		
• • •	2 1 60					Shapes	11	
A2	2 days of fluency and	Add and subtract numbers	Add and subtract numbers using	Add and subtract numbers	Solve problems with	Identify and describe	Identify and describe	
	consolidation-	using concrete objects,	concrete objects, pictorial	using concrete objects,	addition and	the properties of 2D	the properties of 2D	
	bridging 10 using	pictorial representations,	representations, and mentally,	pictorial representations,	subtraction: using	shapes, including the	shapes, including the	
	number facts	and mentally, including: a	including: a two-digit number	and mentally, including: a	concrete objects and	number of sides and	number of sides and	
		two-digit number and	and ones.	two-digit number and	pictorial	line symmetry in a	line symmetry in a	
	Add and subtract	ones.		ones.	representations,	vertical line.	vertical line.	
	numbers using		Solve problems with addition and		including those			
	concrete objects,	Add and subtract numbers	subtraction: using concrete	Solve problems with	involving numbers,		Compare and sort	
	pictorial	using concrete objects,	objects and pictorial	addition and subtraction:	quantities and		common 2D and 3D	
	representations, and	pictorial representations,	representations, including those	using concrete objects and	measures.			

	mentally, including: a two 2-digit number and 1s. Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods.	and mentally, including: two two-digit numbers. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	involving numbers, quantities and measures.	pictorial representations, including those involving numbers, quantities and measures.	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods		shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	
Ready to Progress	facts within 10, through 2AS–1 Add and subtract 2AS–3 Add and subtract related one-digit additionand subtract only ones of digit number.	across 10.	2AS–2 Recognise the subtraction st form, "How many more?". 2AS–3 Add and subtract within 10C facts: add and subtract only ones o 2AS–4 Add and subtract within 10C facts: add and subtract any 2 two-c	by applying related one-digit a r only tens to/from a two-digit by applying related one-digit a ligit numbers	addition and subtraction number. addition and subtraction	2G–1 Use precise languag properties of 2D and 3D sl shapes by reasoning abou differences in properties.	e to describe the hapes, and compare	
	W1 – Geometry: Properties of Shape	Money	Money	W4 – Number: Multiplication and Division	W5 – Number: Multiplication and Division	W6 – Number: Multiplication and Division		
Sp1	Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences.	Yr 1 Recap: Recognise and know the value of different denominations of coins and notes. Yr 2: 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.	Yr 1 Recap: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Yr 2: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.		
Ready to Progress	2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by			2MD-1 Recognise repeated a representing them with mult calculating the product, with multiplication tables.	ciplication equations and	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations		

	reasoning about			2MD–2 Relate grouping prob		and calculating the	
	similarities and			of groups is unknown to mul		product, within the 2, 5	
	differences in			a missing factor, and to divisi	on equations (quotitive	and 10 multiplication	
	properties.			division).		tables.	
	W1 – Number:	W2 - Number:	W3 – Measurement: Length and	W4 – Measurement:	W5 – Measurement:		
	Multiplication and	Multiplication and Division	Height	Mass, Volume/ Capacity	Volume, temperature		
	Division						
Sp2	Recall and use	Solve problems involving	Choose and use appropriate	Compare and order	Choose and use		
	multiplication and	multiplication and	standard units to estimate and	lengths, mass,	appropriate standard		
	division facts for the	division, using materials,	measure length/height in any	volume/capacity and	units to estimate and		
	2, 5 and 10	arrays, repeated addition,	direction (m/cm); mass (kg/g);	record the results using >,	measure length/height		
	multiplication tables,	mental methods, and	temperature (°C); capacity (litres/	< and =.	in any direction		
	including recognising	multiplication and division	ml) to the nearest appropriate		(m/cm); mass (kg/g);		
	odd and even	facts, including problems	unit, using rulers, scales,	Choose and use	temperature (°C);		
	numbers.	in contexts.	thermometers and measuring	appropriate standard units	capacity (litres/ ml) to		
			vessels.	to estimate and measure	the nearest		
				length/height in any	appropriate unit, using		
			Compare and order lengths,	direction (m/cm); mass	rulers, scales,		
			mass, volume/capacity and	(kg/g); temperature (°C);	thermometers and		
			record the results using >, < and	capacity (litres/ml) to the	measuring vessels.		
			=.	nearest appropriate unit,			
				using rulers, scales,			
			Solve problems with addition and	thermometers and			
			subtraction: using concrete	measuring vessels.			
			objects and pictorial				
			representations, including those				
			involving numbers, quantities				
	2142 4 2		and measures.				
Ready	2MD–1 Recognise repea	·					
to		multiplication equations					
Progress		uct, within the 2, 5 and 10					
	multiplication tables. W1 – Number:	W2 –Number: Fractions	W3 – Number: Fractions (2 days)	W4 -(4 days)	W5 – Geometry:	W6-	
	Fractions	W2 -Number: Fractions	Measurement: Time (3 days)	Measurement: Time (2	Position and Direction	SATS	
	FIACTIONS		iviedsurement. Time (5 days)	· ·		SAIS	
				days) Geometry: Position and	(3 days)		
				Direction (2 days)	Operations		
				Direction (2 days)	consolidation (2 days)		
Su1	Recap from Year 1:	Recap from Year 1:	Write simple fractions for	Tell and write the time to	Use mathematical	Operations/ fractions/	
341	Recognise, find and	Recognise, find and name	example, 1/2 of 6 = 3 and	five minutes, including	vocabulary to describe	fluency consolidation	
	name a half as one of	a half as one of two equal	recognise the equivalence of 2/4	quarter past/to the hour	position, direction and		
	two equal parts of an	parts of an object, shape	and 1/2	and draw the hands on a	movement, including	Arithmetic Paper	
	object, shape or	or quantity.		clock face to show these	movement in a straight		
	quantity.	- 1	Recognise, find, name and write	times	line and distinguishing	Reasoning Paper	
	4	Year 2:	fractions 1/3, 1/4, 2/4 and 3/4 of		between rotation as a		
	Year 2:	Recognise, find and name	a length, shape, set of objects or	Know the number of	turn and in terms of		
	Recognise, find and	a quarter as 1 of 4 equal	quantity	minutes in an hour and the	right angles for		
	name a quarter as 1	parts of an object, shape		number of hours in a day	quarter, half and		
	of 4 equal parts of an	or quantity	Recap from Year 1:	,	three-quarter turns		
	object, shape or	' '	Tell the time to the hour and half	Use mathematical	(clockwise and anti-		
	quantity	Write simple fractions for	past the hour and draw the	vocabulary to describe	clockwise)		
		example, 1/2 of 6 = 3 and		position, direction and	,		
				· · · · · · · · · · · · · · · · · · ·			

	Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity	recognise the equivalence of 2/4 and 1/2	hands on a clock face to show these times Year 2: 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	movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and threequarter turns (clockwise and anti-clockwise)				
Ready to Progress								
	W1 – Statistics	W2 – Statistics (2 days) Number: Addition and Subtraction (3 days)	W3 – Number: Addition and Subtraction	W4 – Number: Addition and Subtraction	W5 – Number: Addition and Subtraction	W6 – Consolidation and Problem Solving	W7 – Fluency consolidation	W8 - Fluency
Su 2	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data	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 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	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 with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	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 with addition and subtraction: applying their increasing knowledge of mental and written methods Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Use place value and number facts to solve problems Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Consolidation of 4 operations Solving for missing numbers Mental addition and subtraction Efficient subtraction Consolidation of addition and subtraction		
Ready to Progress			2AS-4 Add and subtract within 100 facts: add and subtract any 2 two-d 2MD-2 Relate grouping problems v multiplication equations with a mis division).	ligit numbers. where the number of groups is	unknown to			

Ready-to-progress criteria

Year 1 conceptual prerequesites	Year 2 ready-to- progress criteria	Future applications
Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens.	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.	Compare and order numbers. Add and subtract using mental and formal written methods.
Place the numbers 1 to 9 on a marked, but unlabelled, 0 to 10 number line. Estimate the position of the numbers 1 to 9 on an unmarked 0 to 10 number line. Count forwards and backwards to and from 100.	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.	Compare and order numbers. Round whole numbers. Subtract ones from a multiple of 10, for example: $30-3=27$
Develop fluency in addition and subtraction facts within 10.	2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	All future additive calculation. Add within a column during columnar addition when the column sums to less than 10 (no regrouping). Subtract within a column during columnar subtraction when the minuend of the column is larger than the subtrahend (no exchanging).

Year 1 conceptual prerequesites	Year 2 ready-to- progress criteria	Future applications
Learn and use number bonds to 10, for example: $8+?=10$ Partition numbers within 10, for example: $5=2+3$	2AS-1 Add and subtract across 10, for example: $8+5=13$ $13-5=8$	Add and subtract within 100: add and subtract any 2 two-digit numbers, where the ones sum to 10 or more, for example: 26+37=63 Use knowledge of unitising to
		add and subtract across other boundaries, for example: 1.3 – 0.5 = 0.8 Add within a column during columnar addition when the column sums to more than 10 (regrouping), for example, for: 126+148
		Subtract within a column during columnar subtraction when the minuend of the column is smaller than the subtrahend (exchanging), for example, for: 453 – 124
Solve missing addend problems within 10, for example: 4+ = 10	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more?".	Solve contextual subtraction problems for all three subtraction structures (reduction, partitioning and difference) and combining with other operations.
Add and subtract within 10, for example: $6+3=9$ $6-2=4$ Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.	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.	Add and subtract using mental and formal written methods.

Year 1 conceptual prerequesites	Year 2 ready-to- progress criteria	Future applications
Add and subtract within 10. Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.	2AS-4 Add and subtract within 100 by applying related one- digit addition and subtraction facts: add and subtract any 2 two- digit numbers.	Add and subtract numbers greater than 100, recognising unitising, for example: 32 ones +23 ones = 55 ones so 32 tens + 23 tens = 55 tens 320 + 230 = 550
Count in multiples of 2, 5 and 10.	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Use multiplication to represent repeated addition contexts for other group sizes. Memorise multiplication tables.
Count in multiples of 2, 5 and 10 to find how many groups of 2, 5 or 10 there are in a particular quantity, set in everyday contexts.	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).	Division with other divisors.
Recognise common 2D and 3D shapes presented in different orientations.	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.	Identify similar shapes. Describe and compare angles. Draw polygons by joining marked points Identify parallel and perpendicular sides. Identify regular polygons Find the perimeter of regular and irregular polygons. Compare areas and calculate the area of rectangles (including squares) using standard units. Compare areas and calculate the area of rectangles (including squares) using standard units.