# Poulton Lancelyn

# Maths

# Long Term Plan

# Y2

# 2023/24

| | W1- Number: Number and Place Value | W2 -Number: Number and Place Value | W3 – Number: Number and Place Value | W4 – Number: Number and Place Value | W5 – Number: Number and Place Value | W6 – Number: Addition and Subtraction | W7 – Number: Addition and Subtraction | |
|---|---|---|---|---|---|---|---|---|
| A1 | **Recap on Yr 1:** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number<br>Count, read and write numbers to 100 in numerals, identify and represent numbers using objects and pictorial representations including the number line, read and write numbers from 1 to 20 in numerals and words<br>**Yr 2:**<br>Recognise the place value of each digit in a two-digit number (tens, ones)<br>use place value and number facts to solve problems | **Recap on Yr 1:**<br>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. (Year 1 R2P)<br><br>Count in multiples of 2s, 5s and 10s. (Year 1 R2P)<br><br>**Year 2:**<br>Count, read and write numbers to 100 in numerals.<br><br>Recognise the place value of each digit in a two-digit number (tens, ones) | Recognise the place value of each digit in a two-digit number (tens, ones).<br><br>Identify, represent and estimate numbers using different representations, including the number line.<br><br>Read and write numbers to at least 100 in numerals and in words. | **Recap on Year 1:**<br>Recognise the place value of each digit in a two-digit number (tens, ones). Read and write numbers to at least 100 in numerals and in words.<br><br>Identify, represent and estimate numbers using different representations, including the number line.<br><br>Recognise the place value of each digit in a two-digit number (tens, ones).<br><br>Compare and order numbers from 0 up to 100; use and = signs. | **Recap on Year 1**<br>Compare and order numbers from 0 up to 100; use <, > and = signs<br><br>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. | 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: two 2-digit numbers.<br><br>Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods.<br><br>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s. | |
| Ready to Progress | | 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.<br>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. | | | | 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.<br>2AS–1 Add and subtract across 10.<br>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. | | |
| | W1 – Number: Addition and Subtraction | W2 – Number: Addition and Subtraction | W3 – Number: Addition and Subtraction | W4 – Number: Addition and Subtraction | W5 – Number: Addition and Subtraction | W6 – Number: Addition and Subtraction<br><br>Geometry: Properties of Shapes | W7 - Geometry: Properties of Shapes | Week 8 Geometry: Properties of Shapes |
| A2 | 2 days of fluency and consolidation- bridging 10 using number facts<br><br>Add and subtract numbers using concrete objects, pictorial representations, and | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones.<br><br>Add and subtract numbers using concrete objects, pictorial representations, | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones.<br><br>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones.<br><br>Solve problems with addition and subtraction: using concrete objects and | Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.<br><br>Compare and sort common 2D and 3D | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | mentally, including: a two 2-digit number and 1s.<br><br>Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods. | and mentally, including: two two-digit numbers.<br><br>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.<br><br>Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods | | shapes and everyday objects.<br><br>Order and arrange combinations of mathematical objects in patterns and sequences.<br><br>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. | |
| Ready to Progress | 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.<br>2AS–1 Add and subtract across 10.<br>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. | | 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?".<br>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.<br>2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers | | | 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. | | |
| | W1 – Geometry: Properties of Shape | W2 – Measurement: Money | W3 – Measurement: 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.<br><br>Compare and sort common 2D and 3D shapes and everyday objects.<br><br>Order and arrange combinations of mathematical objects in patterns and sequences. | **Yr 1 Recap:**<br>Recognise and know the value of different denominations of coins and notes.<br><br>**Yr 2:**<br>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.<br><br>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:**<br>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.<br><br>**Yr 2:**<br>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.<br><br>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), 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.<br><br>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 addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. | | 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | reasoning about similarities and differences in properties. | | | 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). | | and calculating the product, within the 2, 5 and 10 multiplication tables. | | |
| | W1 – Number: Multiplication and Division | W2 - Number: Multiplication and Division | W3 – Measurement: Length and Height | W4 – Measurement: Mass, Volume/ Capacity | W5 – Measurement: Volume, temperature | | | |
| Sp2 | 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. | 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.<br><br>Compare and order lengths, mass, volume/capacity and record the results using >, < and =.<br><br>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. | Compare and order lengths, mass, volume/capacity and record the results using >, < and =.<br><br>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. | 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. | | | |
| Ready to Progress | 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. | | | | | | | |
| | W1 – Number: Fractions | W2 –Number: Fractions | W3 – Number: Fractions (2 days)<br>Measurement: Time (3 days) | W4 -(4 days)<br>Measurement: Time (2 days)<br>Geometry: Position and Direction (2 days) | W5 – Geometry: Position and Direction (3 days)<br><br>Operations consolidation (2 days) | W6-<br>**SATS** | | |
| Su1 | **Recap from Year 1:**<br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.<br><br>**Year 2:**<br>Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity | **Recap from Year 1:**<br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.<br><br>**Year 2:**<br>Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity<br><br>Write simple fractions for example, 1/2 of 6 = 3 and | Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2<br><br>Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity<br><br>**Recap from Year 1:**<br>Tell the time to the hour and half past the hour and draw the | 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<br><br>Know the number of minutes in an hour and the number of hours in a day<br><br>Use mathematical vocabulary to describe position, direction and | 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) | Operations/ fractions/ fluency consolidation<br><br>Arithmetic Paper<br><br>Reasoning Paper | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 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<br><br>**Year 2:**<br>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 three-quarter turns (clockwise and anti-clockwise) | ) | | | |
| Ready to Progress | | | | | | | | |
| | W1 – Statistics | W2 – Statistics (2 days)<br>Number:<br>Addition and Subtraction (3 days) | W3 – Number: Addition and Subtraction<br>( | 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.<br>Ask and answer questions about totalling and comparing categorical data | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.<br><br>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br><br>Ask and answer questions about totalling and comparing categorical data<br><br>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s.<br><br>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<br><br>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems<br><br>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<br><br>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems<br><br>Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods<br><br>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<br><br>Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods<br><br>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<br><br>Solving for missing numbers<br><br>Mental addition and subtraction<br><br>Efficient subtraction<br><br>Consolidation of addition and subtraction | | |
| Ready to Progress | | | 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.<br>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). | | | | | |

## 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.<br>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.<br>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.<br>Estimate the position of the numbers 1 to 9 on an unmarked 0 to 10 number line.<br>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.<br>Round whole numbers.<br>Subtract ones from a multiple of 10, for example:<br>$30-3=27$ |
| 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.<br>Add within a column during columnar addition when the column sums to less than 10 (no regrouping).<br>Subtract within a column during columnar subtraction when the minuend of the column is larger than the subtrahend (no exchanging). |
| Learn and use number bonds to 10, for example:<br>$8+?=10$<br>Partition numbers within 10, for example:<br>$5=2+3$ | 2AS–1 Add and subtract across 10, for example:<br>$8+5=13$<br>$13-5=8$ | Add and subtract within 100: add and subtract any 2 two-digit numbers, where the ones sum to 10 or more, for example:<br>$26+37=63$<br>Use knowledge of unitising to add and subtract across other boundaries, for example:<br>$1.3-0.5=0.8$<br>Add within a column during columnar addition when the column sums to more than 10 (regrouping), for example, for:<br>$126+148$<br>Subtract within a column during columnar subtraction when the minuend of the column is smaller than the subtrahend (exchanging), for example, for:<br>$453-124$ |
| Solve missing addend problems within 10, for example:<br>$4+\square=10$ | 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:<br>$6+3=9$<br>$6-2=4$<br>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.<br>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:<br>32 ones + 23 ones = 55 ones<br>so<br>32 tens + 23 tens = 55 tens<br>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.<br>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.<br>Describe and compare angles.<br>Draw polygons by joining marked points<br>Identify parallel and perpendicular sides.<br>Identify regular polygons<br>Find the perimeter of regular and irregular polygons.<br>Compare areas and calculate the area of rectangles (including squares) using standard units.<br>Compare areas and calculate the area of rectangles (including squares) using standard units. |