

# YEAR 2 LONG TERM MATHS PLAN 2023-24

	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	Week 14
Autumn	Number: Place Value (4 Weeks)				Number: Addition and Subtraction (5 Weeks)					Geometry: Properties of shape (2 Weeks, 1 on 2D and 1 on 3D)	PUMA + gap filling	Geometry: Properties of shape (2 Weeks, 1 on 2D and 1 on 3D)	Measurement: Mass, Capacity and temperature (2 Weeks)	
Spring	Number: Multiplication and Division (3 Weeks)			Number: Fractions (1 Week) 2nd Feb – NSPCC Number Day	MOCK SATS	Number: Fractions (1 Week)	Statistics (1Week)	Measurement: Time (2 Weeks)	Measurement: Length and Height (2 weeks)	Also incl Mass, Capacity and Temperature revisit				
Summer	Measurement: Money (2 Weeks)	Geometry: Position and Direction (2 Weeks)  + recap shape		SATS	Number: Fractions (Also recap shapes and symmetry) (2 Weeks)  21 <sup>st</sup> May – Maths in Stories Day		Gaps for evidence (if required) OR Revisit units where children have been less confident (2 Weeks) 19 <sup>th</sup> June – Yr 2 Maths Trail		Problem solving and efficient methods And Investigations (2 Weeks)	NRICH activities and Maths games (2 Weeks)  16 <sup>th</sup> July – Problem Solving Day				

\*Use language relating to money, length and height, capacity, temperature, mass through all number blocks when problem solving

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Year 2 Maths Intent for all pupils within each strand of maths by the end of KS1 is:

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics
I can use place value and number facts to solve problems.	I can recognise and use inverse relationships between addition and subtraction.	I can solve one step problems involving multiplication and division.	I can solve simple problems involving fractions.	I can tell and write the time to the nearest 5 minutes.	I can use mathematical vocabulary to describe position, direction and movement.	I can ask and answer questions about totalling and comparing categorical data.
I can count forwards and backwards in twos, threes, fives and tens from any numbers.	I can apply mental strategies to problems.	I can recognise odd and even numbers.	I can recognise, find, name and write fractions of a length.	I can use different equipment to measure accurately.	I can identify and describe the properties of 2-D shapes.	I can interpret and construct simple pictograms.
I can compare and order numbers 0 to 100.	I can add and subtract two-digit numbers and ones and tens.	I can recognise and use inverse relationship between multiplication and division.	I can recognise, find, name and write fractions of a quantity.	I can recognise and use symbols for pounds and pence.	I can identify 2-D shapes on the surface of 3-D shapes.	I can interpret and construct simple tables.
I can use the signs: < , > and =	I can add and subtract two-digit numbers and tens and twos, two-digit numbers.	I can show that multiplication of two numbers can be done in any order.	I can write simple fractions and recognise equivalence.	I can solve simple money problems in a practical context.	I can compare and sort common 2-D and 3-D shapes.	I can ask and answer simple questions by sorting categories by quantity.
I know the place value of each digit in a two-digit number.	I can apply written strategies to problems.	I can calculate mathematical statements for division (within the multiplication tables).	I can recognise, find, name and write fractions of a shape.	I can compare and order length, mass, volume/capacity and	I can identify lines of symmetry in 2-D shapes.	I can interpret and construct simple tally charts.
I can read and write numbers to at least 100 in words and numerals.	I can show that addition can be done in any order, subtraction can't.	I know that division of 1 number by another cannot be done in any order.	I can count in fractions up to 10 starting from any number.	I can compare and sequence intervals of time.	I can order and arrange combinations of objects in patterns.	I can ask and answer questions about totalling.
I can identify, represent and estimate numbers.	I can recall and use addition and subtraction facts to 20 and use numbers facts to 100.	I can calculate mathematical statements for multiplication (within the multiplication tables).	I can find, name and write fractions of a set of objects.	I can read relevant scales to the nearest numbered unit.	I can identify and describe the properties of 3-D shapes.	I can interpret and construct simple block diagrams.

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