YEAR 2 LONG TERM MATHS PLAN 2025-26

	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 (3 wweks Aut 1, 2 Weeks Aut 2)					Maths assessments and gap filling W.b. 17.11.25	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)			Mock SATS W.b. 26.01.26	Number: Fractions Recap shape (2 Weeks Spring 1, 1 week Spring 2) 6th Feb – NSPCC number day			Measurement: Time (2 Weeks)		Measurement: Length and Height (2 weeks) Include Mass, capacity and temperature revisit				
Summer	Measurement: Money (2 Weeks)		Geometry: Position and Direction (2 Weeks) + recap shape Yr 2 maths walk 20th May		Statistics (1 week)	4 operations recap	SATS W.b.15.06.26	Gaps OR Revisit units where children have been less confident (2 Weeks)		Problem solving and efficient methods And Investigations (2 Weeks)		NRICH activities and Maths games (2 Weeks) 14th July – Problem Solving Day		

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

YEAR 2 LONG TERM MATHS PLAN 2025-26

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 contest.	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.

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