Year 2 Primary Mathematics Planning Framework

Autumn 1 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations….. Work towards them) use small steps as guidance towards it… However, not all children will be on the same small step……
Number, Place Value	1-3	➢ count in steps of 2, 3 and 5 from 0 and in tens from any number, forward or backward ➢ recognise the place value of each digit in a two-digit number (tens and ones) ➢ identify, represent and estimate numbers using different representations, including the number line ➢ compare and order numbers from 0 up to 100 ➢ read and write numbers to at least 100 in numerals and in words ➢ use place value and number facts to solve problems ➢ count in tens from any number, forward and backward
Addition and Subtraction	4-5	➢ solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental methods ➢ recall and use addition and subtraction facts to 20 fluently ➢ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers
Measurement (Length)	6	➢ compare and order lengths and record the results using >, < and = ➢ interpret unmarked divisions on scales
Autumn 2 Domain Focus	**Wks**	**Learning Objectives** (Remember these are end of year expectations….. Work towards them) use small steps as guidance towards it… However, not all children will be on the same small step……
Multiplication and Division	7-8	➢ recognise odd and even numbers ➢ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ➢ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ➢ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ➢ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Addition and Subtraction	9-10	➢ solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental methods ➢ 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: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers

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		➢ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ➢ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
Measure (Money)	11-12	➢ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ➢ ask and answer questions about totalling and comparing categorical data ➢ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ➢ find different combinations of coins to 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

Spring 1 Domain Focus	**Wks**	**Learning Objectives** (Remember these are end of year expectations….. Work towards them) use small steps as guidance towards it… However, not all children will be on the same small step……
Number, Place Value **Statistics**	13	➢ compare and order numbers from 0 up to 100; use >, < and = signs ➢ count in steps of 2 and 5 from 0 and in tens from any number, forward and backward ➢ identify, represent and estimate numbers using different representations, including the number line ➢ 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
Multiplication and Division	14	➢ recognise odd and even numbers ➢ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ➢ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ➢ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ➢ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Fractions	15-16	➢ recognise, find, name and write fractions ⅓, ¼, ¾ and ¾ of a length, shape, set of objects or quantity ➢ write simple fractions for example ½ of 6 = 3 and recognise the equivalence of ¾ and ½.
Geometry (Position and Direction)	18	➢ 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) ➢ order and arrange combinations of mathematical objects in patterns and sequences
Measure (Time)	19	➢ 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 ➢ know the number of minutes in an hour and the number of hours in a day. ➢ compare and sequence intervals of time

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Spring 2 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations….. Work towards them) use small steps as guidance towards it… However, not all children will be on the same small step……
Addition and Subtract	20	➢ solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental methods ➢ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers
Measure (Weight)	21	➢ compare and order weight and record the results using >, < and = ➢ interpret unmarked divisions on scales
Multiplication and Division	22-23	➢ recognise odd and even numbers ➢ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ➢ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ➢ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ➢ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Geometry (Shape)	24	➢ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ➢ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ➢ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ➢ compare and sort common 2-D and 3-D shapes and everyday objects
Fractions	25	➢ recognise, find, name and write fractions ⅓, ¼, ²⁄₄ and ³⁄₄ of a length, shape, set of objects or quantity ➢ write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of ²⁄₄ and ½.

Summer 1 Domain Focus	Wks	Learning Objectives (Remember these are end of year expectations….. Work towards them) use small steps as guidance towards it… However, not all children will be on the same small step……

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Number, Place Value	26	➢ count in steps of 2, 3 and 5 from 0 and in tens from any number, forward or backward ➢ recognise the place value of each digit in a two-digit number (tens and ones) ➢ identify, represent and estimate numbers using different representations, including the number line ➢ compare and order numbers from 0 up to 100; use <, > and = signs ➢ read and write numbers to at least 100 in numerals and in words ➢ use place value and number facts to solve problems
Measure (Capacity)	27	➢ 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 ➢ compare and order lengths, mass, volume / capacity and record the results using >, < and =
Multiplication and Division	28-29	➢ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ➢ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ➢ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Fractions	30-31	➢ recognise, find, name and write fractions ⅓, ¼, ²⁄₄ and ³⁄₄ of a length, shape, set of objects or quantity ➢ write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of ²⁄₄ and ½. ➢ Next Time: Work on splitting bigger numbers to make finding a fraction easier e.g. what can you split 46 into/100 into? What other knowledge can we use e.g. 10/2 = 5 so 100/2 is 50.
Geometry (Shape)	32	➢ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ➢ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ➢ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ➢ compare and sort common 2-D and 3-D shapes and everyday objects
Summer 2 Domain Focus	**Wks**	**Learning Objectives** (Remember these are end of year expectations….. Work towards them) use small steps as guidance towards it… However, not all children will be on the same small step……
Number, Place Value	33	➢ count in tens from any number, forward and backward ➢ recognise the place value of each digit in a two-digit number (tens, ones) ➢ use place value and number facts to solve problems
Addition and Subtraction	34 -35	➢ solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental methods and written methods ➢ 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: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers

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		• adding three one-digit numbers ➢ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
Statistics	36	➢ 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.
Geometry (Position and Direction)	37	➢ order and arrange combinations of mathematical objects in patterns and sequences