Year 2 Mathematics Curriculum Map 2022-23

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** |  | **Week 1** | | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Autumn 1 – 6 Weeks & 4 days** | | | | | | | | | **Autumn 2 – 8 Weeks** | | | | | | | | | | | |
| **Autumn** | **Number & Place Value**  **4 Weeks**  **Small Steps: 16** | | | | | **Addition & Subtraction**  **5 Weeks**  **Small Steps: 17** | | **Consolidation/**  **Assessment** | **Addition & Subtraction**  **5 Weeks**  **Small Steps: 17** | | | | | **Geometry: Properties of Shape**  **3 Weeks**  **Small Steps: 12** | | | **Measurement: Money**  **2 Weeks**  **Small Steps: 9** | | **Consolidation/**  **Assessment** | |
| **Spring 1 – 6 Weeks & 3 days** | | | | | | | |  | **Spring 2 – 5 Weeks** | | | | | | | |
| **Spring** | **Multiplication & Division**  **5 Weeks**  **Small Steps:** | | | | | | **Consolidation/**  **Assessment** | **Measurement: Length & height**  **2 Weeks**  **Small Steps:** | | | | **Measurement: Mass, Capacity & temperature**  **2 Weeks**  **Small Steps:** | | | **Consolidation/**  **Assessment** |
| **Summer 1 – 6 Weeks** | | | | | | | |  | | | **Summer 2 – 5 Weeks & 4 days** | | | | | | |
| **Summer** | **Number: Fractions**  **3 Weeks**  **Small Steps:** | | | | **Measurement: Time**  **3 Weeks**  **Small Steps:** | | | **Statistics**  **1 Week**  **Small Steps:** | | **Geometry: Position & Direction**  **2 Weeks**  **Small Steps:** | | | | |

**Year 2 National Curriculum Objectives & White Rose Small Steps**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Autumn** | **Number & Place Value – 4 Weeks** | **Addition & Subtraction - 5 Weeks** | | **Geometry: Properties of Shape – 3 Weeks** | **Measurement: Money – 2 Weeks** | |
| **National Curriculum Objectives** | * Read and write numbers to at least 100 in numerals and in words * 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 * Use place value and number facts to solve problems * Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards | * Recall and use addition and subtraction facts fluently, and derive and sue related facts up to 100 * Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * Represent and use number bonds and related subtraction facts   within 20   * Add and subtract 1-digit and 2-digit numbers to 20, including zero * 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 * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) | | * Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * Identify and describe 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-Dshapes and everyday objects | * Count money – pence * Count money – pounds (notes and change) * Count money – notes and coins * Select money * Make the same amount * Compare money * Find the total * Find the difference * Find change * Two-step problems | |
| **White Rose Small steps** | * Step 1: Numbers to 20 * Step 2: Count objects to 100 by making 10s * Step 3: Recognise tens and ones * Step 4: Use a place value chart * Step 5: Partition numbers to 100 * Step 6: Write numbers to 100 in words * Step 7: Flexibly partition numbers to 100 * Step 8: Write numbers to 100 in expanded form * Step 9: 10s on the number line to 100 * Step 10: 10s and 1s on the number line to 100 * Step 11: Estimate numbers on a number line * Step 12: Compare objects * Step 13: Compare numbers * Step 14: Order objects and numbers * Step 15: Count in 2s, 5s and 10s * Step 16: Count in 3s | * Step 1: Introduce parts and wholes * Step 2: Part-whole model * Step 3: Write number sentences * Step 4: Fact families – addition facts * Step 5: Number bonds within 10 * Step 6: Systematic number bonds within 10 * Step 7: Number bonds to 10 * Step 8: Addition – add together * Step 9: Addition – add more * Step 10: Addition problems * Step 11: Find a part * Step 12: Subtraction – find a part * Step 13: Fact families – the eight facts * Step 14: Subtraction – take away/cross out (How many left?) * Step 15: Take away (How many left?) * Step 16: Subtraction on a number line * Step 17: Add or subtract 1 or 2 | | * Step 1: Recognise 2-D and 3-D shapes * Step 2: Count sides on 2-D shapes * Step 3: Count vertices on 2-D shapes * Step 4: Draw 2-D shapes * Step 5: Lines of symmetry on shapes * Step 6: Use lines of symmetry to complete shapes * Step 7: Sort 2-D shapes * Step 8: Count faces on 3-D shapes * Step 9: Count edges on 3-D shapes * Step 10: Count vertices on 3-D shapes * Step 11: Sort 3-D shapes * Step 12: Make patterns with 2-D and 3-D shapes | * Released in November 2022 | |
| **Spring** | **Multiplication & Division – 5 Weeks** | | **Measurement: Length & Height – 2 Weeks** | | | **Measurement: Mass, Capacity & temperature – 2 Weeks** |
| **National Curriculum Objectives** | * Recall and use multiplication and division facts for the 2, 5 and 10 times-tables, including recognising odd and even numbers * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (X), 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 * Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | | * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (oC); 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 = | | | * Choose any appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg); temperature (oC), 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 = |
| **White Rose Small steps** | * Released in November 2022 | | * Released in November 2022 | | | * Released in November 2022 |
| **Summer** | **Number: Fractions – 3 Weeks** | | **Measurement: Time – 3 Weeks** | **Statistics – 1 Week** | | **Geometry: Position & Direction – 2 Weeks** |
| **National Curriculum Objectives** | * Recognise, find, name and write fractions ½, 1/3, ¼, 2/4 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 2/4 and ½ | | * Tell and write the time to five minutes, including quarter past/to the hour and draw the ands 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 | * 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 | | * 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 |
| **White Rose Small steps** | * - Released in March 2023 | | Released in March 2023 | Released in March 2023 | | Released in March 2023 |