



## Year 2 – 2025 – 2026 Maths Curriculum

### Autumn Term

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Year 2</b>	Prior learning check of non negotiables from year 1	<b>Place value</b>				<b>Addition and Subtraction (within 10)</b>					<b>Shape</b>		<b>Assessment week</b>	<b>Shape / money</b>	<b>money</b>	
<b>Objectives</b>		<ol style="list-style-type: none"> <li>To understand numbers to 20</li> <li>To count objects to 100 by making 10s</li> <li>To recognise 10s and 1s</li> <li>To use a place value chart</li> <li>To partition numbers to 100</li> <li>To write numbers to 100</li> <li>To flexibly partition numbers to 100</li> <li>To write numbers within 100 in the expanded form</li> <li>To identify multiples of 10 on a number line</li> <li>To identify 10 and 1s on a number line</li> <li>To estimate numbers on a number line</li> <li>To compare objects within 100</li> <li>To compare numbers to 100</li> <li>To order and compare objects and numbers</li> <li>To count in 2s, 5s and 10s (rolling numbers)</li> <li>To count in 3s (rolling Numbers)</li> </ol>				<ol style="list-style-type: none"> <li>To know number bonds to 10</li> <li>To use fact families (<i>+ - within 20</i>)</li> <li>To use related facts (<i>for addition and subtraction to 100</i>)</li> <li>To find number bonds to 100</li> <li>To add and subtract ones (<b>within 100</b>)</li> <li>To add by making 10</li> <li>To add 3 one –digit numbers</li> <li>To add to the next 10</li> <li>To add across a 10</li> <li>To subtract across a 10</li> <li>To subtract from a 10</li> <li>To subtract a 1 digit number from a two-digit number (<b>across a 10</b>)</li> <li>To calculate 10 more and 10 less</li> <li>To add and subtract a multiple of 10</li> <li>To add two, two-digit numbers (<i>without crossing a 10</i>)</li> <li>To add two, two-digit numbers crossing a 10</li> <li>To subtract two, two-digit numbers (<i>without crossing a 10</i>)</li> <li>To subtract two, two-digit numbers crossing a 10</li> <li>To solve mixed addition and subtraction problems</li> <li>To compare number sentences</li> <li>To calculate missing numbers problems</li> </ol>					<ol style="list-style-type: none"> <li>To recognise 2-D and 3-D shapes</li> <li>To count sides on 2-D shapes</li> <li>To count vertices on 2-D shapes</li> <li>To draw 2-D shapes</li> <li>To identify symmetry on shapes</li> <li>To use lines of symmetry to complete shapes</li> <li>To sort 2-D shapes</li> <li>To count faces on 3-D shape</li> <li>To count edges on 3-D shapes</li> <li>To count vertices on 3-D shapes</li> </ol>			<ol style="list-style-type: none"> <li>To sort 3-D shapes</li> <li>To make patterns with 2-D and 3-D shapes</li> <li>To count money in pence</li> <li>To count in pounds</li> <li>To count money in pounds and pence</li> </ol>	<ol style="list-style-type: none"> <li>To choose notes and coins,</li> <li>To make the same amount</li> <li>To compare amounts of money</li> <li>To calculate with money –.</li> <li>To make £1</li> <li>To find change</li> <li>To solve two-step problems</li> </ol>	
<b>Mental Maths and Fluency</b>		count in steps of 2, and 5 from 0, and in tens from any number, forward or backward  Number bonds to 10 Number bonds to 20  Counting to 100 from any number forward and backwards  Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non standard partitioning				recall and use addition and subtraction facts to 20 fluently, derive and use related facts up to 100  Compare and order numbers from 0 up to 100, using the and = signs  Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10  Add and subtract across 10					add and subtract numbers mentally, including: a 2-digit number and ones 46 – 3 63 – 2 45 + 2 6 + 63 a 2-digit number and tens no exchange 63 + 20 45 – 10 63 – 20 a 1 digit  add and subtract numbers mentally, including a 1 digit number and 2 digit number requiring bridging 12 – 5 15 – 7 8 + 5 7 + 4			<b>2x 5x 10 tables recall</b>	add and subtract numbers mentally, two numbers close in value 5 + 4 26 + 25 34 – 29 70 – 65  addition and subtraction facts within 10,	

# Spring Term

	1	2	3	4	5	6	7	8	9	10	11
<b>Year 2</b>	Multiplication and division					Length & height		Mass capacity & temperature		<b>week</b> Assessment	Mass capacity & Temperature continued
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To recognise equal groups (<i>within 50</i>)</li> <li>2. To make equal groups.</li> <li>3. To add equal groups</li> <li>4. To use the x symbol</li> <li>5. To answer multiplication sentences</li> <li>6. To use arrays</li> <li>7. To divide by grouping</li> <li>8. To divide by sharing</li> <li>9. To learn the 2x table</li> <li>10. To divide by 2</li> <li>11. To double and half numbers</li> <li>12. To identify if a number is odd and even</li> <li>13. To learn the 10x table</li> <li>14. To divide by 10</li> <li>15. To learn the 5x table</li> <li>16. To divide by 5</li> <li>17. To know the relationship between the 5x and 10x table</li> </ol>					<ol style="list-style-type: none"> <li>1. To measure in centimetres</li> <li>2. To measure in metres</li> <li>3. To Compare lengths and heights</li> <li>4. To order lengths and</li> <li>5. To solve problems for length and height (<i>both one-step and two-step problems– four operations</i>)</li> </ol>		<ol style="list-style-type: none"> <li>1. To compare object’s mass</li> <li>2. To measure in grams</li> <li>3. To measure in kilograms</li> <li>4. To solve problems with mass (<i>4 operations / 1 and 2 step</i>)</li> <li>5. To compare volume and capacity</li> <li>6. To measure in millilitres</li> <li>7. To measure in litres</li> <li>8. To solve problems with volume and capacity (<i>4 operations/ 1 &amp; 2 step</i>)</li> <li>9. To read and represent temperature on a variety of scales</li> </ol>			See previous objectives
<b>Mental maths and fluency</b>	<p>recall and use multiplication and division facts for the 2s &amp;, 10 multiplication tables, including recognising odd and even numbers</p> <p>recall and use addition and subtraction facts to 20 fluently, derive and use related facts up to 100</p> <p>Number bonds to 10 Number bonds to 20</p> <p>count in steps of 2, and 5 from 0, and in tens from any number, forward or backward</p>					Mentally add three single digit numbers.		add and subtract, and mentally, including: * two 2-digit numbers			recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

# Summer Term

	1	2	3	4	5	6	7	8	9	10	11	12
<b>Year 2</b>	<b>Fractions</b>			<b>Time</b>			<b>Statistics</b>		<b>Position and direction</b>	<b>Assessment week</b>	<b>Consolidation</b>	
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>To understand parts and wholes</li> <li>To identify equal and unequal parts</li> <li>To recognise half</li> <li>To find half</li> <li>To recognise a quarter</li> <li>To find a quarter</li> <li>To recognise a third</li> <li>To find a third</li> <li>To find the whole</li> <li>To recognise a unit fraction</li> <li>To recognise a non-unit fraction.</li> <li>To recognise equivalent fractions <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></li> <li>To recognise <math>\frac{3}{4}</math></li> <li>To find <math>\frac{3}{4}</math></li> <li>To count in fractions up to a whole</li> </ol>			<ol style="list-style-type: none"> <li>To consolidate learning of telling time to O'clock and half past</li> <li>To tell the time to quarter past and quarter to</li> <li>To tell the time to 5 mins past the hour</li> <li>To tell the time to 5 mins to the hour</li> <li>To tell the time to 5 minutes</li> <li>To know and calculate with minutes in an hour</li> <li>To know hours in a day, to use am and pm and to solve problems regarding time</li> </ol>			<ol style="list-style-type: none"> <li>To make tally charts</li> <li>To use simple tables</li> <li>To use Block diagrams</li> <li>To draw pictograms (1-1)</li> <li>interpret data from pictograms (1-1)</li> <li>To draw pictograms (where symbol represent 2, 5 and 10)</li> <li>To Interpret pictograms (where symbol represent 2, 5 and 10)</li> </ol>		<ol style="list-style-type: none"> <li>To use language of position</li> <li>To describe movement</li> <li>To describe turns.</li> <li>To describe movement and turns</li> <li>To explore shape patterns that involve turns</li> </ol>			
<b>Mental Maths and fluency</b>	count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line  count in steps of 2, and 5 from 0, and in tens from any number, forward or backward			2x table 5x table 10 x table with division facts			Mentally add three single digit numbers		Add mentally, including: * two two-digit numbers	subtract, and mentally, including: * two two-digit numbers * adding three one-digit numbers		2x table 5x table 10 x table with division facts

## Key Criteria children must master to be ready for Year 3

- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning
- Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.
- Secure fluency in addition and subtraction facts within 10,) through continued practice.
- Add and subtract across 10. (without counting forwards and backwards
- Solve comparative addition and difference problems - solve problems with missing addends using known number facts or calculation strategies
- Add and subtract within 100 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 within 100 – part 2: Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers
- Multiplication as repeated addition Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables
- Grouping problems: missing factors and division Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).
- Describe and compare 2D and 3D shapes Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.