Year 2	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	**Number: Place value** I can count objects and read and write numbers to 100 in numerals and in words. (and I can count forwards and backwards in tens from any number) I can identify and represent numbers in different ways including using different equipment (e.g. Numicon, number line, Dienes etc) I can partition two digit number into different combinations of tens and ones e.g. 23 = 20+3 and 23 =10+13 I can recognise the place value of each digit in any two-digit number I can compare and order numbers from 0 up to 100; use <, > and = signs.			**Number: Addition and Subtraction** I can fluently recall addition and subtraction facts to 20 I can use and apply my knowledge of 'facts to 20' to work out and use facts up to 100. I can add mentally and using objects or pictures - TU and U I can subtract mentally and using objects or pictures - TU and U I can add mentally and using objects or pictures - TU and 10s I can subtract mentally and using objects or pictures - TU and 10s I can add - TU and TU I can subtract - TU and TUs I can add three 1-digit numbers - U and U and U **I can show that addition of two numbers can be done in any order (commutative)** **I can show that subtraction of one number from another cannot be done in any order using physical resources** **Children to be secure at mental addition and subtraction before bordering tens.** **I can recognise and use the inverse relationship between addition and subtraction (to check calculations and solve missing number problems)**				Measurement: Money		**Number: Multiplication and Division** I can recognise equal groups. I can make equal groups. I can add equal groups. I can read, write and interpret mathematical statements involving multiplication (x) **I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (using objects, arrays, repeated addition etc.)**		
	Representations and structure Part part whole, bar model, number track, number lines, hundred square, place value chart Place value counters, tens frame, base 10, numicon, bead strings.			**Fluency** Automaticity of number bonds within 10 and 20 to apply to 100. **Representations and structure** Part part whole, tens frame, bar model, number track, number lines, place value chart Place value counters, base 10, numicon, bead strings.						**Fluency** Automaticity of skip counting in 2s, 5s and 10s. **Representations and structure** Hundred square, number lines, number tracks, sorting circles, tens frames, simple arrays e.g. donuts in rows. Numicon, counting objects, sorting hoops.		

				*equal groups of representations

Year 2	1	2	3	4	5	6	7	8	9	10	11	12
Spring		**Number: Multiplication and Division** I can use arrays. I can recall and use multiplication facts for the 2, 5 and 10 multiplication tables. I can make equal groups, sharing and grouping equally. I can read, write and interpret mathematical statements involving division (÷,) I can divide by 2. I can recognise odd and even numbers I can divide by 5. I can divide by 10. **I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (using objects, arrays, repeated addition etc.)**			Statistics		Geometry: Properties of Shape		**Number: Fractions** I can make equal parts. I can recognise, find, name and write fractions (¼). I can recognise a third (⅓). I can find a third of shape. I can find a third of length, objects or quantities. I can recognise unit fractions (½ ¼ ⅓). I can recognise non-unit fractions (2/4 ¾). I can recognise equivalence of ½ and 2/4. I can find 3/4 . I can count in fractions up to 10 from any number, using ½ and 2/4 equivalents.			
	Consolidate	**Fluency** Automaticity of multiplication and division facts for the 2, 5, and 10 times tables. **Representations and structure** Hundred square, number lines, number tracks, sorting circles, tens frames, simple arrays. Numicon, counting objects, sorting hoops. *equal groups of representations							**Fluency** Can count ½, 2/2 and recognise that 2 halves make one whole. Can count ¼, 2/4, ¾, 4/4 and recognise that 4 quarters make one whole. Can count 1/3, 2/3, 3/3 and recognise that 3 thirds make one whole. **Representations and structure** Bar model, shape, tangible objects, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form).			

Year 2	1	2	3	4	5	6	7	8	9	10	11	12
Summer	Consolidate	Measurement: Length and Height		Geometry: Position and Direction		Measurement: Time		Measurement: Mass, Capacity and Temperature				