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| **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+13I can recognise the place value of each digit in any two-digit numberI 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 20I 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)** |
| **Representations and structure**Part part whole, bar model, number track, number lines, hundred square, place value chartPlace 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 chartPlace 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 |

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| Spring | **Measurement: Money**I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value I can find different combinations of coins that equal the same amounts of money I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | **Number: Multiplication and Division**I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | **Measurement: Length and Height**I can compare and order lengths, mass, volume/capacity and record the results using >, < and = | **Measurement: Mass, Capacity and temperature**I can 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 |
|  | **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 |  |  |

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| **Year 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| **Year 2** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| Summer | **Number: Fractions** I can recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity I can write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2 . | **Measurement:****Time**I can compare and sequence intervals of time I can 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 I can know the number of minutes in an hour and the number of hours in a day. | **Statistics**I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity I can ask and answer questions about totalling and comparing categorical data. | **Geometry: Position and direction**I can order and arrange combinations of mathematical objects in patterns and sequences I can 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 anticlockwise). | Consolidation |
|  | **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). |  |  |  |  |