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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+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)** | | | | | | | |
| **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 | | |

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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). |  |  |  |  |