

Year 2 Overview of Curriculum Content

Autumn	Spring	Summer	Mastering Number Content
<p>Ready to Progress Criteria</p> <p>2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p> <p>2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10</p> <p>2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p> <p>2AS-1 Add and subtract across 10</p> <p>2AS-3 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.</p> <p>2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p> <p>2G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p>	<p>Ready to Progress Criteria</p> <p>2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?"</p> <p>2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p> <p>2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</p> <p>2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>	<p>Ready to Progress Criteria</p> <p>2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</p>	<p>Autumn 1</p> <p>Subitising</p> <ul style="list-style-type: none"> develop conceptual subitising skills as they become more familiar with patterns made by numbers within 10 and understand their composition use perceptual and conceptual subitising when using a rekenrek. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> explore the linear number system within 10, looking at a range of representations compare number tracks and number lines and explore the use of 'midpoints' to enable them to identify the location of other numbers. <p>Composition</p> <ul style="list-style-type: none"> focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have 'an extra 1' – they will link this to the 'shape' of these numbers. <p>Number Facts</p> <ul style="list-style-type: none"> link their growing understanding of the composition of numbers within 10 to the related additive facts, including adding 2 to an odd or even number practise recalling facts in a variety of ways, including through solving simple picture problems and completing equations with a missing sum or addend. <p>Autumn 2</p> <p>Subitising</p> <ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> review the linear number system as they compare numbers. <p>Composition</p> <ul style="list-style-type: none"> continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers <p>Comparison</p> <ul style="list-style-type: none"> compare numbers within 10, linking this to their understanding of the linear number system use the inequality symbols to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than' draw on their knowledge of number bonds to answer questions in the form: True or false? $5 + 3 > 7$ <p>Number Facts</p> <ul style="list-style-type: none"> continue to practise recalling additive facts for numbers within 10, using a range of equations, games and picture problems. <p>Spring 1</p> <p>Subitising</p> <ul style="list-style-type: none"> continue to practise conceptually subitising numbers they have already explored the composition of, including 'teen' numbers when they have reviewed the composition of 11–19. <p>Composition</p> <ul style="list-style-type: none"> review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this. <p>Number Facts</p> <ul style="list-style-type: none"> focus on number bonds within 10 presented in the part-part-whole structure, including identifying a missing 'part' and relating this to subtraction equations review strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways apply their knowledge of the composition of 11–19 to calculations in which 10 is a part apply their knowledge of composition to facts involving 3 addends. <p>Spring 2</p> <p>Subitising</p> <ul style="list-style-type: none"> continue to conceptually subitise the numbers 11–19 using a range of representations, which expose the structure of these numbers as 'ten and a bit'. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15. <p>Composition</p> <ul style="list-style-type: none"> review the composition of odd and even numbers, linking this to doubles and near doubles. <p>Comparison</p> <ul style="list-style-type: none"> continue to compare numbers within 20, including questions which use the symbols +, <, >, or =, such as: <p>Write the correct symbol:</p> <p>10 + 4 <input type="text"/> 15</p> <p>10 + 4 <input type="text"/> 14</p> <p>10 + 4 <input type="text"/> 13</p> <p>Number Facts</p> <ul style="list-style-type: none"> draw on their knowledge of the linear number system and apply this to calculations involving 1 more and 1 less, and pairs of numbers with a difference of 1 use their understanding of the composition of odd and even numbers to find doubles and near doubles apply known facts to calculations involving larger numbers, e.g. $5 + 2$, $15 + 2$, $25 + 2$. <p>Summer 1</p> <p>Subitising</p> <ul style="list-style-type: none"> revisit previous activities which develop their subitising skills. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> review the linear number system to 100, applying their knowledge of midpoints to place numbers on a structured number line – they will identify the multiples of 10 that come before and after a given number. <p>Composition</p> <ul style="list-style-type: none"> revisit previous activities which develop their understanding of the composition of numbers within 10 and 20. <p>Comparison</p> <ul style="list-style-type: none"> reason about equalities and inequalities using equations and answering questions, such as: <p>True or false?</p> <p>$5 + 3 = 6 + 2$</p> <p>$9 + 4 > 9 + 5$</p> <p>$9 + 6 < 10 + 5$</p> <p>This will help them become fluent in the use of the inequality symbol as well as practising their number bond knowledge.</p> <p>Number Facts</p> <ul style="list-style-type: none"> become fluent in a range of strategies involving calculations within 20, using 'make 10' strategies to add, and subtracting through the tens boundary practise recalling number bonds through a range of activities and games which will encourage them to reason about sums and differences. <p>Summer 2</p> <p>Subitising As above</p> <p>Composition As above</p> <p>Number Facts</p> <p>develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.</p>
<p>Place Value</p> <p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p> <p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p>	<p>Money</p> <p>Step 1 Count money – pence</p> <p>Step 2 Count money – pounds (notes and coins)</p> <p>Step 3 Count money – pounds and pence</p> <p>Step 4 Choose notes and coins</p> <p>Step 5 Make the same amount</p> <p>Step 6 Compare amounts of money</p> <p>Step 7 Calculate with money</p> <p>Step 8 Make a pound AS-4</p> <p>Step 9 Find change AS-2 and 4</p> <p>Step 10 Two-step problems</p>	<p>Fractions</p> <p>Step 1 Introduction to parts and whole</p> <p>Step 2 Equal and unequal parts</p> <p>Step 3 Recognise a half</p> <p>Step 4 Find a half</p> <p>Step 5 Recognise a quarter</p> <p>Step 6 Find a quarter</p> <p>Step 7 Recognise a third</p> <p>Step 8 Find a third</p> <p>Step 9 Find the whole</p> <p>Step 10 Unit fractions</p> <p>Step 11 Non-unit fractions</p> <p>Step 12 Recognise the equivalence of a half and two-quarters</p> <p>Step 13 Recognise three-quarters</p> <p>Step 14 Find three-quarters</p> <p>Step 15 Count in fractions up to a whole</p>	
<p>Addition and Subtraction</p> <p>Step 1 Bonds to 10</p> <p>Step 2 Fact families - addition and subtraction bonds within 20</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p> <p>Step 9 Add across a 10</p> <p>Step 10 Subtract across 10</p> <p>Step 11 Subtract from a 10</p> <p>Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)</p> <p>Step 13 10 more, 10 less</p> <p>Step 14 Add and subtract 10s</p> <p>Step 15 Add two 2-digit numbers (not across a 10)</p> <p>Step 16 Add two 2-digit numbers (across a 10)</p> <p>Step 17 Subtract two 2-digit numbers (not across a 10)</p> <p>Step 18 Subtract two 2-digit numbers (across a 10)</p> <p>Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p>	<p>Multiplication and Division -</p> <p>Step 1 Recognise equal groups</p> <p>Step 2 Make equal groups MD-23</p> <p>Step 3 Add equal groups</p> <p>Step 4 Introduce the multiplication symbol MD-1</p> <p>Step 5 Multiplication sentences MD-1</p> <p>Step 6 Use arrays</p> <p>Step 7 Make equal groups – grouping MD-2</p> <p>Step 8 Make equal groups – sharing MD-2</p> <p>Step 9 The 2 times-table MD-1</p> <p>Step 10 Divide by 2 MD-2</p> <p>Step 11 Doubling and halving</p> <p>Step 12 Odd and even numbers</p> <p>Step 13 The 10 times-table MD-1</p> <p>Step 14 Divide by 10 MD-2</p>	<p>Time</p> <p>Step 1 O'clock and half past</p> <p>Step 2 Quarter past and quarter to</p> <p>Step 3 Tell the time past the hour</p> <p>Step 4 Tell the time to the hour</p> <p>Step 5 Tell the time to 5 minutes</p> <p>Step 6 Minutes in an hour</p> <p>Step 7 Hours in a day</p>	
<p>Shape</p> <p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p> <p>Step 4 Draw 2-D shapes</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p> <p>Step 7 Sort 2-D shapes</p> <p>Step 8 Count faces on 3-D shapes</p> <p>Step 9 Count edges on 3-D shapes</p> <p>Step 10 Count vertices on 3-D shapes</p> <p>Step 11 Sort 3-D shapes</p> <p>Step 12 Make patterns with 2-D and 3-D shapes</p>	<p>Length and Height</p> <p>Step 1 Measure in centimetres</p> <p>Step 2 Measure in metres</p> <p>Step 3 Compare lengths and heights</p> <p>Step 4 Order lengths and heights</p> <p>Step 5 Four operations with lengths and heights AS-4</p>	<p>Statistics</p> <p>Step 1 Make tally charts</p> <p>Step 2 Tables</p> <p>Step 3 Block diagrams</p> <p>Step 4 Draw pictograms (1–1)</p> <p>Step 5 Interpret pictograms (1–1)</p> <p>Step 6 Draw pictograms (2, 5 and 10)</p> <p>Step 7 Interpret pictograms (2, 5 and 10)</p>	
	<p>Mass, Capacity and Temperature- 3 weeks</p> <p>Step 1 Compare mass</p> <p>Step 2 Measure in grams</p> <p>Step 3 Measure in kilograms</p> <p>Step 4 Four operations with mass</p> <p>Step 5 Compare volume and capacity</p> <p>Step 6 Measure in millilitres</p> <p>Step 7 Measure in litres</p> <p>Step 8 Four operations with volume and capacity MD-1</p> <p>Step 9 Temperature</p>	<p>Position and Direction</p> <p>Step 1 Language of position</p> <p>Step 2 Describe movement</p> <p>Step 3 Describe turns</p> <p>Step 4 Describe movement and turns</p> <p>Step 5 Shape patterns with turns</p>	
	<p>Multiplication and Division</p> <p>Step 15 The 5 times-table MD-1</p> <p>Step 16 Divide by 5 MD-2</p> <p>Step 17 The 5 and 10 times-tables MD-1</p>		