Staniland's Long Term Map - Year 2 Maths (2023/2024)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17
Autumn	Number: Place Value				Number: Addition and Subtraction			*Half Term*	*Half Term*	Number: Addition and Subtraction				Geometry: Properties of Shape (Week 16 – 3 days)			
Spring	Measurement: Money		Number: Multiplication and Division				*Half Term*	Number: Multiplication and Division		Measurement: Length and Height Mass, Capacity and Temperature, Time				*End of term Easter*	*End of term Easter*		
Summer	Number: Fractions			Measurement: Time			*Half term*	Statistics		Geometry: Position and Direction		Problem Solving and efficient methods			*End of term Summer*	*End of term Summer*	

Number and Place Value	AU	SP	SU	Measures	AU	SP	SU
• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward				• 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			
• Recognise the place value of each digit in a two-digit number (tens, ones)				• Compare and order lengths, mass, volume/capacity and record the results using >, < and =			
• Identify, represent and estimate numbers using different representations, including the number line				• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value			
• Compare and order numbers from 0 up to 100; use <, > and = signs				• Find different combinations of coins that equal the same amounts of money			
• Read and write numbers to at least 100 in numerals and in words				• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change			
• Use place value and number facts to solve problems				• Compare and sequence intervals of time			
Addition and Subtraction				• 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			
• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures				• Know the number of minutes in an hour and the number of hours in a day.			
• Solve problems with addition and subtraction applying increasing knowledge of mental and written methods				**Properties of Shape**			
• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line			
• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers				• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces			
• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				• Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]			
• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.				• Compare and sort common 2-D and 3-D shapes and everyday objects.			
Multiplication and Division				**Position and Direction**			
• Recall and use multiplication & division facts for the 2, 5, 10 tables, including recognising odd and even numbers				• Order and arrange combinations of mathematical objects in patterns and sequences			
• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs				• 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 anti-clockwise).			
• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot				**Statistics**			
• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.				• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables			
Fractions				• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity			
• Recognise, find, name and write fractions, one third, one quarter, two quarters and three quarters of a length, shape, set of objects or quantity				• Ask and answer questions about totalling and comparing categorical data.			
• Write simple fractions for example, one half of 6 = 3 and recognise the equivalence of two quarters and one half.							

N.B. – These are **suggested** time frames; if you need to, please spend longer on a block, objectives must be embedded. Consolidation of any learning should focus on place value, the four operations and fractions (inc. decimals and percentages for the older children). Blocks taught should be revisited each term through Cold Maths, lesson starters and when links are made between mathematical concepts e.g. measure and place value. These are curriculum objectives and what you should be teaching from.