



St Peter's Maths Curriculum Overview — Year 2

(Some blocks may continue into start of the next term if all small steps have not been covered.
Non-number blocks may also be taught out of sequence by teachers covering part-time class teachers.)

Autumn	Number Place value (4 weeks)		Number Addition and subtraction (5 weeks)		Geometry Shape (3 weeks)
Spring	Measurement Money (2 weeks)	Number Multiplication and division (5 weeks)		Measurement Length and height (2 weeks)	Measurement Mass, capacity and temperature (3 weeks)
Summer	Number Fractions (3 weeks)	Measurement Time (3 weeks)	Statistics (2 weeks)	Geometry Position and direction (2 weeks)	Consolidation

Year 2 Maths Small Steps Curriculum Overview – Autumn Term

Number: Place Value (Numbers up to 100)	Number: Addition and Subtraction	Shape
- Count and recognise numbers to 20 and write them in digits and words. - Count objects to 100 by making groups of 10. - Recognise and count in tens and ones. - Represent numbers to 100 using a place value chart. - Partition numbers to 100 (using standard partitioning E.g. $32 = 30$ and 2 or $32 = 3$ tens and 2 ones). - Write numbers to 100 in words. - Flexibly partition numbers to 100. E.g. $43 = 13$ and 30 or $43 = 23$ and 20. - Write numbers to 100 in expanded form. E.g. $43 = 40 + 3$ or $43 = 40$ plus 3. - Complete number lines to 100 focusing on multiples of 10. - Complete number lines for numbers that lie between multiples of 10. (Focus on 10s and 1s) - Estimate numbers on a number line to 100. - Compare objects representing numbers to 100 using comparative language and inequality signs. - Compare numbers to 100 using comparative language and inequality signs. - Order objects and numbers to 100 and use comparative language: most, greatest, least, fewest. - Count forwards and backwards in 2s, 5s and 10s. (Count in 2s/5s from a multiple of 2/5 and in 10s from any number. - Count forwards and backwards in 3s from any multiple of 3.	- Identify number bonds to and within 10. - Use addition and subtraction bonds within 20 to create fact families. - Use knowledge of number bonds within 10 to identify related facts for both addition and subtraction calculations. E.g. $2 + 5 = 7$ then $20 + 50 = 70$ or $7 - 5 = 2$ so $70 - 50 = 20$. - Use number bonds to 10 and related facts to find bonds to 100. E.g. $4 + 6 = 10$ then $40 + 60 = 100$. - Mentally add and subtract 1s from a given number. - Bridge through 10 to add numbers within 20. - Add three 1-digit numbers. - Add to the next 10. E.g. $53 + \underline{\quad} = 60$ or $21 + \underline{\quad} = 30$. - Bridge through 10 to add a 1-digit number to a 2-digit number within 100. - Subtract from 2 digit numbers less than 20 by bridging through 10. - Subtract a 1-digit number from any multiple of 10 within 100. - Subtract a 1 digit number from a 2 digit number (across a 10). - Mentally find 10 more and 10 less than a given number within 100. - Add and subtract multiples of 10 from a given number – working within 100. - Add two 2-digit numbers (not across a 10). - Add two 2-digit numbers (across a 10). - Subtract two 2-digit numbers (not across a 10). - Subtract two 2-digit numbers (across a 10). - Mixed addition and subtraction. - Compare number sentences. - Solve missing number problems.	- Recognise and name 2-D and 3-D shapes. - Count sides on 2-D shapes. - Count vertices on 2-D shapes. - Draw 2-D shapes. - Recognise and draw vertical lines of symmetry on shapes. - Use lines of symmetry to complete shapes. - Sort 2-D shapes. - Count faces on 3-D shapes. - Count edges on 3-D shapes. - Count vertices on 3-D shapes. - Sort 3-D shapes. - Make patterns with 2-D and 3-D shapes.

Year 2 Maths Small Steps Curriculum Overview – Spring Term

Money	Number: Multiplication and Division	Measurement: Length and Height
- Count money in pence. - Count money in pounds (£50, £20, £10, £5, £2, £1) - Count money – pounds and pence. - Choose coins and notes to make a given amount. - Explore different ways to make the same amount. - Compare amounts of money using comparative language and inequality symbols. - Calculate with money – find totals. - Calculate with money – find the difference. - Choose coins to make £1 and understand that £1 = 100p or that £1 is made up of 100 pence. - Find change from £1 and other whole pounds. - Solve 2-step problems involving money.	- Make connection between repeated addition and multiplication by recognising equal groups. - Make equal groups with a given number of objects. - Use understanding of equal groups to find the total using repeated addition. - Use pictures to create multiplication sentences and reinforce understanding of language: 'lots of' and 'multiplied by'. - Use arrays to understand that multiplication is commutative and identify the 2 multiplication sentences that can be seen in an array. - Explore division by grouping: Make equal groups and introduce the division symbol ($\div$) - Explore division by sharing: Share counters equally between groups. Explore how the greater the divisor then smaller the answer. - Explore the 2 times-table and begin to develop fluency. - Use knowledge of 2 times-table to divide by 2. Understand the difference between sharing by 2 and grouping into 2s. - Double and halve numbers and relate this to multiplying by 2 and dividing by 2. - Identify odd and even numbers. Establish that even numbers can be divided equally by 2 – Check the ones column to check if a number is odd or even. - Explore the 10 times table and begin to develop fluency. - Use knowledge of 10 times table to divide by 10. - Explore the 5 times-table and begin to develop fluency. - Use knowledge of 5 times-table to divide by 5. - Explore the relationship between the 5 and 10 times-table: $\Rightarrow$ All numbers in the 10 times table are in the 5 times table $\Rightarrow$ Some numbers in the 5 times-table are in the 10 times-table $\Rightarrow$ 10 times-table is double the 5 times-table.	- Measure lengths and heights using non-standard units, then measure in cm using a ruler. - Measure lengths and heights using a metre stick and a tape measure. - Compare lengths and heights using comparative language such as 'longer than', 'shorter than', 'taller than'. - Order lengths and heights and use language such as 'longest', 'tallest', 'shorter', 'longer', 'taller'. - Solve one-step and two-step problems relating to length and height using the four operations.
		Measurement: Mass, Capacity and Temperature - Weigh a variety of everyday objects and use comparative language 'lighter' and 'heavier'. - Find objects with a similar mass to 1g, 10g and 100g. Weigh objects in g and read simple weighing scales. - Find objects with a similar mass to 1kg. Weigh objects in kilograms and read simple weighing scales. Understand that a kilogram is heavier than a gram. - Solve multi-step problems involving mass using the four operations. - Understand the difference between 'capacity' and 'volume'. Compare the capacity/volume of different containers. Use language such as 'full', 'half full', 'empty', 'greater', 'less' and use inequality symbols to compare volumes. - Measure the volume of liquid in millilitres practically and read scales. (All containers should have a maximum capacity of 100ml since Year 2 do not explore numbers greater than 100.) - Practically measure liquid in litres. Compare the number of ml to the same number of litres. Understand that 1 litre is significantly more liquid than 1ml. Read in scales that count in 2s, 5s, and 10s. - Solve multi-step problems involving volume and capacity using the four operations. - Explore temperature and read thermometer scales. Introduce unit 'degrees Celsius', written as °C. Use language 'hot', 'warm', 'cold' etc.. to describe and compare temperatures.

Year 2 Maths Small Steps Curriculum Overview - Summer Term

Number: Fractions	Measurement: Time	Statistics
◆ Recognise parts and wholes. ◆ Identify if a shape has been split into equal or unequal parts. ◆ Understand concept of a half. Introduce formal notation for half ($\frac{1}{2}$) and the terms numerator and denominator. ◆ Recognise and find half of a shape, a length and a set of objects. ◆ Find half of a number. Relate half of a smaller number to half of a larger number. E.g. half of 4 = 2 so half of 40 = 20 ◆ Understand concept of a quarter – the whole split into 4 equal parts. Introduce formal notation for a quarter ($\frac{1}{4}$) and understand what each number represents. ◆ Recognise and find a quarter of a shape, a length and a set of objects. ◆ Compare a $\frac{1}{4}$ to a $\frac{1}{2}$. ◆ Find a quarter of a number. Relate concept to dividing by 4. ◆ Discuss how a quarter is half of a half and can be found by dividing by 2 twice. ◆ Understand concept of a third – Whole split into 3 equal parts. Introduce formal notation for a third ($\frac{1}{3}$) and understand what each number represents. ◆ Recognise and find a third of a shape, a length and a set of objects. ◆ Compare $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$. ◆ Find a third of a number. Relate concept to dividing by 3. ◆ Use a fraction of an amount to find the whole. E.g. $\frac{1}{2}$ of ____ = 6 ◆ Identify unit fractions – any fraction which has a numerator of 1. ◆ Identify non-unit fractions – any fraction with a numerator greater than 1. ◆ Recognise the equivalence of half and two-quarters (they take up the same amount of space when the wholes are the same size.) ◆ Recognise three-quarters – understand $\frac{3}{4}$ is made up of 3 lots of $\frac{1}{4}$. ◆ Recognise and find $\frac{3}{4}$ of a shape, a length and a set of objects. Understand that $\frac{3}{4}$ is when the whole is split into 4 equal parts and having 3 of the equal parts. ◆ Find $\frac{3}{4}$ of a number. ◆ Count in fractions up to 1 whole – focus on counting in $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ s.	◆ Tell the time to the hour and half past the hour – minute hand is pointing to the number 12 when telling time to the hour – minute hand pointing to 6 and hour is half way between 2 numbers for half past. ◆ Tell the time to ‘quarter past’ and ‘quarter to’ the hour. Make link between quarter past and half past. ◆ Tell the time in intervals of ‘5 minutes PAST the hour.’ Know there are 60 minutes in the hour and that each of the 12 sections of the clock relate to 5 minute intervals. ◆ Tell the time in intervals of ‘5 minutes TO the hour.’ Understand that time ‘TO’ to hour relate to the next hour. E.g. At 10 minutes TO 2, the hour hand is pointing slightly BEFORE the number 2. ◆ Tell the time to 5 minute intervals both PAST and TO the hour. ◆ Use the fact that there are 60 minutes in an hour to convert units of time. E.g. 1 hour and 10 minutes = 70 minutes. ◆ Understand there are 24 hours in a day. Introduce terms midnight and noon. Understand that the hour hand travels round the clock twice in a day and that a new day starts at midnight. ◆ Solve problems involving time.	◆ Use tally charts to systematically record data. Use a ‘gate’ to represent a group of 5. ◆ Explore the use of simple tables. Understand that tally charts are useful to collect data but a table might be more useful to record results. ◆ Read and draw vertical and horizontal block diagrams that use 1:1 correspondence. Identify ‘most’ and ‘least’ popular items. ◆ Draw pictograms with 1:1 correspondence. ◆ Interpret vertical and horizontal pictograms with 1:1 correspondence – find totals and make comparisons. ◆ Draw pictograms where the symbols represent 2, 5 and 10 items. Interpret which numbers need to be represented by half a symbol. ◆ Interpret pictograms where the symbols represent 2, 5 and 10 items. Read a single column row, make comparisons and solve multi-step problems.
		Geometry – Position and Direction
		◆ Use language of position – ‘left’, ‘right’, ‘above’, ‘below’ and ‘between’. ◆ Use language to describe movement – ‘Up’, ‘down’, ‘left’, ‘right’, ‘forwards’ and ‘backwards’. ◆ Use language to describe turns: quarter, half, three quarter and full turns and clockwise and anti-clockwise. ◆ Describe movement and turns. ◆ Explore shape patterns that involve turns.
		CONSOLIDATION