

**Roe Farm Primary School  
Year 2**

Autumn 1 <sup>st</sup> Half Term	Autumn 2 <sup>nd</sup> Half Term	Spring 1 <sup>st</sup> Half Term	Spring 2 <sup>nd</sup> Half Term	Summer 1 <sup>st</sup> Half Term	Summer 2 <sup>nd</sup> Half Term
<p><u>Number and place value</u></p> <p><b>Chapter 1- Numbers to 100</b> To count numbers up to 100 using concrete objects: counting up by ones and tens.</p> <p>To understand each digit in a number has its own value.</p> <p>To be able to compare numbers using place-value knowledge gained from previous lessons.</p> <p>To use the number bond strategy to deepen understanding of place value.</p> <p>To count in ones and tens; to introduce</p>	<p><u>Multiplication and Division</u></p> <p><b>Chapter 4 – Multiplication and Division of 2, 5 and 10</b></p> <p>To understand that grouping is a way of dividing.</p> <p>To be able to divide by sharing an amount.</p> <p>To be able to divide by 2. The two strategies used here are splitting into groups of x and splitting into equal groups of many.</p> <p>To be able to divide by 5 and identify links with multiplying by 5.</p>	<p><u>Statistics</u></p> <p><b>Chapter 8 – Picture Graphs</b></p> <p>To be able to read a picture graph with confidence.</p> <p>To be able to read and interpret a picture graph with confidence.</p> <p>To be able to read and interpret a picture graph where the value of the picture can represent more than 1.</p> <p>To be able to read and interpret a picture graph where the value of the picture can represent more than 1.</p> <p>To be able to read, interpret and create a</p>	<p><u>Geometry – Properties of Shapes: 3-D shapes</u></p> <p><b>Chapter 12 – 3D Shapes.</b></p> <p>To recognise 3-D shapes by identifying their properties.</p> <p>To describe 3-D shapes and classify them using faces, vertices and edges.</p> <p>To describe 3-D shapes based on the number of faces and the 2-D shapes of these faces; to construct nets of shapes into 3-D shapes.</p> <p>To group 3-D shapes by similar properties.</p>	<p><u>Measurement: Time</u></p> <p><b>Chapter 14 – Time</b></p> <p>To tell and write time to 5-minute intervals.</p> <p>To tell time to 5-minute intervals and to the hour.</p> <p>To sequence events of the day by looking at analogue clocks and pictures.</p> <p>To draw hands on an analogue clock to show the correct time.</p> <p>To find the duration of time using an analogue clock in 30- and 60-minute intervals.</p>	<p><u>REVIEW AND REVISIT TOPICS</u></p> <p><u>REVISION AND END-OF-YEAR (B) TESTS</u></p> <p><u>REVIEW AND REVISIT TOPICS</u></p>

<p>boundary crossing using tens and ones.</p> <p>To recognise and describe patterns with more complex numbers, in particular 3 and 5.</p> <p><b><u>Addition and Subtraction</u></b></p> <p><b><u>Chapter 2 – Addition and Subtraction</u></b></p> <p>To be able to add a 1-digit number to a 2-digit number without regrouping the ones.</p> <p>To add tens by recognising its relationship to adding ones.</p> <p>To add 2-digit numbers where one is a multiple of 10.</p> <p>To add with tens and ones where the ones are both more than zero.</p>	<p>To be able to divide by 10 and identify links with multiplying by 10.</p> <p>To use multiplication and division skills to identify family facts in a number sentence.</p> <p>To understand and solve word problems which require the use of the multiplication and division skills covered in this chapter.</p> <p>To be able to link whether odd or even numbers can be divisible by 2, 5 or 10.</p> <p><b><u>Measurement: Length</u></b></p> <p><b><u>Chapter 5 – Length</u></b></p> <p>To measure length in metres.</p> <p>To measure length in centimetres.</p>	<p>picture graph where the value of the picture can represent more than 1.</p> <p><b><u>Word Problems</u></b></p> <p><b><u>Chapter 9 – More Word Problems</u></b></p> <p>To decide when it is appropriate to add and/or subtract when solving word problems; to improve the use of bar modelling and decision making based on visual representations.</p> <p>To use the bar model method to solve word problems looking at the difference between two amounts.</p> <p>To solve multi-step word problems using bar modelling; to use more than one bar</p>	<p>To form 3-D structures using multiple 3-D objects.</p> <p>To make and recognise patterns using 3-D shapes.</p> <p><b><u>Fractions</u></b></p> <p><b><u>Chapter 13 – Fractions</u></b></p> <p>To make equal parts from a whole using simple and complex methods.</p> <p>To show and recognise halves and quarters.</p> <p>To show and identify more than one quarter using materials and pictures.</p> <p>To show and identify thirds in shapes; to use the vocabulary 'numerator' and 'denominator' when referring to fractions.</p>	<p>To find the duration of time to 5-minute intervals.</p> <p>To find the ending of a duration of time from different 5-minute starting points.</p> <p>To find the ending time in intervals of 5 minutes from delayed starts.</p> <p>To find the starting time from 30-minute and 1-hour interval durations.</p> <p>To find the start of multiple durations of time using a common end time.</p> <p>To compare durations of time from the least amount to the most amount of time and vice versa.</p> <p><b><u>Measurement: Volume</u></b></p>	
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<p>To add 1-digit numbers to a 2-digit number resulting in renaming of ones.</p> <p>To add two 2-digit numbers where renaming is expected.</p> <p>To subtract ones from a 2-digit number.</p> <p>To subtract 2-digit multiples of 10 from 2-digit multiples of 10.</p> <p>To subtract tens from a 2-digit number with the ones being more than zero.</p> <p>To subtract a 2-digit number by another 2-digit number.</p> <p>To subtract a 2-digit number by a 1-digit number with renaming.</p> <p>To subtract a 2-digit number by another 2-</p>	<p>To be able to compare length for objects using 'greater than' and 'less than' symbols.</p> <p>To be able to compare different lengths using centimetres as the unit of measure.</p> <p>To be able to compare and measure various line lengths: both straight and curvy.</p> <p>To be able to solve problems involving measurement in the context of word problems.</p> <p>To be able to solve addition and multiplication word problems involving measurement.</p> <p>To be able to solve addition and division word problems involving measurement.</p>	<p>model in a problem to work out the answer.</p> <p>To use bar modelling to solve multi-step word problems involving unknown quantities.</p> <p><b><u>Measurement: Money</u></b></p> <p><b><u>Chapter 10 – Money</u></b></p> <p>To identify standard UK coins and notes and write their names.</p> <p>To count notes in sequences of 5 and 10; to recognise the value of notes by appearance.</p> <p>To count coins in sequences of their value; to recognise the value of coins by appearance.</p> <p>To represent amounts of money using coins and notes; to count</p>	<p>To recognise equivalent fractions in quarters, thirds and halves.</p> <p>To identify and name fractions by looking at the number of pieces and how many are shaded in.</p> <p>To compare and order similar fractions by looking at the size of the pieces shaded.</p> <p>To compare and order fractions with different denominators.</p> <p>To count the number of wholes and parts to form mixed numbers.</p> <p>To count in halves and place halves onto a number line using pictures.</p> <p>To count in quarters and place quarters onto a number line using pictures.</p>	<p><b><u>Chapter 15 – Volume</u></b></p> <p>To compare volume in different-sized containers using the terms 'greater than,' 'less than,' 'greatest' and 'least.'</p> <p>To compare the volume of different containers using non-standard units.</p> <p>To measure volume using litres and determine whether an amount is 'more than,' 'less than' or 'equal to' a litre.</p> <p>To measure volume using millilitres and litres; to determine how many ml there are in 1 l.</p> <p>To solve word problems involving bar models with litres as the standard unit.</p>	
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<p>digit number where renaming has to occur.</p> <p>To add three 1-digit numbers.</p> <p><u>Multiplication</u></p> <p><b>Chapter 3 – Multiplication of 2, 5 and 10</b></p> <p>To realise that multiplication is the same as repeated addition with equal groups.</p> <p>To focus on understanding and learning the 2 times table.</p> <p>To use concrete materials and pictorial representations to multiply by 2.</p> <p>To cover the basics of the 5 times table and to highlight multiplication visually as equal groups.</p>	<p><b>Chapter 6 – Mass</b></p> <p>To understand that mass is measured in kilograms and by using weighing scales.</p> <p>To be able to measure mass in grams and to understand that it is a smaller unit of measure than a kilogram.</p> <p>To be able to measure mass accurately in grams using weighing scales.</p> <p>To be able to compare the mass of two different objects accurately.</p> <p>To be able to compare the mass of three objects and use the appropriate vocabulary.</p>	<p>coins and notes using their denominations.</p> <p>To create equal amounts of money using different coins.</p> <p>To exchange denominations of money for different coins.</p> <p>To compare different amounts of money using coins.</p> <p>To add money together to determine the total amount.</p> <p>To calculate change from £100 or less; to use the bar model approach to represent amounts of money.</p> <p>To solve more complex word problems using bar modelling as a primary method.</p> <p><u>Geometry – Properties of Shapes: 2-D Shapes</u></p>	<p>To count in thirds and place thirds onto a number line using pictures.</p> <p>To find fractions (half) of whole numbers.</p> <p>To find a fraction (third) of a whole number.</p> <p>To find a fraction (quarter) of a number.</p> <p>To find a fraction (half, third, quarter) of a quantity (length).</p>	<p>To solve word problems using ml and l, including problems involving difference.</p> <p>To solve word problems involving volume and multiplication.</p> <p><u>SATs</u></p>	
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<p>To recall and use the 5 times table.</p> <p>To introduce the 10 times table by focusing on the numbers found in the 10 times table.</p> <p>To look at the 10 times table in more detail by looking at patterns and relationships.</p> <p>To investigate links between the 2, 5 and 10 times tables. To understand commutative law.</p> <p>To use knowledge of the 2, 5 and 10 times tables to further investigate commutative law.</p> <p>To use the 2, 5 and 10 times tables to solve word problems.</p>	<p>To solve word problems in the context of mass.</p> <p>To solve word problems involving mass.</p> <p><b><u>Chapter 7 – Temperature.</u></b></p> <p>To be able to accurately read temperature in Celsius.</p> <p>To be able to estimate temperature and to read thermometers to confirm the estimate.</p>	<p><b><u>Chapter 11 – 2D Shapes</u></b></p> <p>To identify the number of sides on basic 2-D shapes.</p> <p>To identify and count the vertices in regular polygons.</p> <p>To identify lines of symmetry in basic 2-D shapes.</p> <p>To construct shapes using pattern blocks that have lines of symmetry.</p> <p>To sort shapes based on number of sides, vertices and other factors.</p> <p>To draw shapes using square grid and dot grid paper; to copy shapes from sight using grid paper.</p>			
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		<p>To recognise patterns of familiar shapes and colours of up to three objects.</p> <p>To describe patterns using ordinal numbers and shape names.</p> <p>To move shapes on a square grid from one position to another using common language.</p> <p>To turn objects using quarter, half and three-quarter turns both clockwise and anticlockwise on a square grid.</p>			
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