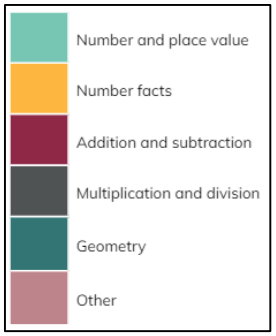
Year Two

Mullion Primary School

Mathematics Long Term Planning 2024 – 2025



Term	Unit name	Unit Source	Strand	Time frame	Small Steps
Autumn 1	Numbers 10 to 100	NCETM CP – Unit 1 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-1-numbers-10-to-100/		4 weeks	1 Pupils explain that one ten is equivalent to ten ones 2 Pupils represent multiples of ten using their numerals 3 Pupils represent multiples of ten using their numerals and names 4 Pupils represent multiples of ten in an expression or an equation 5 Pupils estimate the position of multiples of ten on a 0-100 number line 6 Pupils explain what happens when you add and subtract ten to a multiple of ten 7 Pupils use knowledge of facts and unitising to add and subtract multiples of ten 8 Pupils add and subtract multiples of ten 9 Pupils explore the counting sequence for counting to 100 and beyond 10 Pupils count a large group of objects by counting groups of tens and the extra ones 11 Pupils count a large group of objects by using knowledge of unitising by counting tens and ones 12 Pupils represent a number from 20-99 in different ways 13 Pupils explain and mark the position of numbers 20-99 on a number line 14 Pupils explain that numbers 20-99 can be represented as a length 15 Pupils compare two, two-digit numbers 16 Pupils partition a two-digit number into tens and ones 17 Pupils add two, two-digit numbers by partitioning into tens and one

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Autumn 1	Calculations within 20	NCETM – CP Unit 2 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-2-calculations-within-20/		3 weeks	1 Pupils add three addends 2 Pupils use a 'First… Then… Now" story to add 3 addends 3 Pupils explain that addends can be added in any order 4 Pupils add 3 addends efficiently 5 Pupils add 3 addends efficiently by finding two addends that total 10 6 Pupils add two numbers that bridge through 10 7 Pupils subtract two numbers that bridge through 10 8 Pupils compare numbers and describe how many more or less there are in each set 9 Pupils calculate the difference 10 Pupils use knowledge of subtraction to solve problems in a range of contexts 11 Pupils explain what the difference is between consecutive numbers 12 Pupils calculate difference when information is presented in a pictogram 13 Pupils calculate difference when information is presented in a bar chart
Autumn 2	Fluently add and subtract within 10	NCETM – CP Unit 3 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-3-fluently-add-and-subtract-within-10/		1 week	1 Pupils demonstrate their fluency of addition and subtraction within ten 2 Pupils practise addition and subtraction strategies as required
Autumn 2	Addition and subtraction of two-digit numbers	NCETM – CP Unit 4 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-4-addition-and-subtraction-of-two-digit-numbers/		2 weeks	1 Pupils add and subtract one to and from a two-digit number 2 Pupils add and subtract one to and from a two-digit number that crosses a tens boundary 3 Pupils add and subtract one from any two-digit number 4 Pupils use number facts to add a single-digit number to a two-digit number 5 Pupils use number facts to subtract a single-digit number from a two-digit number

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					6 Pupils use a part-part-whole model to represent addition and subtraction 7 Pupils use number bonds to ten to add a single-digit number to a two-digit number 8 Pupils use number bonds to ten to subtract a single-digit number from a two-digit number 9 Pupils use knowledge of 'make ten' to add a one-digit number to a two-digit number 10 Pupils use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number 11 Pupils solve problems using knowledge of addition and subtraction 12 Pupils find ten more or ten less than a two-digit number (1) 13 Pupils find ten more or ten less than a two-digit number (2) 14 Pupils add and subtract ten to/from a two-digit number 15 Pupils explain the patterns when adding and subtracting ten 16 Pupils use knowledge of adding and subtracting ten to solve problems 17 Pupils use number facts to add a multiple of ten to a two-digit number 18 Pupils use number facts to subtract a multiple of ten from a two-digit number 19 Pupils partition a two-digit number into parts in different ways (two and three parts) 20 Pupils use knowledge of adding and subtracting multiples of ten to solve problems
Autumn 2 into Spring 1	Introduction to multiplication	NCETM – CP Unit 5 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-5-introduction-to-multiplication/		7 weeks	1 Pupils explain that objects can be grouped in different ways 2 Pupils describe how objects have been grouped 3 Pupils represent equal groups as repeated addition 4 Pupils represent equal groups as repeated addition and multiplication 5 Pupils represent equal groups as multiplication 6 Pupils explain and represent multiplication when a group contains zero or one items 7 Pupils identify and explain each part of a multiplication equation

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					8 Pupils use knowledge of multiplication to calculate the product 9 Pupils represent the two times table in different ways 10 Pupils use knowledge of the two times table to solve problems 11 Pupils explain the relationship between adjacent multiples of two 12 Pupils explain that factor pairs can be written in any order 13 Pupils represent counting in tens as the ten times table 14 Pupils represent the ten times table in different ways 15 Pupils explain the relationship between adjacent multiples of ten 16 Pupils represent counting in fives as the five times table 17 Pupils represent the five times table in different ways 18 Pupils explain the relationship between adjacent multiples of five 19 Pupils explain how groups of five and ten are related 20 Pupils explain the relationship between multiples of five and ten 21 Pupils use knowledge of the relationships between the five and ten times tables to solve problems 22 Pupils explain how a factor of zero or one affect the product 23 Pupils represent multiplication equations in different ways 24 Pupils use knowledge of the two, five and ten times tables to solve problems (1) 25 Pupils use knowledge of the two, five and ten times tables to solve problems (2) 26 Pupils explain what each factor represents in a multiplication story 27 Pupils explain what each factor represents in a multiplication story when one of the factors is one 28 Pupils explain how a multiplication equation with two as a factor is related to doubling 29 Pupils double two-digit numbers 30 Pupils multiply efficiently when one of the factors is two 31 Pupils explain how halving and doubling are related 32 Pupils explain the relationship between factors and products 33 Pupils halve two-digit numbers 34 Pupils use knowledge of doubling, halving and the two times table to solve problems
Spring 1	Introduction to division structures	NCETM – CP Unit 6 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-6-introduction-to-division-structures/		2 weeks	1 Pupils explain that objects can be grouped equally 2 Pupils identify and explain when objects cannot be grouped equally 3 Pupils explain the relationship between division expressions and division stories

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					4 Pupils calculate the number of equal groups in a division story 5 Pupils use their knowledge of skip counting and division to solve problems relating to measure 6 Pupils skip count using the divisor to find the quotient 7 Pupils use their knowledge of division to solve problems 8 Pupils explain that objects can be shared equally 9 Pupils use skip counting to solve a sharing problem 10 Pupils skip count using the divisor to find the quotient 11 Pupils solve a variety of division problems, explaining their understanding
Spring 2	Shape	White Rose Autumn Shape Unit NCETM guidance: https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-7-shape/		2 weeks	1 Recognise 2D and 3D shapes 2 Pupils can count the sides on 2D shapes 3 Pupils can count vertices on 2D shapes 4 Pupils can draw 2D shapes 5 Pupils can recognise lines of symmetry on shapes 6 Pupils can use lines of symmetry to complete shapes 7 Pupils can sort 2D shapes 8 Pupils can count faces on 3D shapes 9 Pupils can count edges on 3D shapes 10 Pupils can count vertices on 3D shapes 11 Pupils can sort 3D shapes 12 Pupils can make patterns with 2D and 3D shapes
Spring 2	Addition and subtraction of two-digit numbers	NCETM – CP Unit 8 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-8-addition-and-subtraction-of-two-digit-numbers/		3 weeks	1 Pupils explain strategies used to add 2 Pupils add a two-digit number to a two-digit number 3 Pupils add a two-digit number to a two-digit number when not crossing ten (i) 4 Pupils add a two-digit number to a two-digit number when not crossing ten (ii)

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					5 Pupils add a two-digit number to a two-digit number when crossing ten 6 Pupils explain strategies used to subtract 7 Pupils subtract a two-digit number from a two-digit number 8 Pupils partition the subtrahend to help with subtraction 9 Pupils subtract a two-digit number from a two-digit number when not crossing ten (i) 10 Pupils subtract a two-digit number from a two-digit number when not crossing ten (ii) 11 Pupils subtract a two-digit number from a two-digit number when crossing ten 12 Pupils subtract efficiently using knowledge of two-digit numbers
Summer 1	Money	White Rose Spring Money Unit NCETM guidance: https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-9-money/		1 week	1 Pupils can count money in pence 2 Pupil can count money in pounds, with notes and coins 3 Pupils can count money in pounds and pence 4 Pupils can choose notes and coins 5 Pupils can make the same amount 6 Pupils can compare amounts of money 7 Pupils can calculate with money 8 Pupils can make a pound 9 Pupils can find change 10 Pupils can solve two-step problems involving money
Summer 1	Fractions	NCETM – CP Unit 10 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-10-fractions/		2 weeks	1 Pupils identify whether something has or has not been split into equal parts 2 Pupils name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects 3 Pupils name the fraction 'one-quarter' in relation to a fraction of a length, shape or set of objects 4 Pupils name the fraction 'one-third' in relation to a fraction of a length, shape or set of objects

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					5 Pupils read and write the fraction notation ½, ⅓ and ¼ and relate this to a fraction of a length, shape or set of objects 6 Pupils find half of numbers 7 Pupils find ⅓ or ¼ of a number 8 Pupils find ¼ and ¾ of an object, shape, set of objects, length or quantity 9 Pupils recognise the equivalence of 2/4 and ½
Summer 1	Time	White Rose Summer Time Unit NCETM Guidance: https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-11-time/		1 week	1 Pupils can identify o'clock and half past 2 Pupils can identify quarter past and quarter to 3 Pupils can tell time past the hour 4 Pupils can tell time to the hour 5 Pupils can tell the time to 5 minutes 6 Pupils can identify minutes in an hour 7 Pupils can identify hours in a day
Summer 1	Position and direction	White Rose Summer Position and Direction Unit NCETM Guidance: https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-12-position-and-direction/		1 week	1 Pupils can use the language of position 2 Pupils can describe movement 3 Pupils can describe turns 4 Pupils can describe movement and turns 5 Pupils can describe shape patterns with turns
Summer 2	Multiplication and division – doubling, halving, quotitive and partitive division	NCETM – CP Unit 13 https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-13-multiplication-and-division-doubling-halving-quotitive-and-partitive-division/		3 weeks	1 Pupils identify the patterns and relationships between the 5 and 10 times tables 2 Pupils explain the patterns and relationships between the 5 and 10 times tables 3 Pupils use their knowledge of the 5 and 10 times tables to solve problems 4 Pupils identify and explain relationships between the 5 and the 10 times tables 5 Pupils use their knowledge of the 5 and 10 times tables to solve problems

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					6 Pupils explain how times table facts can help to find the quotient (10 times table) 7 Pupils explain how times table facts can help to find the quotient (5 times table) 8 Pupils explain how times table facts can help to find the quotient (2 times table) 9 Pupils explain how a division equation with 2 as a divisor is related to halving 10 Pupils explain each part of a division equation and know how they can be interchanged 11 Pupils use knowledge of divisibility rules when the divisor is 2 to solve problems 12 Pupils use knowledge of divisibility rules when then divisor is 10 to solve problems 13 Pupils use knowledge of divisibility rules when the divisor is 5 to solve problems 14 Pupils explain how a dividend of zero affects the quotient 15 Pupils explain how the quotient is affected when the divisor is equal to the dividend 16 Pupils explain how a divisor of one affects the quotient
Summer 2	Sense of measure – capacity, volume, mass	White Rose Spring Mass, Capacity, Temperature Unit NCETM Guidance: https://www.ncetm.org.uk/classroom-resources/cp-year-2-unit-14-sense-of-measure-capacity-volume-mass/		2 weeks	1 Pupils can compare mass 2 Pupils can measure in grams 3 Pupils can measure in kilograms 4 Pupils can use four operations when calculating with mass 5 Pupils can compare volume and capacity 6 Pupils can measure in millilitres 7 Pupils can measure in litres 8 Pupils can use four operations when calculating with volume and capacity 9 Pupils can calculate with temperature

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					Cross-curricular opportunities to address this topic • Science - when working scientifically, children should be encouraged to estimate and make measurements in order to observe the world around them and to ensure when investigating, that tests are fair. • Geography - identifying seasonal and daily weather patterns and identifying features of places could include opportunities to measure. • Design Technology - measure ingredients for a recipe and consider the temperatures of storing and cooking the food. Measure materials for projects involving cutting and measuring in a variety of contexts. • Create a role-play post office or visit a real one - measuring the length of and finding the mass of parcels and letters. • Create a role-play shop or visit a real one - looking carefully at measures on packaging.

Assessment questions, linked to the DFE's Ready-to-Progress Criteria:

https://www.ncetm.org.uk/classroom-resources/cp-year-2-curriculum-map/