| Y2 Long Term Curriculum Map | | | |
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| Week | Topic | Objectives | Vocabulary |
| 1<br>2 | Place Value | count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.<br>Recognise the place value of each digit in a two-digit number (10s, 1s)<br>Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words<br>Use place value and number facts to solve problems | Numbers to one hundred<br>Hundreds<br>Partition, tens and ones<br>recombine<br>more(than)/less(than)<br>Equal to, the same as<br>Estimation |
| 3<br>4 | Addition and Subtraction | recall and use addition and subtraction facts to 20 fluently<br>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>A two-digit number and 1s<br>A two-digit number and 10 | Number bonds,<br>Add, more, plus, make, sum, total, altogether Subtract, take away, minus<br>Inverse<br>Equals, is the same as<br>Difference between |
| 5 | 2D Shape | Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line | Circle, triangle, square<br>Shape<br>Flat, curved, straight, round<br>Symmetrical, line of symmetry<br>Mirror line, reflection |
| 6 | Addition and Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:A two-digit number and 10 | Number bonds,<br>Add, more, plus, make, sum, total, altogether Subtract, take away, minus<br>Inverse<br>Equals, is the same as<br>Difference between |
| 7 | Addition and Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>Two 2-digit numbers | Number bonds,<br>Add, more, plus, make, sum, total, altogether Subtract, take away, minus<br>Inverse<br>Equals, is the same as<br>Difference between Column addition and subtraction |
| 8 | Consolidation | | |
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| 9 | Money | recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.<br>Find different combinations of coins that equal the same amounts of money<br>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as<br>How much?, how many?<br>Total |
| 10<br>11 | Multiplication and Division | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs<br>Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot<br>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Odd, even<br>Count in twos, threes, fives<br>Count in tens (forwards from/backwards from)<br>How many times?<br>Lots of, groups of<br>Once, twice, three times, five times<br>Multiple of, times, multiply, multiply by<br>Repeated addition Array, row, column<br>Double, halve Share, share equally<br>Group in pairs, threes, etc.<br>Equal groups of<br>Divide, divided by, left, left over |
| 12 | Fractions | Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity | Whole<br>Equal parts, four equal parts<br>One half, two halves<br>A quarter, two quarters, three quarters<br>One third |

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| 13 | Time | Compare and sequence intervals of time<br>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<br>Know the number of minutes in an hour and the number of hours in a day | Today, yesterday, tomorrow<br>Before, after, Next, last<br>Now, soon, early, late<br>Quick, quicker, quickest,<br>quickly , fast, faster, fastest,<br>slow, slower, slowest, slowly<br>Old, older, oldest, new,<br>newer, newest<br>Takes longer, takes less time<br>Hour, o'clock, half past, quarter past/to<br>Clock, watch, hands<br>How long ago?, how long will<br>it be to…?, how long will it<br>take to…?, how often?<br>Always, never, often,<br>sometimes, usually<br>Once, twice<br>First, second, third, etc. |
| 14 | Fractions | Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 | Whole<br>Equal parts, four equal parts<br>One half, two halves<br>A quarter, two quarters, three quarters<br>One third<br>Equivalence, equivalent |
| 15 | Consolidation | | |
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| 16 | Addition and Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>Two 2-digit numbers | Number bonds,<br>Add, more, plus, make, sum, total, altogether Subtract, take away, minus<br>Inverse<br>Equals, is the same as<br>Difference between |
| 17 | Multiplication and Division | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs<br>Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot<br>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Odd, even<br>Count in twos, threes, fives<br>Count in tens (forwards from/backwards from)<br>How many times?<br>Lots of, groups of<br>Once, twice, three times, five times<br>Multiple of, times, multiply, multiply by<br>Repeated addition Array, row, column<br>Double, halve Share, share equally<br>Group in pairs, threes, etc.<br>Equal groups of<br>Divide, divided by, left, left over |
| 18 | 3D Shape | Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces<br>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]<br>Compare and sort common 2-D and 3-D shapes and everyday objects | Group, sort<br>Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square<br>Shape<br>Flat, curved, straight, round<br>Hollow, solid<br>Corner (point, pointed)<br>Face, side, edge |
| 19 | Multiplication and Division | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs<br>Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot | Odd, even<br>Count in twos, threes, fives<br>Count in tens (forwards from/backwards from)<br>How many times?<br>Lots of, groups of<br>Once, twice, three times, five times<br>Multiple of, times, multiply, multiply by<br>Repeated addition Array, row, column<br>Double, halve Share, share equally<br>Group in pairs, threes, etc.<br>Equal groups of<br>Divide, divided by, left, left over |
| 20 | Length and Height | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers.<br>Compare and order lengths, record the results using >, < and = | Length, width, height, depth<br>Long, longer, longest, short,<br>shorter shortest, tall, taller,<br>tallest, high, higher, highest<br>Low, wide, narrow, deep,<br>shallow, thick, thin<br>Metre, ruler, metre stick |
| 21 | Consolidation | | |
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| 22 | Addition and Subtraction | Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures<br>Applying their increasing knowledge of mental and written methods<br><br>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>•adding 3 one-digit numbers | Number bonds,<br>Add, more, plus, make, sum, total, altogether Subtract, take away, minus<br>Inverse<br>Equals, is the same as<br>Difference between Column addition and subtraction |
| 23 | Statistics | Interpret and construct simple pictograms, tally charts, block diagrams and tables<br>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br>Ask-and-answer questions about totalling and comparing categorical data | Count, tally, sort<br>Vote<br>Graph, block graph, pictogram, Represent<br>Group, set, list, table Label, title<br>Most popular, most common, least popular, least common |
| 24 | Fractions | Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity<br>Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 | Whole<br>Equal parts, four equal parts<br>One half, two halves<br>A quarter, two quarters, three quarters<br>One third<br>Equivalence, equivalent |
| 25 | Capacity | Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels<br>Compare and order volume/capacity and record the results using >, < and = | Full, half full, empty<br>Holds<br>Container scale<br>ml/l |
| 26 | Addition and Subtraction | Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures<br>Applying their increasing knowledge of mental and written methods<br><br>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>•a two-digit number and 1s<br>•a two-digit number and 10s<br>•2 two-digit numbers<br>•adding 3 one-digit numbers<br><br>Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot<br>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | Number bonds,<br>Add, more, plus, make, sum, total, altogether Subtract, take away, minus<br>Inverse<br>Equals, is the same as<br>Difference between Column addition and subtraction |
| 27 | Consolidation | | |
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| 28 | Multiplication & Division | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | Odd, even<br>Count in twos, threes, fives<br>Count in tens (forwards from/backwards from)<br>How many times?<br>Lots of, groups of<br>Once, twice, three times, five times<br>Multiple of, times, multiply, multiply by<br>Repeated addition Array, row, column<br>Double, halve Share, share equally<br>Group in pairs, threes, etc.<br>Equal groups of<br>Divide, divided by, left, left over |
| 29 | SATs Prep | | |
| 30 | SATs | | |
| 31 | Money | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value<br>Find different combinations of coins that equal the same amounts of money<br>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as<br>How much?, how many?<br>Total |

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| 32 | Position and Direction | Order and arrange combinations of mathematical objects in patterns and sequences<br>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) | Left, right, up, down, forwards, backwards, sideways<br>Rotation Slide,<br>roll, turn,<br>whole turn, half turn<br>Clockwise, anticlockwise<br>Straight line<br>Ninety degree turn, right angle |
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| 33 | Position and Direction | Order and arrange combinations of mathematical objects in patterns and sequences<br>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 | Left, right, up, down, forwards, backwards, sideways<br>Rotation Slide,<br>roll, turn,<br>whole turn, half turn<br>Clockwise, anticlockwise<br>Straight line<br>Ninety degree turn, right angle |
| 34 | Temperature | Choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit, using thermometers<br>Compare and order temperature and record the results using >, < and = | |
| 35 | Mass | Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales.<br>Compare and order lengths, mass, volume/capacity and record the results using >, < and = | Weigh, weighs, balances<br>Heavy, heavier, heaviest,<br>light, lighter, lightest<br>Scales g/kg |
| 36 | Statistics | Interpret and construct simple pictograms, tally charts, block diagrams and tables<br>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br>Ask-and-answer questions about totalling and comparing categorical data | Count, tally, sort<br>Vote<br>Graph, block graph, pictogram,<br>Represent<br>Group, set, list, table Label,<br>title<br>Most popular, most common, least popular, least common |
| 37 | Fractions | Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity<br>Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 | Whole<br>Equal parts, four equal parts<br>One half, two halves<br>A quarter, two quarters, three quarters<br>One third<br>Equivalence, equivalent |
| 38 | Consolidation | | |
| 39 | Transition | | |