Y2 Maths Overview Spring Term.

W e e k	Starter Ideas	Main focus of teaching and learning.	Outcomes
		Number and place value: estimating, counting and comparing quantities. ● To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. ● To recognise the place value of each digit in a 2-digit number (tens, ones). ● To identify, represent and estimate numbers using different representations, including the number line. ● To compare and order numbers from 0 up to 100; use <, > and = signs. ● To read and write numbers to at least 100 in numerals and in words. ● To use place value and number facts to solve problems.	
		Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies. ● To solve problems with addition and subtraction: ● Using concrete objects and pictorial representations, including those involving numbers, quantities and measures ● Applying their increasing knowledge of mental and written methods. ● To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers. ● To show that addition can be done in any order (commutative) and subtraction cannot. ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	
		Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts. ● To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. ● To recognise and use the inverse relationship between multiplication and division in calculations. ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. ● To solve problems involving multiplication and	

		division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.	
		<mark>Geometry: properties of 3D and 2D shape.</mark> ● To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. ● To identify and describe the properties of 3D shapes including the number of edges, vertices and faces. ● To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.	
		<mark>Measures: length, mass, capacity and money.</mark> ● To choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm/mm); mass (kg/g); temperature (°C); volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. ● To compare and order lengths, mass, volume/capacity and record the results using >, < and =.	
		<mark>Number and place value: estimating, counting, comparing and ordering quantities.</mark> ● To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. ● To recognise the place value of each digit in a 2-digit number (tens, ones). ● To identify, represent and estimate numbers using different representations, including the number line. ● To compare and order numbers from 0 up to 100; use <, > and = signs. ● To read and write numbers to at least 100 in numerals and in words. ● To use place value and number facts to solve problems.	
		<mark>Addition and subtraction: using mental calculation strategies.</mark> ● To solve problems with addition and subtraction: ● Using concrete objects and pictorial representations, including those involving numbers, quantities and measures ● Applying their increasing knowledge of mental and written methods. ● To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. ● To add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.To show that addition can be done in any order (commutative) and subtraction cannot. ● To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	
		<mark>Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts.</mark> ● To recall and use multiplication and division facts for	

		the 2,5 and 10 multiplication tables, including recognising odd and even numbers. ● To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. ● To recognise and use the inverse relationship between multiplication and division in calculations. ● To show that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot. ● To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.	
		Fractions: finding fractions of quantities, shapes and sets of objects ● To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4. ● To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.	
		Geometry: position and direction Measures: time ● To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line. ● To 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.	
		Statistics: solving problems that involve collecting data in tallies, tables and pictograms. ● To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ● To ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity. ● To ask and answer questions about totalling and compare categorical data.	
		Assess and Review.	