



Corporation Road Community Primary School

Year 2 Maths LTP

Maths: Year 2		
Vision: At Corporation Road we want all of our children to be competent mathematicians. We desire our pupils to be able to work confidently with a range of number, representations and calculations. At Corporation Road we focus on quality first teaching which equips our pupils with: a fluency of basic number facts and calculation methods; the ability to apply them to reason and solve problems; and the competence and confidence to use them in other subject areas. Pupils build upon their prior knowledge and make links between different concepts in maths. Assessment is used to inform teachers what children can do and informs the next steps of learning. We want children to understand that getting things wrong is part of the learning process and develop a growth mind-set. When introducing a new concept, teachers use a variety of visual representations to ensure the children have a depth of knowledge. Teachers move from concrete to pictorial to abstract in order to scaffold the learning effectively. We understand that mathematical talk is vital when deepening the learning and encourage this in all lessons. We want our children to work together to solve problems and to verbally reason with their peers. We are passionate about children building their procedural fluency and conceptual understanding in all mathematical concepts.		
Learning Sequence Children will be exposed to all mathematical concepts throughout the year. Where concepts are revisited, then the focus is on children becoming fluent in the first instance and when the concept is revisited, then the focus will be on deepening the learning to ensure children can reason and problem solve within the concept. At Corporation Road, we believe that children need to be fluent first to ensure they become confident when tackling problems that are more complex later on.		
Domains		
Number and Place Value Children should be able to work confidently and recognise the place value of numbers up to 10,000,000; representing these numbers in a variety of ways. Children should be able to count in powers of ten from any number and recognise the place value of each digit in larger numbers.		
Calculations (Addition, Subtraction, Multiplication and Division) Pupils should be fluent in written methods for all four operations, including long multiplication and division.		
Fractions, Decimals and Percentages Children should be able to recognise the place value of fractions, calculate using fractions and use equivalent fractions decimals and percentages confidently.		
Geometry and Position Children will be able to confidently work with 2D and 3D shapes and representations of these shapes. They will be able to plot points and shapes using all four quadrants.		
Measurement Children will be able to convert between different units of metric measures and convert between some units of metric and imperial measurements. Children will be able to calculate the area and perimeter of common 2D shapes.		
Statistics Children will be able to read and interpret a wide range of graphs and charts, including timetables. They will be able to contrast their own using a set of discrete data.		
Autumn		
Domains Covered	Number of Weeks	Objectives Covered
Number and Place Value	3	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use <, > and = signs (TAF) Recognise the place value of each digit in a two-digit numbers and partition into different combinations of tens and ones. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Read and write numbers to at least 100 in numerals and in words (phonetically plausible)
Addition and Subtraction	4	<ul style="list-style-type: none"> (TAF) Recall all number bonds to and within 10 and use these to reason with calculate bonds to and within 20, recognising other associated additive relationships (to 100 – not TAF statement). (TAF) Add and subtract 2 digit numbers using concrete objects, pictorial representations, and mentally (e.g. 48+35; 72-17). (TAF – GDS) Use reasoning about numbers and relations to solve more complex problem and explain their thinking: 29+17 = 15 + 4 + ____) Solve problems with addition and subtraction: using objects, pictorial representations, numbers, quantities and measures: applying increasing knowledge of mental & written methods.

		<ul style="list-style-type: none"> Can quickly recall doubling and halving facts to 20 and recognise odd and even numbers (to 100).
Multiplication and Division	4	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables (GDS) make deductions outside known multiplication facts (e.g. know that 75 is in the 5x) Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Show that addition or multiplication of two numbers can be done in any order (commutative) and subtraction and division cannot. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the X, ÷, = signs.
Fractions	4	<ul style="list-style-type: none"> Recognise, find, identify and write fractions ($\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{8}$) of a number of shape and know that all parts must be equal parts of the whole. Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ and find simple fractions of amounts (e.g. $\frac{1}{2}$ of 6 = 3)
Spring		
Number and Place Value	2	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use <, > and = signs Recognise the place value of each digit in a two-digit numbers and partition into different combinations of tens and ones. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
Money	2	<ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and find different combinations of coins that equal the same amounts of money.
Addition and Subtraction	2	<ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems being able to use estimation to check answers are reasonable (e.g. knowing that 48 + 35 will be less than 100). (TAF – GDS) Use reasoning about numbers and relations to solve more complex problem and explain their thinking: $29+17 = 15 + 4 + \underline{\hspace{1cm}}$ Solve problems with addition and subtraction: using objects, pictorial representations, numbers, quantities and measures: applying increasing knowledge of mental & written methods. Can quickly recall doubling and halving facts to 20 and recognise odd and even numbers (to 100).
Statistics	2	<ul style="list-style-type: none"> Construct, interpret, ask and answer simple questions about simple pictograms, tally charts, block diagrams, simple tables and comparing categorical data.
Multiplication and Division	2	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables (GDS) make deductions outside known multiplication facts (e.g. know that 75 is in the 5x) Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Show that addition or multiplication of two numbers can be done in any order (commutative) and subtraction and division cannot. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the X, ÷, = signs.
Fractions	2	<ul style="list-style-type: none"> Recognise, find, identify and write fractions ($\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{8}$) of a number of shape and know that all parts must be equal parts of the whole. Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ and find simple fractions of amounts (e.g. $\frac{1}{2}$ of 6 = 3)
Measurement	1	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate, measure, compare and order length/height in any direction; mass ; temperature ; capacity and record the results using >, < & =.
Summer		
Measurement	3	<ul style="list-style-type: none"> Choose and use appropriate standard units to estimate, measure, compare and order length/height in any direction; mass ; temperature ; capacity and record the results using >, < & =. Can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupils read the temperature on a thermometer or measures capacities using a measuring jug). (GDS) Read scales where not all numbers on the scale are given and estimate points in between.
Geometry and Position & Direction	4	<ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement, and rotation in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges and faces and lines of symmetry. Describe similarities and differences of 2D and 3D shapes using their properties Use mathematical vocabulary to describe position, direction and movement, and rotation in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences.
Place Value	1	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit numbers and partition into different combinations of tens and ones.
Addition and Subtraction	2	<ul style="list-style-type: none"> (TAF – GDS) Use reasoning about numbers and relations to solve more complex problem and explain their thinking: $29+17 = 15 + 4 + \underline{\hspace{1cm}}$

		<ul style="list-style-type: none"> Solve problems with addition and subtraction: using objects, pictorial representations, numbers, quantities and measures: applying increasing knowledge of mental & written methods. Can quickly recall doubling and halving facts to 20 and recognise odd and even numbers (to 100).
Multiplication and Division	2	<ul style="list-style-type: none"> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Show that addition or multiplication of two numbers can be done in any order (commutative) and subtraction and division cannot. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the X, ÷, = signs.
Fractions	1	<ul style="list-style-type: none"> Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ and find simple fractions of amounts (e.g. $\frac{1}{2}$ of 6 = 3)
Time	Covered throughout the year	<ul style="list-style-type: none"> Read the time on a clock to the nearest 15 minutes. <i>(GDS) Read time on a clock to the nearest 5 minutes.</i> Compare and sequence intervals of time and know the number of minutes in an hour and the number of hours in a day.

