Maths Curriculum Sequence
Year 2

Place Value

Addition & Subtraction

Summative Assessment

Statistics

Introduction to Multiplication

Introduction to Division

Spatial Reasoning

Money

Summative Assessment

Fractions

Time

Multiplication & Division

Measure

Summative Assessment

Consolidation

Legend:

Number, Place Value, Calculations, Fractions

Geometry

Measurement

Statistics

Assessment

Y2 Maths Plan
Place Value

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Recognise tens and ones
Partition numbers to 100
Write numbers to 100 in words
Flexibly partition numbers to 100
Expanded Number Form
PS Lesson: tens and Ones (visual)
10s on the number line to 100
10s and 1s on the number line to 100
Estimate numbers on a number line
Compare objects & numbers
order objects & numbers
PS Lesson: compare and order (real-life word)
Assessment
Pause & Stretch: re-assessment & deepening as required
PS Skills Lesson: trial & improvement

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Addition bridging 10 – make 10 and then (adding with 9)
Addition bridging 10 – make 10 and then (adding with 8)
Addition bridging 10 – make 10 and then (adding with 7)
Addition bridging 10 – make 10 and then (adding with 6)
Addition bridging 10 – make 10 and then abstract
Bridging other 10s - addition
Adding three addends including commutativity
Subtract bridge 10 – get back to ten and then
Subtract bridge 10 – get back to ten and then
Subtract bridge 10 – get back to ten and then
Subtract bridge 10 – get back to ten and then
Bridging other 10s - subtraction
Mixed Bridging 10 practice
Calculate the difference across 10
Calculate how much more across 10
Fact Families Within 20
Bonds to 100
PS Lesson: calculations with 20 (bridge 10) (more than one possibility)
Adding 1s to and subtracting 1s from TO
Concrete phase of calculation policy no regrouping
Pictorial phase of calculation policy no regrouping
Abstract phase of calculation policy no regrouping
Concrete phase of calculation policy with regrouping
Pictorial phase of calculation policy with regrouping
Abstract phase of calculation policy with regrouping
Abstract phase of calculation policy with regrouping (further practice)
PS Lesson: TO + TO (more than one possibility)
Concrete phase of calculation policy no exchange
Pictorial phase of calculation policy no exchange
Abstract phase of calculation policy no exchange
Concrete phase of calculation policy with exchange
Pictorial phase of calculation policy with exchange
Abstract phase of calculation policy with exchange
Abstract phase of calculation policy with exchange (further practice)
PS Lesson: TO – TO (more than one possibility)
Assessment
Pause & Stretch: re-assessment & deepening as required
PS Skills Lesson: working collaboratively

Y2 Maths Plan
Statistics

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Make tally charts
tables
Block diagrams
Interpret Pictograms 1-2-1
Interpret pictograms 2-10-5
PS Lesson: statistics (visual Problems)
Assessment
Pause & Stretch: re-assessment & deepening as required

Y2 Maths Plan
Introduction to Multiplication

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Equal v unequal groups
Represent equal groups as repeated addition
Represent equal groups as repeated addition and multiplication equations
Represent equal groups as multiplication equations
Represent multiplication stories and equations as bar models
Identify the parts of multiplication equations (factor and product)
Multiplication by 2 as doubles
Double 2-digit numbers
Explore double-halve relationship
Represent counting in 2s as the x2 table
Represent counting in 10s as the x10 table
Relationship between x10 and x5
Represent counting in 5s as the x5 table
Practice Lesson: calculate products
Explore commutativity
PS lesson: multiplication (rules and patterns)
Assessment
Pause & Stretch: re-assessment & deepening as required
PS Skills Lesson: working systematically

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Division by sharing
Division by grouping
Division by skip counting
Link division stories to division equations
Represent division stories and equations as bar models
Identify the parts of division equations (dividend, divisor, quotient)
Division by 2 as halving
Practice Lesson: calculate quotients
PS lesson: division (rules and patterns)
Assessment
Pause & Stretch: re-assessment & deepening as required

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Pupils learn that a polygon is a 2D shape with straight sides that meet at vertices
Describe and compare shapes by shape and size
Describe and compare shapes by vertices
Sort polygons shapes by properties
Practical Lesson: form 3d shapes from 2d
Sort 3d shapes by properties
PS Lesson: shape (rules and patterns – open sorting)
Order, arrange and correct objects and shapes in repeating patterns and sequences
Order, arrange and correct objects and shapes in growing patterns and sequences
Use mathematical vocabulary to describe position
Use mathematical vocabulary to describe direction
Use mathematical vocabulary to describe movement
Describe turns as rotations as clockwise or anticlockwise
Describe turns as rotations including quarter, half, three quarter or full turn
PS Lesson: position & direction (logic)
Assessment
Pause & Stretch: re-assessment & deepening as required

Y2 Maths Plan
Money

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Count pence
Count money – pounds and pence
Make the same amount
PS Lesson: same amounts (more than one possibility)
Compare amounts
Make a pound
Find change
PS Lesson: one-step money problems (open-ended)
Assessment
Pause & Stretch: re-assessment & deepening as required
PS Skills Lesson: finding starting points

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Equal parts
One half of objects and shapes
One half of amounts including of measures
One quarter of objects and shapes
One quarter of amounts including of measures
Three quarters of shapes
Three quarters of amounts including of measures
One half & two-quarter equivalence
PS Lesson: fractions (working backwards)
Assessment
Pause & Stretch: re-assessment & deepening as required
PS Skills Lesson: visualising

Y2 Maths Plan
Time

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
O'clock
Half-Past
Quarter-Past
Quarter-To
Practice Lesson (O'clock, Half-Past, Quarter-Past/To)
Hours, minutes, days
PS Lesson: time (visual problems)
Assessment
Pause & Stretch: re-assessment & deepening as required

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Patterns in the x10 table
x10 multiplication facts
Using x10 tables facts for ÷10 table facts
Patterns in the x5 table
x5 multiplication facts
Using x5 tables facts for ÷5 table facts
Patterns and relationships between the x10 and x5 tables
Patterns in the x2 table
Commutativity in knowing x2 facts equate to doubles
x2 multiplication facts
Pictograms including scales of 2 (and halves)
Know that ÷2 equates to halving
Using x2 tables facts for ÷2 table facts
Multiplying with zero
Dividing zero (including why we cannot divide by zero)
Multiplying with 1
Dividing by 1
Dividing a number by itself
PS lesson: 2s, 10s, 5s (rules and patterns)
Assessment
Pause & Stretch: re-assessment & deepening as required

Do **NOT** start the unit until **ALL** children have passed the prior learning check.
These are **NOT** lessons but learning steps and each one takes as long as it takes for **ALL** children to be secure.
Do **NOT** move on to the next learning step until **ALL** children can do it.
The unit takes as long as it takes for **ALL** children to pass the end of block assessment.
Do **NOT** move onto the next unit until **ALL** children have passed the end of block assessment.

Learning Steps
Prior learning check & remediation/deepening of prior
Length can be length, height, distance linked to cm or m?
Practical Lesson: measure to compare length
Mass as grams and kilograms
Practical Lesson: measure to compare masses
Capacity as millilitres and litres
Practical Lesson: measure to compare capacities
Temperature and reading scales
Practical Lesson: measure to compare temperature
PS Lesson: measures (more than one possibility)
Assessment
Pause & Stretch: re-assessment & deepening as required
PS Skills Lesson: conjecturing & generalising