



# Wheatlands Primary School

## Curriculum Overview - Year 2



### Autumn Term

Week:	NC Programme Of Study and Learning Objectives:
1	<b>Place Value:</b> <ul style="list-style-type: none"><li>Count in steps of 2, 5 and 10 from from any number, forward and backward.</li><li>Recognise the place value of each digit in a two-digit number (tens, ones).</li><li>Identify, represent and estimate numbers to 100 using different representations including the number line.</li><li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li><li>Read and write numbers to at least 100 in numerals and words.</li><li>Use place value and number facts to solve problems.</li></ul>
2	
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4	<b>Addition and Subtraction:</b> <ul style="list-style-type: none"><li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li><li>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li><li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. <b>(Written Calculation Policy)</b>.</li><li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li><li>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.</li></ul>
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9	<b>Measurement (Money):</b> <ul style="list-style-type: none"><li>Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.</li><li>Find different combinations of coins that equal the same amounts of money</li><li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li></ul>
10	
11	<b>Multiplication and Division:</b> <ul style="list-style-type: none"><li>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li><li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) sign.</li><li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li><li>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li></ul>
12	



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### Spring Term

Week:	NC Programme Of Study and Learning Objectives:
1	<b>Multiplication and Division:</b>
2	<ul style="list-style-type: none"><li>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li><li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</li><li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li><li>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li></ul>
3	<b>Statistics (Graphs):</b>
4	<ul style="list-style-type: none"><li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li><li>Ask answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li><li>Ask and answer questions about totalling and comparing categorical data.</li></ul>
5	<b>Geometry (Shape):</b>
6	<ul style="list-style-type: none"><li>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</li><li>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</li></ul>
7	<ul style="list-style-type: none"><li>Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid.)</li><li>Compare and sort common 2D and 3D shapes and everyday objects.</li></ul>
8	<b>Fractions:</b>
9	<ul style="list-style-type: none"><li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li><li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li></ul>
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11	<b>Measurement (Length and Height):</b> <ul style="list-style-type: none"><li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales.</li><li>Compare and order length and mass and record the results using &gt;, &lt; and =.</li></ul>



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### Summer Term

Week:	NC Programme Of Study and Learning Objectives:
1	<b>Geometry (Position and Direction):</b> <ul style="list-style-type: none"><li>Order and arrange combinations of mathematical objects in patterns and sequences.</li><li>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).</li></ul>
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4	<b>Problem Solving and Using Efficient Methods.</b> <b>Consolidation and SATs Preparation.</b>
5	
6	<b>Measurement (Time):</b> <ul style="list-style-type: none"><li>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. Know the number of minutes in an hour and the number of hours in a day.</li><li>Compare and sequence intervals of time.</li></ul>
7	
8	<b>Measurement (Capacity, Volume and Temperature):</b> <ul style="list-style-type: none"><li>Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (<math>^{\circ}\text{C}</math>) to the nearest appropriate unit, using thermometers and measuring vessels.</li><li>Compare and order volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li></ul>
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11	<b>Transition to KS2 Maths</b>
12	



# Wheatlands Primary School

## Teacher Assessment Framework KS1 - 2019/2020



'Pupil Can' Statements:		Term:
<b>Working towards the 'Expected Standard':</b>		
1	Read and write numbers in numerals to 100.	Autumn 1
2	Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.	Autumn 1
3	Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus.	Autumn 2
4	Recall at least four of the six number bonds for 10 and reason about associated facts.	Autumn 2
5	Count in twos, fives and tens from 0 and use this to solve problems.	Autumn 1, Autumn 4, Spring 1
6	Know the value of different coins.	Autumn 3
7	Know some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.	Spring 3
<b>Working at the 'Expected Standard':</b>		
1	Read scales in divisions of ones, twos, fives and tens.	Summer 4
2	Partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	Autumn 1
3	Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus.	Autumn 2
4	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ , then $17 + 3 = 20$ ; if $7 - 3 = 4$ , then $17 - 3 = 14$ ; leading to if $14 + 3 = 17$ , then $3 + 14 = 17$ , $17 - 14 = 3$ and $17 - 3 = 14$ ).	Autumn 2
5	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary.	Autumn 1, Autumn 4, Spring 1
6	Identify $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.	Spring 4
7	Use different coins to make the same amount.	Autumn 3
8	Read the time on the clock to the nearest 15 minutes.	Summer 3
9	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	Spring 3
<b>Working at 'Greater Depth':</b>		
1	Read scales where not all numbers on the scale are given and estimate points in between.	Summer 4
2	Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.	Autumn 1, Autumn 4, Spring 1
3	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.	All Year
4	Solve unfamiliar word problems that involve more than one-step.	All Year
5	Read the time on a clock to the nearest 5 minutes.	Summer 3
6	Describe similarities and differences of 2-D and 3-D shapes, using their properties.	Spring 3