



# Year 2 Small Steps Breakdown



Areas of maths such as time, position and direction, times tables, number bonds and shape are to be referred to on a daily basis throughout the year during mental and oral brain breaks.

## Autumn

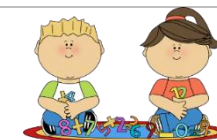
| Week | Focus   | Small Steps  | National Curriculum Objectives   |
|------|---|--|--|
| 1-2  | Place Value to 100                                | <ul style="list-style-type: none"><li>Count objects to 100 and write numbers in numerals and words.</li><li>Represent numbers to 100.</li><li>Tens and ones with a part-whole model</li><li>Tens and ones using addition</li></ul>         | <ul style="list-style-type: none"><li>Read and write numbers to at least 100 in numerals and in words.</li><li>Recognise the place value of each digit in a two digit number (tens, ones).</li><li>Identify, represent and estimate numbers using different representations including the number line.</li><li>Use place value and number facts to solve problems.</li></ul> |
| 3-4  | Addition and Subtraction to 100 (2 digit numbers) | <ul style="list-style-type: none"><li>Fact families- addition and subtraction bonds to 20.</li><li>Related facts</li><li>Bonds to 100 (tens)</li><li>Add and subtract 1s</li><li>Add a 2 digit and 1 digit number – crossing ten</li></ul> | <ul style="list-style-type: none"><li>Recall and use addition and subtraction facts to 20 fluently and derive and use relation facts up to 100.</li><li>Add and subtract numbers using concrete objects including: a two digit number and ones; adding three one-digit numbers.</li></ul>  |

|      |   |   |   |
|------|---|---|---|
|      |   | <ul style="list-style-type: none"> <li>• Subtract a 1 digit number from a 2 digit number</li> <li>• 10 more and 10 less</li> <li>• Add and subtract 10s</li> </ul>  |   |
| 5-6  | Shape   | <ul style="list-style-type: none"> <li>• Recognise 2D and 3D shapes</li> <li>• Count sides and vertices on 2D shapes</li> <li>• Draw 2D shapes</li> <li>• Lines of Symmetry</li> <li>• Sort 2D shapes</li> <li>• Make patterns with 2D shapes</li> <li>• Count faces, edges and vertices on 3D shapes</li> <li>• Sort 3D shapes</li> <li>• Make patterns with 3D shapes.</li> </ul> | <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> <li>• Compare and sort common 2D and 3D shapes and everyday objects.</li> </ul>   |
| 7-8  | Numbers to 100                                | <ul style="list-style-type: none"> <li>• Compare objects</li> <li>• Compare numbers</li> <li>• Order objects and numbers</li> <li>• Count 2s, 5s and 10s</li> <li>• Count in 3s</li> <li>• Place value and number fact problem solving</li> </ul>   | <ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a two digit number (tens, ones).</li> <li>• Identify, represent and estimate numbers using different representations including the number line.</li> <li>• Compare and order numbers from 0 to 100, use q , G and =</li> <li>• Use place value and number facts to solve problems</li> <li>• Count in steps of 2,3, 5 from 0 and in tens from any number forwards and backwards.</li> </ul> |
| 9-10 | Quick Number Facts (Addition and Subtraction) | <ul style="list-style-type: none"> <li>• 10 more and 10 less</li> <li>• Add and subtract 10s (e.g 46- 20, 54 – 30)</li> </ul>   | <ul style="list-style-type: none"> <li>• Add and subtract numbers using concrete objects including: a two digit number and ones; a two digit number and tens; two two</li> </ul>  |

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|-------|-----------------------------|--|--|
|       |                             | <ul style="list-style-type: none"> <li>• Add two 2 digit numbers – not crossing ten – add ones and add tens</li> <li>• Subtract a 2 digit number from a 2 digit number – not crossing ten</li> <li>• Add three 1 digit numbers.</li> </ul>   | digit numbers (when no regrouping is required); adding three one-digit numbers.  |
| 11-12 | Multiplication and Division | <ul style="list-style-type: none"> <li>• Recognise equal groups</li> <li>• Make equal groups</li> <li>• Add equal groups</li> <li>• Multiplication sentences using the X symbol</li> <li>• Multiplication sentences from pictures</li> <li>• Use arrays</li> <li>• 2 times table</li> <li>• 5 times table</li> <li>• 10 times table</li> <li>• Make equal groups –sharing</li> <li>• Make equal groups – grouping</li> <li>• Divide by 2</li> <li>• Odd and even numbers</li> <li>• Divide by 5</li> <li>• Divide by 10</li> </ul> | <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 and division and equal 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> </ul> |



# Spring



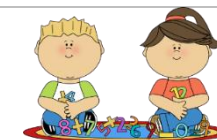
| Week | Focus   | Small Steps  | National Curriculum   |
|------|---|--|---|
| 1-2  | Money   | <ul style="list-style-type: none"><li>Count money (pence)</li><li>Count money (pounds)</li><li>Count money (notes and coins)</li><li>Select money</li><li>Make the same amount</li><li>Find the total</li><li>Compare money</li></ul>  | <ul style="list-style-type: none"><li>Recognise and use symbols for 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>  |
| 3-4  | Addition and Subtraction within 100 (money focus) | <ul style="list-style-type: none"><li>Add two 2 digit numbers – crossing ten – add ones and add tens (using concrete apparatus)</li><li>Subtract a 2 digit number from a 2 digit number – crossing ten – subtract ones and tens. (using concrete apparatus)</li><li>Find the difference between two amounts of money (link to subtraction statements).</li><li>Find change (link to subtraction statements).</li></ul> | <ul style="list-style-type: none"><li>Add and subtract numbers using pictorial representations and column methods; a two digit number and ones; a two digit number and tens; two two digit numbers when no regrouping is required.</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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|-----|---------------------------------|--|---|
|     |                                 | <ul style="list-style-type: none"> <li>Two step money problems (link to addition and subtraction problem solving)</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise and use symbols for 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>  |
| 5-6 | Fractions                       | <ul style="list-style-type: none"> <li>Make equal parts</li> <li>Recognise and find a half</li> <li>Recognise and find a quarter</li> <li>Recognise and find a third</li> <li>Introduce non-unit fractions (e.g <math>\frac{2}{3}</math>, <math>\frac{3}{4}</math>)</li> <li>Equivalence of half and two quarters</li> </ul> | <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <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 <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> |
| 7   | Time                            | <ul style="list-style-type: none"> <li>O'clock and half past</li> <li>Quarter to and quarter past</li> <li>5 minute intervals</li> </ul>   | <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.</li> <li>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>   |
| 8-9 | Addition and Subtraction to 100 | <ul style="list-style-type: none"> <li>Add two 2 digit numbers – crossing ten – add ones and add tens (using pictorial methods)</li> <li>Subtract a 2 digit number from a 2 digit number – crossing ten – subtract ones and tens. (using pictorial methods)</li> </ul>   | <ul style="list-style-type: none"> <li>Add and subtract numbers using pictorial representation, mental methods, including: a two digit number and ones; a two digit number and tens; two two digit numbers when regrouping is required.</li> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving</li> </ul>   |

|       |  |   |   |
|-------|--|---|---|
|       |  | <ul style="list-style-type: none"> <li>• To add and subtract two digit numbers in a variety of problem solving contexts.</li> <li>• Compare number sentences</li> <li>• Check calculations by investigating how addition is commutative and subtraction is not.</li> </ul>  | <p>numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> <li>• Show that addition of two number can be done in any order (commutative) and subtraction of one number from another cannot.</li> </ul>  |
| 10    | Shape  | <ul style="list-style-type: none"> <li>• Consolidate learning on 2D and 3D shapes.</li> <li>• Recognising 2D shapes on the surface of 3D shapes.</li> <li>• Solving problems related to shape.</li> </ul>   | <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> <li>• Identify 2D shapes on the surface of 3D shapes.</li> <li>• To solve mathematical problems in a variety of problem-solving contexts (properties of shapes)</li> <li>• Identify 2D shapes on the surface of 3D shapes.</li> </ul> |
| 11-12 | Measurement:<br>Capacity, Mass and<br>Volume, Length and<br>Height | <ul style="list-style-type: none"> <li>• Measure length (cm/m)</li> <li>• Compare lengths</li> <li>• Order lengths</li> <li>• Compare mass</li> <li>• Measure mass in grams</li> <li>• Measure mass in kilograms</li> <li>• Compare volume</li> <li>• Millilitres</li> <li>• Litres</li> <li>• Temperature</li> </ul> | <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li>• Compare and order lengths, mass, volume/capacity and record the results using G, q and =.</li> </ul>  |



# Summer



| Week | Focus                                | Small Steps   | National Curriculum  |
|------|--------------------------------------|---|--|
| 1-2  | Statistics                           | <ul style="list-style-type: none"> <li>• Make tally charts</li> <li>• Draw block charts (including a range of scales 1,2,5,10)</li> <li>• Interpret simple tables, pictograms, tally charts and block diagrams.</li> </ul>  | <ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>• ask and 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>  |
| 3-4  | Addition and Subtraction problems    | <ul style="list-style-type: none"> <li>• Add two 2 digit numbers – crossing ten – add ones and add tens (using column method)</li> <li>• Subtract a 2 digit number from a 2 digit number – crossing ten – subtract ones and tens. (using column method)</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Add and subtract numbers using mental methods, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one-digit numbers.</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> |
| 5-6  | Multiplication and division problems | <ul style="list-style-type: none"> <li>• Introduce mental methods to multiplication sentences using the X symbol (2,3,5,10)</li> </ul>  | <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables, including recognising odd and even numbers.</li> </ul>  |

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|---|----------------------------------|---|--|
|   |                                  | <ul style="list-style-type: none"> <li>• Introduce mental methods to divide number by 2,3,5,10.</li> <li>• Investigate the commutativity of multiplication and how division is not commutative.</li> </ul>  | <ul style="list-style-type: none"> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication and division and equal sign.</li> <li>• Solve problems involving multiplication and division, using mental methods and multiplication and division facts, including problems in contexts.</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of number by another cannot.</li> </ul> |
| 7 | Time Recap                       | <ul style="list-style-type: none"> <li>• O'clock and half past</li> <li>• Quarter to and quarter past</li> <li>• 5 minute intervals</li> </ul>  | <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.</li> <li>• 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>  |
| 8 | Fractions Recap                  | <ul style="list-style-type: none"> <li>• Recap halves, thirds and quarters.</li> <li>• Consolidate finding non-unit fractions of quantities (e.g <math>\frac{3}{4}</math> of 20).</li> <li>• Explore the equivalence of half and two quarters in relation to quantities.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <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>   |
| 9 | Geometry: Position and Direction | <ul style="list-style-type: none"> <li>• Describing movement</li> <li>• Describing turns</li> <li>• Making complex patterns with shapes.</li> <li>• Solving problems related to position and direction.</li> </ul>  | <ul style="list-style-type: none"> <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> <li>• To solve mathematical problems in a variety of problem-solving contexts (position and direction)</li> </ul>  |



|       |                             |  |  |
|-------|-----------------------------|--|--|
| 10-12 | Multiplication and Division | <ul style="list-style-type: none"> <li>• Consolidate use of mental methods to solve multiplication calculations.</li> <li>• Consolidate use of mental methods to solve division calculations.</li> <li>• Quick recall of multiplication statements.</li> <li>• Multiplication tests and rote recall of multiplication facts for 2,3,5 and 10 times table.</li> </ul> | <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables.</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication and division and equal sign.</li> <li>• Solve problems involving multiplication and division, using mental methods and multiplication and division facts, including problems in contexts</li> <li>• Recall and use multiplication and division facts for the 2, 3, 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 and division and equal sign.</li> <li>• Solve problems involving multiplication and division, using mental methods and multiplication and division facts, including problems in contexts</li> </ul> |
|-------|-----------------------------|--|--|