	Long term maths planning – Year 2 2017 - 2018							
wk	**Autumn Term 4th September - 21st December 2017 10th Nov Phase 1 ends**		wk	**Spring Term 8th January – 29th March 2018 9th Feb Phase 2 ends**		wk	**Summer Term 16th April-23rd July 2018 4th May Phase 3 ends**	
1	4/9 Number-Place Value		1	8/1 Multiplication/Division *(Recall and use x/÷facts for2, 5 and 10 x tables, use the symbols accurately, solve w.pb using materials, arrays, repeated addition, mental methods)*		1	16/4 Number-Place Value *(use <, > and = signs in different contexts)*	
2	11/9 Number-Place Value		2	15/1 Fractions *(Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity*		2	23/4 Addition/Subtraction *(Time/Money/Multistep word problems)*	
3	18/9 Addition/Subtraction		3	22/1 Measurement *(Length/height, money/giving change)*		3	30/4 Multiplication/Division *(Time/Money/Multistep word problems)* *Assessment – Data drop on Friday 4th May 2018*	
4	25/9 Addition/Subtraction (*Money, find different combinations of coins that equal the same amounts of money)*		4	29/1 Measurement *(Time)*		4	7/5 Fractions *(Write simple fractions, eg ½ of 6 = 3 and recognise the equivalence of 2/4) (Repeat from Phase1,2-deeper)*	
5	2/10 Multiplication/Division *(Recall and use facts for the 2 and 10 x tables, odd/even)*		5	5/2 Geometry *(Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces)* *Assessment – Data drop on*		5	14/5 Statistics (*Pictograms/Tally Charts/Graphs)* *SATs week?*	

				Friday 9th February 2018				
				Half term (12/2-18/2/2018)		6	21/5 Geometry *(Properties of shapes, compare and sort 2D and 3D shapes and everyday objects, Symmetry)*	
6	9/10 Measurements (*Length, compare and order)*		6	19/2 Geometry *(Position and direction)*		Half term (28/5 - 3/6/2018)		
			7	26/2 Number- Place Value *(Count in steps of 2, 3 and 5, compare and order numbers up to 100, use >, <, = signs, solve word problems*				
7	16/10 Statistics (*Graphs)*		8	5/3 Addition/Subtraction *(Solve w.pb including quantities and measures, recognise and use the inverse operation, check calculations)*		7	4/6 Geometry *(Position and direction, patterns, clockwise/anti-clockwise repeat from Phase 1,2-deeper)*	
	Half term (23/10-29/10/2017)		9	12/3 Addition/Subtraction *(Statistics-Pictograms, tally charts, tables)*		8	11/6 Measurement *(Mass/Temperature/Capacity to the nearest appropriate unit, scales)*	
8	30/10 Geometry *(Identify and describe the properties of2D/3D shapes)*		10	19/3 Multiplication/Division *(Recall and use facts for the 2, 5 and 10 x tables, x is commutative and ÷ is not)*		9	18/6 Addition/Subtraction *(Mass/Temperature/Capacity Multi-step word problems)*	
9	6/11 Geometry *(Position and direction)* *Assessment - Data drop on Friday 10th Nov 2017*		11	26/3 Fractions *(Write simple fractions, eg ½ of 6 = 3 and recognise the equivalence of 2/4)*		10	25/6 Multiplication/Division *(Repeat from Phase 1,2-deeper)*	

10	13/11 Fractions *(Recognise, find, name and write fractions 1/3, ¼)*				11	2/7 Fractions (*Repeat from Phase 1,2-deeper)*	
11	20/11 Measurements *(Compare and sequence intervals of time)*		By the end of spring term the **minimum** children need to be able to do: • Count in steps of two, three, and five from 0, and in tens from any number, forward and backward • Compare and order numbers from 0 up to 100 • Use < > and = signs correctly • Use place value and number facts to solve problems • Solve problems with addition and subtraction by applying an increasing knowledge of mental and written methods • Recall and use multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • Recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shapes and of objects or quantity • Compare and sort common 2-D and 3-D shapes and everyday objects • Use mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguish between rotation as a turn and in terms of right	12	9/7 Geometry *(Position and direction, patterns, clockwise/anti-clockwise)*	
					13	16/7 Revision	
12	27/11 Number-PV *(Count in steps of 2 and 5, compare and order numbers up to 100, solve word problems using measures)*				By the end of Y2, a child should be **fluent** with: • Whole numbers, counting and place value *(e.g. A child should know the number bonds to 20 and be precise in using and understanding place value)* • Using practical resources, a child can work with numerals, words and the four operations *(e.g. concrete objects and measuring tools)* • Using a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary • Describing and comparing different quantities such as length, mass, capacity/volume, time and money • Reading and spelling mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1	
13	4/12 Addition/Subtraction *(+3 one digit numbers, show that + is commutative and – is not)*						
14	11/12 Addition/Subtraction *(Statistics: ask/answer simple questions by counting the number of objects in each category and sorting the categories by quantity)*						
15	18/12 Revision						
By the end of autumn term the **minimum** children need to be able to do: • Be confident with whole numbers, counting and place value (*e.g. A child should know the number bonds to 20 and be precise in using and understanding place value)* • Use practical resources, a child can work with numerals, words and the four operations (eg concrete objects and measuring tools) • Use a range of measures, a child can recognise,							

describe, draw, compare and sort different shapes and use the related vocabulary • Describe and compare different quantities such as length, mass, time and money • Read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1	angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) comparing categorical data	