Hampshire Services
HIAS SCHOOL IMPROVEMENT

HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Year Two

HIAS Maths Team
June 2023
Final version

Hampshire County Council

www.hants.gov.uk

Overview

This document contains…
Long-term curriculum map for Y2
Medium-term overview plans for Y2 designed to support single age classes

Points to consider when using this resource
This medium-term plan identifies the key objectives in each unit.
For more detail and a break-down of these objectives please refer to the relevant unit plan.
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.
Appropriate models, images , concrete resources, and visual representations are an implicit element in all units.

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis

Long term curriculum map for Year 2

Year 2 – Yearly Overview

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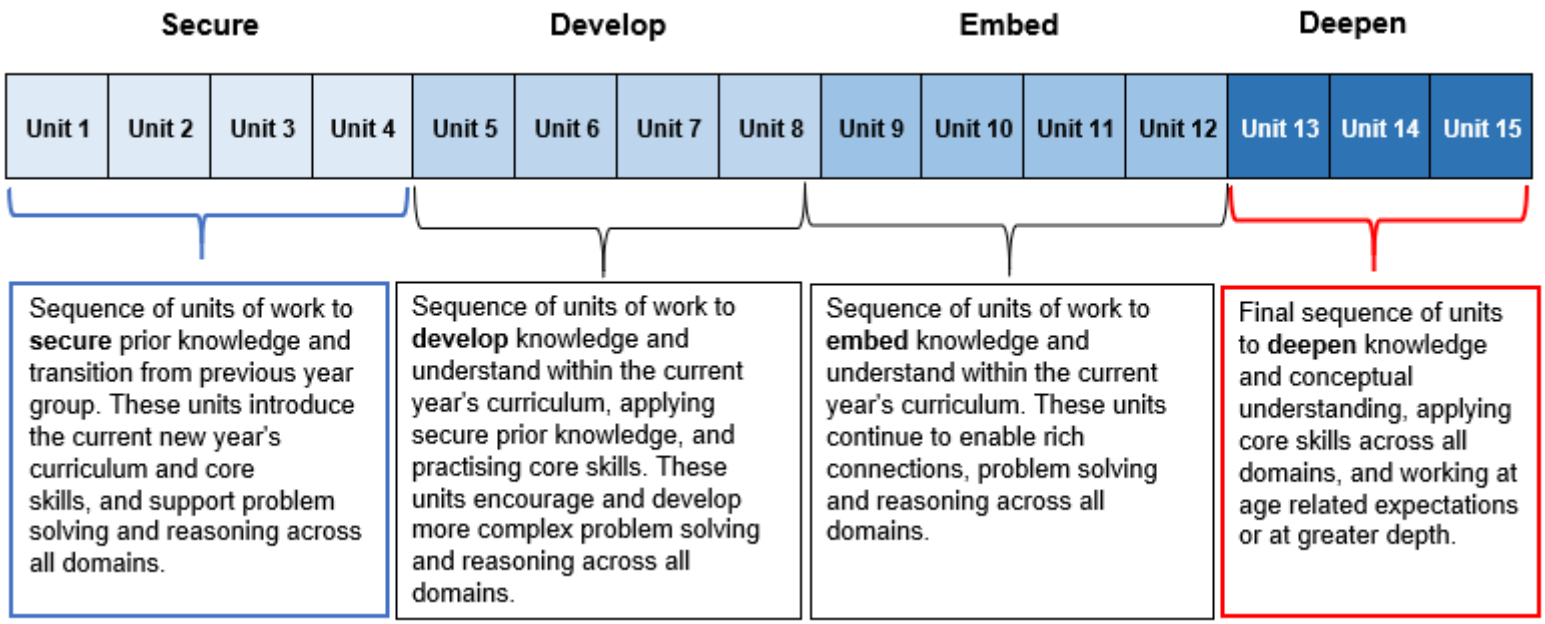
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	2.1 Number and Place Value Addition and Subtraction			2.2 Measurement	2.2 Addition and Subtraction			2.3 Multiplication and Division		2.3 Fractions and Geometry	2.4 Number and Place Value Addition and Subtraction			2.4 Statistics
	Measurement: Time : Utilise everyday opportunities to tell the time and develop the days of the week and the months of the year Calculation: Utilise everyday contexts to increase fluency with mental strategies using number facts to 20													
Spring	2.5 Addition and Subtraction		2.5 Measurement: Time and Mass		2.6 Fractions and Geometry	2.6 Multiplication and Division		2.7 Number and Place Value Addition and Subtraction		2.7 Statistics	2.8 Calculate with money	2.8 Fractions		
	Measurement: Time: Utilise everyday opportunities to tell the time and develop knowledge of 24 hours in a day and 60 minutes in an hour													
Summer	2.9 Measure and Geometry	2.9 Addition and Subtraction	2.10 Multiplication and Division		2.12 Number and Place Value Addition and Subtraction				2.13 Fractions		2.14 Measurement		2.15 Geometry	

2.11 – Historical statutory testing week.

Overview of curriculum intent



Key for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

YEAR 2 Autumn Term

Measurement: **Find everyday opportunities to develop children's understanding of telling the time (quarter past and to the hour) and language (days of the week and months of the year).**
Calculation: **Find everyday opportunities to develop children's fluency with counting and addition and subtraction facts to 20 in context. E.g. lunch/sandwiches**.
Subsequent units should continue to revisit material from previous units to deepen learning, encourage automaticity and allow rich connections to be made across the year.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements
	2.1	8	Number: Place Value	• Y1: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read and write numbers to at least 100 in numerals and in words. • Identify, represent, and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100, use < , > and = signs.	• I can count to and across 100, forwards and backwards. • I can represent numbers using different representations. • I can order numbers up to 100. • I can reason where to put numbers on a number line. • I can find the nearest multiple of 10 on a number line. • I can compare and order numbers using <, > and =
			Addition and Subtraction	• Count in steps of 10 from any number, forward or backward. • Given a number, identify one/ten more and one/ ten less.	• I can solve problems that involve counting in steps of 10. • I can find one more/one less, two more/two less, bridging through tens and through one hundred. • I can solve problems using known facts

	2.1 cont	7	Addition and Subtraction	• Y1: represent and use number bonds and related subtraction facts within 20. • Y1: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9 • Recognise the place value of each digit in a two-digit number (tens and ones).	• I can revisit number bonds to 10 and then 20. • I can find all the ways to partition any number up to 20. • I can partition numbers. • I can add and subtract a 2-digit number with a 1 digit with no bridging. • I can add and subtract 2-digit and a multiple of 10 • I can add and subtract within 20 using known facts. • I can use number bonds to solve missing number problems.
	2.2	3	Measurement	• Compare and order lengths and record the results using >, < and = • Choose and use appropriate standard units to estimate and measure length/height in any direction (cm) using rulers.	• I can compare lengths using >, < and = • I can measure in centimetres (cms).

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements

	2.2 cont	12	Addition and Subtraction	• Find different combinations of coins that equal the same amounts of money.
				• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
				• Y1: Represent and use number bonds and related subtraction facts within 20.
				• Add and subtract numbers using concrete objects, pictorial representations and mentally, including:
				  ○ a 2-digit number and ones;
				  ○ a 2-digit number and tens;
				  ○ adding three one-digit numbers.
				• Use place value and number facts to solve problems.
				• Solve problems in a practical context involving addition and subtraction of money of the same unit.
					• I can recognise the value of coins.
					• I can count in 2s, 5s and 10s.
					• I can find different combinations of coins that equal the same amounts of money,
					• I can add a 2-digit number with a 1 digit with no bridging in the context of money.
					• I can add 2-digit and multiples of 10 in the context of money.
					• I can add within 20.
					• I can add three one-digit numbers.
					• I can subtract a 2-digit number with a 1 digit with no bridging in the context of money.
					• I can subtract 2-digit and multiples of 10 in the context of money.
					• I can subtract within 20.

	2.3	10	Multiplication and division	• Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forward or backward. • Recognise, find, and name a half as one of two equal parts of an object, shape or quantity.	• I can count in 2, 5 and 10. • I can explore patterns when counting in 2s, 5s and 10s. • I can count in 3s from 0 • I can create arrays with concrete objects. • I can understand the difference between sharing and grouping. • I can solve problems involving groups of 2, 5 and 10 objects using pictorial recording.

	2.3 cont	5	Fractions with Geometry	• Identify and describe properties of 2D shapes, including the number of sides and symmetry in a vertical line. • Identify 2D shapes on the surface of 3D shapes, for example a circle on a cylinder and a triangle on a pyramid. • Recognise, find, name and write fractions for $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	• I can recap properties of 2D and 3D shapes. • I can recognise and name half as one of two equal parts. • I can identify lines of symmetry within 2D shapes. • I can find a half and a quarter of 2D shapes. • I can count in fractional steps.
	2.4	15	Number and PV Addition and Subtraction	• Read and write numbers to at least 100 in numerals and in words. • Compare and order numbers from zero up to 100 using >, < and =. • Count in steps of 2, 3 and 5 from 0, and in tens from any number forward or backwards. • Given a number, identify one/ten more and one/ ten less. • Add and subtract numbers using concrete objects, pictorial representations and mentally, including; o A two-digit number and ones o A two-digit number and tens • Solve one-step problems that involve addition and subtractions, using concrete objects and pictorial representations.	• I can write numbers in words. • I can compare and order numbers using >, < and = • I can explore patterns when counting forwards and backwards in tens. • I can add and subtract one and ten. • I can add and subtract a two-digit number and ones without bridging. • I can add and subtract a two-digit number and ones with bridging.
		5	Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sort the categories by quantity.	• I can explain information given in a pictogram and tally chart. • I can ask and answer simple questions about the information given in a pictogram and tally chart. • I can construct a simple pictogram and tally chart.
Christmas Holidays					

Year 2 Spring Term

Measurement: Find everyday opportunities to tell the time
Talk about intervals of time, 24 hours in day,60 mins in an hour, 30 mins in half an hour etc.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements
	2.5	10	Addition and Subtraction	• Add and subtract numbers using concrete objects, pictorial representations and mentally, including: ○ A two-digit number and ones. ○ A two-digit number and tens. ○ Add three one-digit numbers. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another number cannot.	• I can add a two-digit number and ones without bridging. • I can add three one-digit numbers. • I can add two-digit number and tens. • I can add a two-digit number and ones with bridging. • I can subtract a two-digit number and ones without bridging. • I can subtract a two-digit and tens. • I can subtract a two-digit number and ones with bridging. • I can show that addition can be done in any order.
		5	Measurement : Time	• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on the clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time.	• I can recall the number of minutes in an hour. • I can show quarter past and quarter to on a clock face. • I can solve problems involving time. • I can recall the number of hours in a day.
		5	Measurement : Mass	• Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales. • Compare and order mass and record the results using <, > and =	• I can compare and describe mass. • I can estimate mass. • I can estimate and measure mass.

		2.6	5	Fractions and Geometry	• Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. • Identify and describe the properties of a 3-D shape, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. • Compare and sort common 2-D and 3-D shapes and everyday objects. • Recognise, find, name, and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantities. • Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	• I can identify and describe the properties of 2-D shapes. • I can identify and describe the properties of 3-D shapes. • I can identify and describe the properties of 2-D and 3-D shapes. • I can identify 2-D shapes on the surface of 3-D shapes. • I can recognise a fraction of a shape.
			10	Multiplication and Division	• Count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x) , division (÷) and equals (=) signs.	• I can represent multiplication facts pictorially. • I can represent multiplication facts as arrays. • I can solve multiplication problems, using pictorial representations. • I can solve multiplication problems involving unknown facts, using pictorial representations. • I can solve multiplication problems in context. • I can solve division problems in context.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements
	2.7	10	Number and Place Value with Addition and Subtraction	• Y1: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Read and write numbers to at least 100 in numerals and in words. • Add and subtract numbers using concrete objects, pictorial representations and mentally, including: ○ A two-digit and tens • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • Y1: Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as 7 = □ – 9.	• I can derive and use related facts. • I can add multiples of 10 to any number. • I can recognise and use the inverse. • I can solve one-step problems.
		5	Statistics	• Count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backward. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sort categories by quantity. • Ask and answer questions about totalling and comparing categorical data.	• I can count in steps of 2s, 5s, 10s, and 3s. • I can interpret simple tally charts. • I can interpret simple pictograms. • I can ask and answer simple question. • I can construct simple pictograms, tally charts, block diagrams and simple tables.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements
	2.8	5	Four Operations with money	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Recall and use multiplication and division facts for the 2, 5 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 context.	• I can solve simple addition problems in the context of money. • I can solve simple subtraction problems in the context of money to find change. • I can solve multiplication problems in the context of money. • I can find different combinations of coins that equal the same amounts of money.
		5	Fractions	• Recognise, find, name, and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantities. • Write simple fractions, e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	• I can recognise and find fractions of shape. • I can draw bar models to represent fractions. • I can find a fraction of a quantity.
Easter Holidays					

Year 2 Summer Term

Measurement Find every day opportunities to tell the time (talk about intervals of time , 24 hours in a day, 60 minutes in an hour, 30 minutes in a half-hour etc.) Tell the time to five minutes**.**

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements
	2.9	5	Measurement with Geometry	• Use mathematical vocabulary to describe position, direction, and movement, including movement in a straight line and distinguishing between rotational as a turn and in turns of right angles for quarter, half, and three-quarter turns (clockwise and anti-clockwise). • Choose and use appropriate standard units to estimate and measure temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =. • Compare and sort common 2-D and 3-D shapes and everyday objects.	• I can describe rotational turns. • I can estimate and measure in millilitres. • I can measure temperature using a thermometer. • I can compare 2-D and 3-D shapes.

	2.9 cont	5	Addition and Subtraction	• 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.
				• Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
				• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities, and measures.
					• I can add and subtract numbers.
					• I can add two two-digit numbers.
					• I can subtract two two-digit numbers.
					• I can solve problems with addition and subtraction.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements
	2.10	10	Multiplication and Division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odds and evens. • Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs	• I can recall and use multiplication and division facts for the 10 times table. • I can solve problems using multiplication and division facts for the 10 times table. • I can recall and use multiplication and division facts for the 2 times table. • I can solve problems using multiplication and division facts for the 2 times table. • I can recall and use multiplication and division facts for the 5 times table. • I can solve problems using multiplication and division facts for the 5 times table. • I can share objects equally by counting how many in each group. • I can solve two step problems using multiplication and division facts.
	2.11	Historical statutory testing week.			

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements
	2.12	5	Number and Place Value	• Recognise the place value of each digit in a two-digit number (tens and ones). • Identify, represent, and estimate numbers using different representations using the number line. • Compare and order numbers from 0 up to 100; using <, > and = signs. • Read and write numbers to at least 100 in numerals and words. • Use place value and number facts to solve problems.	• I can partition numbers in different ways. • I can partition number in tens and ones in different ways. • I can position numbers on a number line.

		15	Addition and Subtraction	• Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
				• 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
				• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
					• I can add and subtract a two-digit number and ones.
					• I can add and subtract a two-digit number and tens.
					• I can add and subtract two two-digit numbers without bridging.
					• I can add two two-digit numbers with bridging.
					• I can subtract two two-digit numbers with bridging.
					• I can add three one-digit numbers.
					• I can explain commutativity.
					• I can recognise the inverse calculation.
					• I can solve missing number problems.
					• I can solve two-step problems using addition and subtraction.

	2.12 cont			• 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.
				• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	

	2.13	10	Fractions with Multiplication and Division	• Recognise, find, name, and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantities. • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3, and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	• I can recognise, find, name and write fractions. • I can count in fractional steps. • I can solve problems by counting in fractional steps. • I can find fractions of a quantity. • I can solve problems involving fractions of quantity.

	2.13 cont			• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. •	
	2.14	20	Measurement	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (^{o}C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using <, > and = • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on the clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time.	• I can find different combinations of coins that equal the same amounts of money. • I can solve two-step problems involving money. • I can measure length accurately. • I can measure mass accurately. • I can measure temperature accurately. • I can measure capacity accurately. • I can tell the time to 5 minutes. • I can compare and order time intervals. • I can order durations of time.

A.M	Unit	Hours	Domain	Y2 National Curriculum Objectives	Learning journey - 'I can…' statements
	2.15	5	Geometry	• Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices, and faces. • Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. • 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 distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	• I can identify and describe properties of 2-D shapes. • I can identify and describe properties of 3-D shapes. • I can use positional and directional language.
Summer Holidays					

HIAS Maths Team

Jo Lees – Lead Inspector
Email: jo.lees@hants.gov.uk

Kate Spencer – Lead Inspector
Email: kathryn.spencer@hants.gov.uk

Rebecca Vickers – Teaching & Learning Adviser
Email: rebecca.vickers@hants.gov.uk

Nikki Barber – Teaching & Learning Advisor
Email – nicola.barber@hants.gov.uk

Olivia Goodburn – Teaching & Learning Advisor
Email – olivia.goodburn@hants.gov.uk

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