

WJA Maths LTP – Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>  Mental Maths Objectives  Counting forwards and backwards to 100  Count in steps of 2, 3, and 5 from 0, and in tens from <b>any number</b> , forward and backward  Number bonds to 10 and for 20  Doubles to 20/ near doubles  <b>halves to 20</b>  + revise previous unit objectives	Number: Place Value  <i>National Curriculum objectives</i> 1. count in steps of 2, 3, and 5 from 0, and in tens from <b>any number</b> , forward and backward 2. Recognise the place value of each digit in a two-digit number (tens, ones) 3. Identify, represent and estimate numbers using different representations, including the number line 4. Compare and order numbers from 0 up to 100; use <, > and = signs 5. Read and write numbers to at least 100 in numerals and in words 6. Use place value and number facts to solve problems.  Small Steps - Week 1 • Count objects to 100 and read and write numbers in numerals and words <b>You could use numbers as words for this week's spellings</b> • Represent numbers to 100 Week 2 • Tens and ones with a part-whole model • Tens and ones using addition • Use a place value chart • Count one less Week 3 • Compare objects • Compare numbers • Order objects and numbers Week 4 • Count in 2s • Count in 5s <b>You could start referring to the clock going round in 5s</b> • Count in 10s • Count in 3s				Number: Addition and Subtraction  <i>National Curriculum objectives</i> 1. 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 2. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 3. 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 4. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  Small Steps - Week 1 • Fact families – addition and subtraction bonds to 20 • Compare number sentences • Related facts • Bonds to 100 Week 2 • Add and subtract ones • Ten more and ten less • Add and subtract tens Week 3 • Add by making 10 <b>new method</b> • Add a 2 digit and a 1 digit number – crossing ten • Add two 2 digit numbers – noty crossing ten – add ones and add tens <b>Teach checking calcaultions throughout unit</b> • Add 2 digit numbers – crossing ten – add ones and add tens • Add 3 1 digit numbers Week 4 • Fact families – The 8 facts • Comparing addition and subtraction sentences a + b > c • Comparing addition and subtraction sentences a + b > c + d Week 5 • Find and make number bonds • Bonds to 100 (tens and ones)				Measurement: Money  <i>National Curriculum objectives</i> 1. recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 2. Find different combinations of coins that equal the same amounts of money 3. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change  Small Steps - Week 1 • Count money – pence • Count money – pounds (notes and coins) • Count money – notes and coins Week 2 • Select money • Make the same amount • Compare money Week 3 • Find the total • Find the difference • Find change  <b>Teach 2 step problems throughout unit</b>			
	Cross curricular links											
<b>Spring</b>  Mental Maths Objectives  10, 5, 2 and 3 times tables <b>TT Rockstars</b>  Number bonds to 100  + revise previous unit objectives	Number: Multiplication and Division  <i>National Curriculum objectives</i> 1. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 2. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs 4. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.  Small Steps - Week 1 & 2 (x) • Recognise, make and add equal groups • Multiplication symbols using the x symbol • Multiplication sentences from pictures • Use arrays • 2, 5 and 10 times table Week 3 & 4 (÷) • Make equal groups sharing and grouping • Odd and even numbers • Divide by 2 5 and 10				<b>Number: 2s, 5s, 10s</b>  <i>National Curriculum objectives</i> 1. Recall and use multiplication and division facts for the 2, 5 and 10 times tables 3. Show that multiplication of two numbers can be done in any order and division of one number by another cannot  Small Steps - Week 1 x and + • 2s • 5s • 10s	Statistics  <i>National Curriculum objectives</i> 1. interpret and construct simple pictograms, tally charts, block diagrams and simple tables 2. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 3. Show that multiplication of two numbers can be done in any order and division of one number by another cannot  Small Steps - Week 1 • Make tally charts • Draw pictograms (1-1) • Interpret pictograms (1-1) Week 2 • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10) • Block diagrams	Geometry: Properties of shape  <i>National Curriculum objectives</i> 1. Identify & describe the properties of 2-D shapes, 2. Identify & describe the properties of 3-D shapes, 3. Identify 2-D shapes on the surface of 3-D shapes, 4. Compare and sort common 2-D and 3-D shapes and everyday objects  Small Steps - Week 1 2D shapes • Count sides and vertices • Draw 2D shapes • Loines of symmetry • Sort 2D shapes • Make patterns with 2D shapes Week 2 3D shapes • Count faces, edges and vertices • Sort 3D shapes • Make patterns with 3D shapes	Number: Fractions  <i>National Curriculum objectives</i> 1. recognise, find, name and write fractions 1/3 1/4 2/4 3/4 of a length, shape, set of objects or quantity 2. Write simple fractions and recognise the equivalence  Small Steps - Week 1 • Make equal parts • Recognise and find a half • Recognise and find a quarter Week 2 • Recognise and find a third • Unit fractions • Non-unit fractions Week 3 • Equivalence of 1/2 and 2/4 • Find three quarters • <b>Count in fractions</b>				
	Cross curricular links											
<b>Summer</b>  Mental Maths Objectives  Use related facts to double multiples of 10  X and + facts for 10, 5s, 2, and 3s  + revise previous unit objectives	Measurement: Length and Height  <i>National Curriculum objectives</i> 1. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) 2. Compare and order lengths and record the results using >, < and =  Small Steps - Week 1 • Measure length (cm) • Measure length (m) • Compare length Week 2 • Order lengths • Four operations with lengths	Geometry: Position and Direction  <i>National Curriculum objectives</i> 1. Order and arrange combinations of mathematical objects in patterns and sequences 2. 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 anticlockwise).  Small Steps - Week 1 • Describe movement • Describe turns Week 2 • Describe movement and turns • Making patterns with shapes	Measurement: Time  <i>National Curriculum objectives</i> 1. Compare and sequence intervals of time 2. Tell and write the time to five minutes and draw the hands on a clock face to show these times 3. Know the number of minutes in an hour and the number of hours in a day.  Small Steps - Week 1 • O' clock and half past • Quarter past and quarter to • Telling time to 5 minutes • Writing time Week 2 • Hours and days • Find durations of time • Compare durations of time	Measurement: Mass, Capacity and Temperarure  <i>National Curriculum objectives</i> 1. Choose and use appropriate standard units to estimate and measure mass (kg/g)temperature (°C); capacity (litres/ml) 2. Compare and order mass, volume/capacity and record the results using >, < and =  Small Steps - Week 1 • Measure and compare mass • Measure mass in grams and kilograms Week 2 • Measure and compare capacity • Compare volume • Millilitres and litres Week 3 • Temperature	<b>Number:Place Value</b>  <b>Key Skills recap</b>	<b>Number:Addition and Subtraction</b>  <b>Key Skills recap</b>	<b>Number:Multiplication and Division</b>  <b>Key Skills recap</b>					
	Cross curricular links											