Year 2 Maths Progression – Whole year

Term	Coverage	Interim Framework evidence (Based on NC objectives)	FB4/ Rising Stars assessments
Aut 1 7 weeks	MCUBED Unit 1 – Numbers 10 – 100 3 - 4 weeks Unit 2 – Calculations within 20 3 weeks *(This term to include 1-2 lessons on recognising value of coins. Unit 9)*	read and write numbers in numerals up to 100 *(NCETM to 20 – need to extend to 100)* partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) know the value of different coins partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus use different coins to make the same amount read scales* where not all numbers on the scale are given and estimate points in between	
Aut2 7 weeks	Unit 5 – Introduction to multiplication 2 weeks T.P. 1-10 Unit 4 – Addition and subtraction of 2 digit numbers 2 weeks	count in twos, fives and tens from 0 and use this to solve problems 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 (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) name 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 (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). *(Need to make provision for symmetry and pyramids)*	

		add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) 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) name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	
		recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	
	Assessment week	describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions)	
	Unit 7 – Shape 2 weeks		
Spr 1 6 weeks	Unit 5 – Introduction to multiplication 4 weeks T.P. 11-26 *(This unit to be deepened with slides from Unit 13 – Multiplication and division – doubling, halving, quotative and partive)* Unit 11 – Time	count in twos, fives and tens from 0 and use this to solve problems **read scales* in divisions of ones, twos, fives and tens** *(need to make provision for this within the unit)*	

	1 week Unit 10 – Fractions 1 week	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary read the time on a clock to the nearest 15 minutes identify 1/4 , 1/3 , 1/2 , 2/4 , 3/4 , of a number or shape, and know that all parts must be equal parts of the whole	
		recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts read the time on a clock to the nearest 5 minutes	
	MOCK SATS		
Spr2 6 weeks	Unit 8- Addition and Subtraction 2 weeks Unit 6 – Introduction to division structures 2 weeks SATS Unit 10 – Fractions 1 week	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 (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)	
		add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) 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)	

		recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary identify 1/4 , 1/3 , 1/2 , 2/4 , 3/4 , of a number or shape, and know that all parts must be equal parts of the whole	
		use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.) solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?') recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	
Sum 1	Unit 11 – Time 1 week Unit 8 – Addition and subtraction 1 week Unit 7 – Shape 1 week Unit 14 – Sense of measure 2 weeks Unit 9 – Money 1 week	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 (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) name 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 (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). know the value of different coins	

		read the time on a clock to the nearest 15 minutes add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) 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) name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry read scales* in divisions of ones, twos, fives and tens Use different coins to make the same amount	
		read the time on a clock to the nearest 5 minutes use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.) solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?') read scales* where not all numbers on the scale are given and estimate points in between	
Sum2	Unit 12 position and direction		

	1 week Unit 5 – Introduction to multiplication 1 week Unit 10 – Fractions 1 week		
	Assessment week		
	Follow up gaps from assessment week		