## Maths Medium Term Planning

Year 2

| Autumn Term |  |  |  |
| :---: | :---: | :---: | :---: |
| Week | Small Step Focus | Week | Small Step Focus |
| Week 1 <br> (PV) | Step 1 Numbers to 20 <br> Step 2 Count objects to 100 by making 10s <br> Step 3 Recognise tens and ones <br> Step 4 Use a place value chart | Week 8 <br> (+ and -) | Step 15 Add two 2-digit numbers (not across a 10) <br> Step 16 Add two 2-digit numbers (across a 10) |
| Week 2 <br> (PV) | Step 5 Partition numbers to 100 <br> Step 6 Write numbers to 100 in words <br> Step 7 Flexibly partition numbers to 100 <br> Step 8 Write numbers to 100 in expanded form | Week 9 <br> (+ and -) | Step 17 Subtract two 2-digit numbers (not across a 10) <br> Step 18 Subtract two 2-digit numbers (across a 10) |
| Week 3 <br> (PV) | Step 9 10s on the number line to 100 <br> Step 10 10s and 1 s on the number <br> line to 100 <br> Step 11 Estimate numbers on a number line <br> Step 12 Compare objects | $\begin{gathered} \text { Week } 10 \\ \text { (+ and -) } \end{gathered}$ | Step 19 Mixed addition and subtraction <br> Step 20 Compare number sentences <br> Step 21 Missing number problems |
| Week 4 <br> (PV) | Step 13 Compare numbers <br> Step 14 Order objects and numbers <br> Step 15 Count in 2 s , 5 s and 10 s <br> Step 16 Count in 3s | Week 11 <br> (Shape) | Step 1 Recognise 2-D and 3-D shapes <br> Step 2 Count sides on 2-D shapes <br> Step 3 Count vertices on 2-D shapes <br> Step 4 Draw 2-D shapes |
| Week 5 <br> (+ and -) | Step 1 Bonds to 10 <br> Step 2 Fact families - addition and subtraction bonds within 20 <br> Step 3 Related facts <br> Step 4 Bonds to 100 (tens) <br> Step 5 Add and subtract 1 s | Week 12 <br> (Shape) | Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes <br> Step 7 Sort 2-D shapes <br> Step 8 Count faces on 3-D shapes |

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| Week 6 <br> $(+$ and -) | Step 6 Add by making 10 <br> Step 7 Add three 1-digit numbers <br> Step 8 Add to the next 10 <br> Step 9 Add across a 10 | Week 13 <br> (Shape) | Step 9 Count edges on 3-D shapes <br> Step 10 Count vertices on 3-D shapes <br> Step 11 Sort 3-D shapes <br> Step 12 Make patterns with 2-D and 3- <br> D shape |
| :--- | :--- | :---: | :--- |
| Week 7 <br> $(+$ and -) | Step 10 Subtract across 10 <br> Step 11 Subtract from a 10 <br> Step 12 Subtract a 1-digit number <br> from a 2-digit number (across a 10) <br> Step 13 10 more, 10 less <br> Step 14 Add and subtract 10s | Week 14 | Assessment \& Consolidation |



## Spring Term

| Week | Small Step Focus | Week | Small Step Focus |
| :---: | :---: | :---: | :---: |
| Week 1 <br> (Money) | Step 1 Count money - pence <br> Step 2 Count money - pounds (notes and coins) <br> Step 3 Count money - pounds and pence | Week 7 <br> ( $x$ and $\div$ ) | Step 11 Doubling and halving <br> Step 12 Odd and even numbers <br> Step 13 The 10 times-table <br> Step 14 Divide by 10 |
| Week 2 <br> (Money) | Step 4 Choose notes and coins <br> Step 5 Make the same amount <br> Step 6 Compare amounts of money <br> Step 7 Calculate with money | Week 8 <br> ( $x$ and $\div$ ) | Step 15 The 5 times-table <br> Step 16 Divide by 5 <br> Step 17 The 5 and 10 times-tables |
| Week 3 <br> (Money) | Step 8 Make a pound <br> Step 9 Find change <br> Step 10 Two-step problems | Week 9 <br> (Length \& Height) | Step 1 Measure in centimetres <br> Step 2 Measure in metres <br> Step 3 Compare lengths and heights |

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| Week 4 <br> ( $x$ and $\div$ ) | Step 1 Recognise equal groups <br> Step 2 Make equal groups <br> Step 3 Add equal groups | Week 10 <br> (Length \& Height) | Step 4 Order lengths and heights Step 5 Four operations with lengths and heights |
| :---: | :---: | :---: | :---: |
| Week 5 <br> ( $x$ and $\div$ ) | Step 4 Introduce the multiplication symbol <br> Step 5 Multiplication sentences <br> Step 6 Use arrays | Week 11 <br> (Mass, <br> Capacity \& Temp) | Step 1 Compare mass <br> Step 2 Measure in grams <br> Step 3 Measure in kilograms <br> Step 4 Four operations with mass |
| Week 6 <br> ( $x$ and $\div$ ) | Step 7 Make equal groups - <br> grouping <br> Step 8 Make equal groups - sharing <br> Step 9 The 2 times-table <br> Step 10 Divide by 2 | Week 12 <br> (Mass, <br> Capacity \& Temp) | Step 5 Compare volume and capacity <br> Step 6 Measure in millilitres <br> Step 7 Measure in litres <br> Step 8 Four operations with volume and Capacity |

## Maths Medium Term Planning

## Year 2

| Summer Term |  |  |  |
| :---: | :---: | :---: | :---: |
| Week | Small Step Focus | Week | Small Step Focus |
| Week 1 <br> (Fractions) | Step 1 Introduction to parts and whole <br> Step 2 Equal and unequal parts <br> Step 3 Recognise a half <br> Step 4 Find a half | Week 7 <br> (Time) | Step 3 Tell the time past the hour Step 4 Tell the time to the hour |
| Week 2 <br> (Fractions) | Step 5 Recognise a quarter <br> Step 6 Find a quarter <br> Step 7 Recognise a third Step 8 Find a third | Week 8 <br> (Time) | Step 5 Tell the time to 5 minutes <br> Step 6 Minutes in an hour <br> Step 7 Hours in a day |
| Week 3 <br> (Fractions) | Step 9 Find the whole <br> Step 10 Unit fractions <br> Step 11 Non-unit fractions | Week 9 <br> (Statistics) | Step 1 Make tally charts <br> Step 2 Tables <br> Step 3 Block diagrams |
| Week 4 <br> (Fractions) | Step 12 Recognise the equivalence of a half and two-quarters Step 13 Recognise three-quarters | Week 10 <br> (Statistics) | Step 4 Draw pictograms (1-1) <br> Step 5 Interpret pictograms (1-1) <br> Step 6 Draw pictograms (2,5 and 10) <br> Step 7 Interpret pictograms (2, 5 and 10 |
| Week 5 <br> (Fractions) | Step 14 Find three-quarters <br> Step 15 Count in fractions up to a whole | Week 11 <br> (Position \& Direction) | Step 1 Language of position <br> Step 2 Describe movement <br> Step 3 Describe turns |

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## Year 2

| Week 6 <br> (Time) | Step 1 O'clock and half past <br> Step 2 Quarter past and quarter to | Week 12 <br>  <br> Direction) | Step 4 Describe movement and turns <br> Step 5 Shape patterns with turns |
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|  |  | Week 13 |  <br> Consolidation |

