

Autumn Term

Duration		
4 weeks	<p align="center">Number - Place Value</p> <p><i>The recommended time for learning this block has been increased from 3 weeks to 4 weeks.</i></p> <p><i>Consolidation of Year 1 material on the numbers to 100 is more explicit, and broken down into a greater number of steps.</i></p> <p><i>There is increased emphasis on partitioning and flexibility in representing numbers in different forms. This will support coming material on addition and subtraction.</i></p> <p><i>More use is made of the number line as a key representation, including to support comparing numbers.</i></p>	<ul style="list-style-type: none"> • Numbers to 20 • Count objects to 100 by making 10s • Recognise tens and ones • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form • 10s on the number line to 100 • 10s and 1s on the number line to 100 • Estimate numbers on a number line • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s
1 week	<p align="center">Time - linking place value to time</p>	<ul style="list-style-type: none"> • Count in steps of 5 from zero to 60 forwards and backwards • Know the number of minutes in an hour. <p><i>Note: Explore the horizontal 0 - 60 scaled, partially scaled and blank number line (linked to 5s).</i></p>
3 weeks	<p>Number - Addition and Subtraction (Part 1)</p> <p><i>The key concepts in this block have been broken down into even smaller steps to support learning and to more easily identify exactly where any intervention is needed. Closing these gaps early on will help children to gain greater success.</i></p> <p><i>Steps relating to each of addition and subtraction are grouped together more to support development of understanding of each concept.</i></p> <p><i>The column methods for addition and subtraction have been moved to Year 3.</i></p> <p><i>Adding by making 10 now features in Year 2 having been moved here from Year 1. This is supported by its own step and a related next step which explores adding to the next 10.</i></p>	<ul style="list-style-type: none"> • Bonds to 10 • Fact families - addition and subtraction bonds within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1-digit numbers • Add to the next 10 • Add across a 10 • Subtract across 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number • (across a 10) • 10 more, 10 less • Add and subtract 10s

1 week	Time	<ul style="list-style-type: none"> • Telling the time to the hour
3 weeks	Number - Addition and Subtraction (Part 2)	<ul style="list-style-type: none"> • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10) • Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems
3 weeks	<p>Geometry - Shape</p> <p><i>More time is invested in line symmetry as this has been split into two steps to explore the different skills of identifying a line of symmetry and completing a shape given one "half" and the line of symmetry in more detail.</i></p> <p><i>The steps on making patterns with 2-D and 3-D shapes have been combined as they cover the same skill. Both repeating(ABABAB) and symmetric (ABCBA and ABCCBA) patterns are explored.</i></p>	<ul style="list-style-type: none"> • Recognise 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-D shapes • Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes

SPRING TERM

Duration		
2 weeks	<p style="text-align: center;">Measurement - Money</p> <p><i>Early calculations with money have been simplified and will involve pounds only or pence only.</i></p> <p><i>There is much more emphasis on the value of one pound as 100 pence, with an explicit step on making one pound and change being found only from one pound.</i></p> <p><i>Number bonds to 100 are reinforced and the use of the number line is revisited to support calculations.</i></p>	<ul style="list-style-type: none"> • Count money - pence • Count money - pounds (notes and coins) • Count money - pounds and pence • Choose notes and coins • Make the same amount • Compare amounts of money • Calculate with money • Make a pound • Find change • Two-step problems
5 weeks	<p style="text-align: center;">Number - Multiplication and Division</p> <p><i>The key concepts in this block have been broken down into even smaller steps to support learning and to more easily identify exactly where any intervention is needed. Closing these gaps earlier will help children to gain greater success.</i></p> <p><i>Steps relating to each of the key times-tables for Year 2 have been grouped together to support development of understanding and fluency of factual knowledge.</i></p> <p><i>A new step has been added to emphasise the connection between the 5- and 10 times-tables.</i></p>	<ul style="list-style-type: none"> • Recognise equal groups • Make equal groups • Add equal groups • Introduce the multiplication symbol • Multiplication sentences • Use arrays • Make equal groups - grouping • Make equal groups - sharing • The 2 times-table • Divide by 2 • Doubling and halving • Odd and even numbers • The 10 times-table • Divide by 10 • The 5 times-table • Divide by 5 • The 5 and 10 times-tables
1 week	<p>Time</p>	<p style="background-color: yellow;">Summer Block 2 steps 1 - 3</p> <ul style="list-style-type: none"> • o'clock and half past • Quarter past and quarter to • Tell time past the hour
2 weeks	<p style="text-align: center;">Measurement - Length and Height</p> <p><i>In the second step, the focus is kept on the metre, with questions on mixed units removed.</i></p>	<ul style="list-style-type: none"> • Measure in centimetres • Measure in metres • Compare lengths and heights • Order lengths and heights • Four operations with lengths and heights

2 weeks	Measurement - Mass, Capacity and Temperature <i>Extra steps have been added so children can practise their skills using the four operations of arithmetic in the contexts of mass, capacity and temperature.</i> <i>Building on their understanding of number lines, children use scales to 100, divided into 2, 5 and 10 equal parts.</i>	<ul style="list-style-type: none">• Compare mass• Measure in grams• Measure in kilograms• Four operations with mass• Compare volume and capacity• Measure in millilitres• Measure in litres• Four operations with volume and capacity• Temperature
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SUMMER TERM

Duration		
3 weeks	<p style="text-align: center;">Number - Fractions</p> <p><i>Fractions has been moved to later in the year, so the children are more ready for this challenging topic.</i></p> <p><i>The key concepts in this block have been broken down into even smaller steps to support learning and to more easily identify exactly where any intervention is needed.</i></p> <p><i>Extra steps have been added to help pupils to see the links between fractions and the whole.</i></p>	<ul style="list-style-type: none"> • Introduction to parts and whole • Equal and unequal parts • Recognise a half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Find the whole • Unit fractions • Non-unit fractions • Recognise the equivalence of a half and two-quarters • Recognise three-quarters • Find three-quarters • Count in fractions up to a whole
2 weeks	<p style="text-align: center;">Measurement - Time</p> <p><i>Time has been moved a little earlier to allow for formal coverage before SATs. It is also expected that time can be covered informally day-to-day during the whole year.</i></p> <p><i>Extra steps have been added to provide greater focus, breaking down the development of telling the time to nearest 5 minutes.</i></p> <p><i>There is also an extra step focusing on the fact that 1 hour is equal to 60 minutes.</i></p> <p><i>Working out and comparing durations of time has been removed.</i></p>	<p style="text-align: center;">Summer Block 2 steps 4-7</p> <ul style="list-style-type: none"> • Tell time to the hour • Tell the time to 5 minutes • Minutes in an hour • Hours in a day
2 weeks	<p style="text-align: center;">Statistics</p> <p><i>An extra step has been added so children learn how to read information presented in tables.</i></p> <p><i>The step on block diagrams has been amended to only look at 1-1 diagrams at this stage.</i></p>	<ul style="list-style-type: none"> • Make tally charts • Tables • Block diagrams • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10)
2 weeks	<p style="text-align: center;">Geometry - Position and Direction</p> <p><i>An extra step has been added to revisit the language of position covered in Year 1 before moving on to use this language within movement and turn.</i></p>	<ul style="list-style-type: none"> • Language of position • Describe movement • Describe turns • Describe movement and turns • Shape patterns with turns