

Year 1 Autumn		Week 1 – 4 (BLOCK 1)	Week 5 – 8 (BLOCK 2)	Week 9 (BLOCK 3)	Week 10 – 11 (BLOCK 4)	Week 12											
		Number: Place Value (within 10)	Number: Addition and Subtraction (within 10)	Geometry: Shape	Number: Place Value (within 20)	Consolidation											
White Rose Maths Small Steps		<ul style="list-style-type: none"> Sort objects. Count objects. Represent objects. Count, read and write forwards from any number 0 to 10. Count, read and writing backwards from any number 0 to 10. Count one more. Count one less. One to one correspondence to start to compare groups. Compare groups using language such as equal, more/greater, less/fewer. Introduce = , > and < symbols. Compare numbers. Order groups of objects. Order numbers. Ordinal numbers (1st, 2nd, 3rd ...). The number line. 	<ul style="list-style-type: none"> Part whole model. Addition symbol. Fact families – Addition facts. Find number bonds for numbers within 10. Systematic methods for number bonds within 10. Number bonds to 10. Compare number bonds. Addition: Adding together. Addition: Adding more. Finding a part. Subtraction: Taking away, how many left? Crossing out. Subtraction: Taking away, how many left? Introducing the subtraction symbol. Subtraction: Finding a part, breaking apart. Fact families – The 8 facts. Subtraction: Counting back. Subtraction: Finding the difference. Comparing addition and subtraction statements $a + b > c$. Comparing addition and subtraction statements $a + b > c + d$. 	<ul style="list-style-type: none"> Recognise and name 3D shapes. Sort 3D shapes. Recognise and name 2D shapes. Sort 2D shapes. Patterns with 3D and 2D shapes. 	<ul style="list-style-type: none"> Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11 to 20. Tens and ones. Count one more and one less. Compare groups of objects. Compare numbers. Order groups of objects. Order numbers. 	All											
	National Curriculum Links	<ul style="list-style-type: none"> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. 	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. 	<ul style="list-style-type: none"> Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres). 	<ul style="list-style-type: none"> Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. 	All											
	TT Statements	<table border="1"> <tr> <td>WT</td> <td> <ul style="list-style-type: none"> Read and write numbers in numerals (to 10). </td> <td> <ul style="list-style-type: none"> Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. Recall at least four of the six number bonds for 10 and reason about associated facts. </td> <td> <ul style="list-style-type: none"> Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties. </td> <td> <ul style="list-style-type: none"> Read and write numbers in numerals (to 20). Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them. </td> <td rowspan="3">All</td> </tr> <tr> <td>WW</td> <td> <ul style="list-style-type: none"> Read scales in divisions (of ones). </td> <td> <ul style="list-style-type: none"> Recall all the number bonds to and within 10. and use these to reason with. </td> <td> <ul style="list-style-type: none"> Name and describe properties of 2D and 3D shapes. </td> <td> <ul style="list-style-type: none"> Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. </td> </tr> <tr> <td>GD</td> <td> <ul style="list-style-type: none"> Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. </td> <td> <ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. </td> <td> <ul style="list-style-type: none"> Describe the similarities and differences of 2D and 3D shapes, using their properties. </td> <td> <ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involve more than one step. </td> </tr> </table>	WT	<ul style="list-style-type: none"> Read and write numbers in numerals (to 10). 	<ul style="list-style-type: none"> Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. Recall at least four of the six number bonds for 10 and reason about associated facts. 	<ul style="list-style-type: none"> Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties. 	<ul style="list-style-type: none"> Read and write numbers in numerals (to 20). Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them. 	All	WW	<ul style="list-style-type: none"> Read scales in divisions (of ones). 	<ul style="list-style-type: none"> Recall all the number bonds to and within 10. and use these to reason with. 	<ul style="list-style-type: none"> Name and describe properties of 2D and 3D shapes. 	<ul style="list-style-type: none"> Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 	GD	<ul style="list-style-type: none"> Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Describe the similarities and differences of 2D and 3D shapes, using their properties.
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Year 1 Spring		Week 1 – 4 (BLOCK 1)	Week 5 – 7 (BLOCK 2)	Week 8-9 (BLOCK 3)	Week 10 – 11 (BLOCK 4)	Week 12
		Number: Addition and subtraction	Number: Place Value (within 50) (including multiples of 2, 5 and 10)	Measurement: Length and Height	Measurement: Weight and Volume	Consolidation
White Rose Maths Small Steps		<ul style="list-style-type: none"> Add by counting on. Find and make number bonds. Add by making 10. Subtraction – Not crossing 10. Subtraction – Crossing 10 (1). Subtraction – Crossing 10 (2). Related Facts. Compare Number Sentences. 	<ul style="list-style-type: none"> Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50. Count in 2s. Count in 5s. 	<ul style="list-style-type: none"> Compare lengths and heights. Measure length (1). Measure length (2). 	<ul style="list-style-type: none"> Introduce weight and mass. Measure mass. Compare mass. Introduce capacity. Measure capacity. Compare capacity. 	All
	National Curriculum Links	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<ul style="list-style-type: none"> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens. 	<ul style="list-style-type: none"> Measurement: Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). 	<ul style="list-style-type: none"> Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. 	All
TT Statements	WT	<ul style="list-style-type: none"> Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. Recall at least four of the six number bonds for 10 and reason about associated facts. 	<ul style="list-style-type: none"> Read and write numbers in numerals (to 50). Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them. 	N/A	N/A	All
	WW	<ul style="list-style-type: none"> Recall all the number bonds to and within 10. and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. 	<ul style="list-style-type: none"> Read scales in divisions of ones, twos, fives. Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 	N/A	N/A	
	GD	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step. 	

Year 1 Summer	Week 1 – 3 (BLOCK 1)	Week 4 – 5 (BLOCK 2)	Week 6 (BLOCK 3)	Week 7 – 8 (BLOCK 4)	Week 9 (BLOCK 5)	Week 10-11 (BLOCK 6)	Week 12	
	Number: Multiplication and (including multiples of 2, 5 and 10)	Number: Fractions	Geometry: Position and Direction	Number: Place Value (within 100)	Measurement: Money	Measurement: Time	Consolidation	
White Rose Maths Small Steps	<ul style="list-style-type: none"> Count in 10s. Make equal groups. Add equal groups. Make arrays. Make doubles. Make equal groups – grouping. Make equal groups – sharing. 	<ul style="list-style-type: none"> Halving shapes or objects. Halving a quantity. Find a quarter of a shape or object. Find a quarter of a quantity. 	<ul style="list-style-type: none"> Describe turns. Describe Position (1). Describe Position (2). 	<ul style="list-style-type: none"> Counting to 100. Partitioning numbers. Comparing numbers (1). Comparing numbers (2). Ordering numbers. One more, one less. 	<ul style="list-style-type: none"> Recognising coins. Recognising notes. Counting in coins. 	<ul style="list-style-type: none"> Before and after. Dates. Time to the hour. Time to the half hour. Writing time. Comparing time. 	All	
National Curriculum Links	<ul style="list-style-type: none"> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. 	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three quarter turns 	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. 	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. 	<ul style="list-style-type: none"> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. Measure and begin to record time (hours, minutes, seconds). 	All	
TT Statements	WT	Count in 2s, 5s and 10s from 0 and use this to solve problems.	N/A	N/A	<ul style="list-style-type: none"> Read and write numbers in numerals (to 50). Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them. 	<ul style="list-style-type: none"> Know the value of different coins. 	<ul style="list-style-type: none"> Read the time on a clock 	All
	WW	Recall multiplication and division facts for 2 and 10 and use them to solve simple problems, demonstrating and understanding of the commutativity as necessary.	Identify $\frac{1}{4}$ of a number or shape and know that all the parts must be equal parts of the whole.	N/A	<ul style="list-style-type: none"> Read scales in divisions of ones, twos, fives. Partition two digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. 	<ul style="list-style-type: none"> Use different coins to make the same amount. 	<ul style="list-style-type: none"> Read the time on a clock (to half an hour) 	
	GD	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step.	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. Solve unfamiliar word problems that involves more than one step.	Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking	<ul style="list-style-type: none"> Read scales where not all numbers on the scale are given and estimate points in between. Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	<ul style="list-style-type: none"> Solve unfamiliar word problems that involves more than one step. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. 	

Year 2 Autumn		Week 1 – 3 (BLOCK 1)	Week 4 – 8 (BLOCK 2)	Week 9-10 (BLOCK 3)	Week 11 – 12 (BLOCK 4)
		Number: Place Value	Number: Addition and Subtraction	Measurement: Money	Number: Multiplication and Division
White Rose Maths Small Steps		<ul style="list-style-type: none"> Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. Tens and ones with a part whole model. Tens and ones using addition. Use a place value chart. Compare objects. Compare numbers. Order objects and numbers. Count in 2s, 5s and 10s. Count in 3s. 	<ul style="list-style-type: none"> Fact families – Addition and subtraction bonds to 20. Check calculations. Compare number sentences. Related facts. Bonds to 100 (tens). Add and subtract 1s. 10 more and 10 less. Add and subtract 10s. Add a 2-digit and 1-digit number – crossing ten. Subtract a 1-digit number from a 2-digit number – crossing 10. Add two 2-digit numbers – not crossing ten – add ones and add tens. Add two 2-digit numbers – crossing ten – add ones and add tens. Subtract a 2-digit number from a 2-digit number – not crossing ten. Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens. Bonds to 100 (tens and ones). Add three 1-digit numbers. 	<ul style="list-style-type: none"> Count money – pence. Count money – pounds (notes and coins). Count money – notes and coins. Select money. Make the same amount. Compare money. Find the total. Find the difference. Find change. Two-step problems. 	<ul style="list-style-type: none"> Recognise equal groups. Make equal groups. Add equal groups. Multiplication sentences using the x symbol. Multiplication sentences from pictures. Use arrays. 2 times-table. 5 times-table. 10 times-table.
	National Curriculum Links	<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. 	<ul style="list-style-type: none"> 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 the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
If TT Statements	WT	<ul style="list-style-type: none"> Count in multiples of twos, fives and tens from 0 Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives. Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and ones. Read and write numbers to at least 100 in numerals. 	<ul style="list-style-type: none"> Recall at least four of the six 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 numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. Add and subtract using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. 	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. 	<ul style="list-style-type: none"> Count in multiples of twos, fives and tens from 0
	WW	<ul style="list-style-type: none"> Partition two-digit numbers into different combinations of tens and ones using apparatus if needs e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones. 	<ul style="list-style-type: none"> 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 $17 - 3 = 14$). Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. 	<ul style="list-style-type: none"> Find different combinations of coins that equal the same amounts of money. 	<ul style="list-style-type: none"> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
	GD	<ul style="list-style-type: none"> Use reasoning about numbers and relationships to solve more complex problems and explain his/her 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. 			<ul style="list-style-type: none"> Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18×5 cannot be 92 as it is not a multiple of 5. Solve word problems involving multiplication and division with 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.

Year 2 Spring		Week 1 – 2 (BLOCK 1)	Week 3 – 4 (BLOCK 2)	Week 5-7 (BLOCK 3)	Week 8 – 10 (BLOCK 4)	Week 11 (BLOCK 5)	Week 12
		Number: Multiplication and Division	Statistics	Geometry: Properties of Shape	Number: Fractions	Measurement: Length and Height	Consolidation
White Rose Maths Small Steps		<ul style="list-style-type: none"> • Make equal groups – sharing. • Make equal groups – grouping. • Divide by 2. • Odd and even numbers. • Divide by 5. • Divide by 10. 	<ul style="list-style-type: none"> • Make tally charts. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Block diagrams. 	<ul style="list-style-type: none"> • Recognise 2D and 3D shapes. • Count sides on 2D shapes. • Count vertices on 2D shapes. • Draw 2D shapes. • Lines of symmetry. • Sort 2D shapes. • Make patterns with 2D shapes. • Count faces on 3D shapes. • Count edges on 3D shapes. • Count vertices on 3D shapes. • Sort 3D shapes. • Make patterns with 3D shapes. 	<ul style="list-style-type: none"> • Make equal parts. • Recognise half. • Find half. • Recognise quarter. • Find a quarter. • Recognise a third. • Find a third. • Unit fractions. • NonUnit fractions. • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. • Find three quarters. • Count in fractions. 	<ul style="list-style-type: none"> • Measure length (cm). • Measure length (m). • Compare lengths. • Order lengths. • Four operations with lengths. 	All
	National Curriculum Links	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<ul style="list-style-type: none"> • 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 sorting the categories by quantity. • Ask and answer questions about totaling and comparing categorical data. 	<ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and line 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. 	<ul style="list-style-type: none"> • 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 quantity. • Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $1 \div 2$. 	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$. 	All
If TT Statements	WT		<ul style="list-style-type: none"> • Count in multiples of twos, fives and tens from 0 • Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives. 	<ul style="list-style-type: none"> • 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) 			All
	WW	<ul style="list-style-type: none"> • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. 	<ul style="list-style-type: none"> • Read scales in divisions of ones, twos, fives and tens. 	<ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and line 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 e.g. a circle on a cylinder and a triangle on a pyramid. 	<ul style="list-style-type: none"> • 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 quantity and demonstrate understanding that all parts must be equal parts of the whole. 		
	GD	<ul style="list-style-type: none"> • Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18×5 cannot be 92 as it is not a multiple of 5. • Solve word problems involving multiplication and division with 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. 	<ul style="list-style-type: none"> • Read scales where not all numbers on the scale are given and estimate point in between. 	<ul style="list-style-type: none"> • Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them. 	<ul style="list-style-type: none"> Solve word problems involving multiplication and division with more than one step. 		

Year 2 Summer		Week 1 – 3 (BLOCK 1)	Week 4 – 5 (BLOCK 2)	Week 6-7 (BLOCK 3)	Week 8 – 10 (BLOCK 4)	Week 11-12 (Block 5)
		Geometry: Position and Direction	Problem solving and efficient methods	Measurement: Time	Measurement: Mass, Capacity and Temperature	Investigations
White Rose Maths Small Steps		<ul style="list-style-type: none"> • Describing movement. • Describing turns. • Describing movement and turns. • Making patterns with shapes. 	All	<ul style="list-style-type: none"> • O'clock and half past. • Quarter past and quarter to. • Telling time to 5 minutes. • Minutes in an hour, hours in a day. • Find durations of time. • Compare durations of time. 	<ul style="list-style-type: none"> • Compare mass. • Measure mass in grams. • Measure mass in kilograms. • Compare capacity. • Millilitres. • Litres. • Temperature. 	All
National Curriculum Links		<ul style="list-style-type: none"> • 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). • Order and arrange combinations of mathematical objects in patterns and sequences. 	All	<ul style="list-style-type: none"> • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a 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 	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 =. 	All
IF TT Statements	WT		All		• Count in multiples of twos, fives and tens from 0	All
	WW		All	• Read the time on a clock to the nearest 15 minutes	• Read scales in divisions of ones, twos, fives and tens.	
	GD		All	• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	• Read scales where not all numbers on the scale are given and estimate point in between.	