	Long Term Plan													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Term 1	NUMBER Place value	NUMBER Place value	NUMBER Addition and subtraction	NUMBER Addition and subtraction	NUMBER Addition and subtraction	MEASURES Money	MEASURES Money	NUMBER Multiplication and division	NUMBER Multiplication and division	NUMBER Multiplication and division	GEOMETRY Property of shape	Assessment week	GEOMETRY Direction	
Term 2	NUMBER Place value	NUMBER Place value	NUMBER Addition and subtraction	NUMBER Addition and subtraction	NUMBER Multiplication and division	NUMBER Multiplication and division	NUMBER Fractions	NUMBER Fractions	MEASURES Time	MEASURES Time	Assessment week			
Term 3	MEASURES Weight and capacity	MEASURES Length	NUMBER Fractions	NUMBER Fractions	SATs	SATs	NUMBER Place value	NUMBER Addition and subtraction	NUMBER Addition and subtraction	NUMBER Multiplication and division	NUMBER Multiplication and division	GEOMETRY Property of shape	GEOMETRY Property of shape	

Mastery of number, place value and the 4 number operations and fractions, in term 1 will ensures a secure understanding and develops confidence. This will allow number knowledge to be better applied to other areas of maths. Although the main focus is number in the first term opportunities should be found to apply number teaching to real life situations and problem solving. Equally place value and the four operations of number will be constantly revisited in other areas of maths.

All units of work should have fluency, reasoning and problem solving elements. A greater weighting to reasoning and problem solving will be given in the final term providing opportunity for more able pupils to demonstrate GD and for other children to consolidate their learning.

Where ever possible opportunities should be found to apply maths to topic work ensuring a maths rich curriculum. Statistics and Measures will be covered in science and topic work.

Year Group	Year Group 2							1			
Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Number – Place Value Count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward. Recognise the place value of each digit in two digit number (ten ones) Identify, represent are estimate numbers to 100 using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems.	Recall and subtraction derive and 100. Show numbers (commutate number from 100. Add and so concrete of represent including: ones; a two two two done digit of the relationsh subtraction calculation number possibly subtraction and pictor including quantities their incression.	d use addition in facts to 20 d use related with the addition that the addition in the action is used in the actions, and many at the actions, and many at the actions and use the ip between an and use the ins and solve roblems. The action is a two digit numbers; in the action in the action is and use the instance in the action in the a	fluently, and facts up to dition of two in any order otraction of one cannot. Ders using rial mentally, umber and tens; adding three dition and s to check missing ddition and crete objects ations, ang numbers,	Recognise symbols of (£) and per combine ar make a par value. Find differer combination that equal transcribination of the same including gichange	and use pounds nee (p); mounts to rticular ent ns of coins the same money.	Number – Noivision Recall and undivision facts for the including reconumbers. Calculate material for multiplication multiplication using the multiplication and division, repeated add and multiplication including problems in the Show that the numbers care (commutative number by	se multiplica 2, 5 and 10 tognising odd athematical solution at	tion and imes tables, d and even statements n within the write them sion (÷) and ials, arrays, I methods n facts, on of two any order on of one	Geometry – Shape and Direction Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences.	Assessment Week	Geometry – Shape and Direction order and arrange combinations of mathematical objects in patterns and sequences 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 anti-clockwise)

Year Group		2			Term			2			
Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers to 100 using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems.	that the additionumbers can be order (commusubtraction of from another of the commusubtraction of from another of the community of the communi	e addition and ets to 20 erive and use p to 100. Show on of two one done in any tative) and one number cannot. act numbers e objects, sentations, and ding: a two and ones; a two and tens; two ers; adding numbers. d use the ability and ets calculations and eck calculations sing number as with subtraction: a objects and sentations, a involving antities and olying their owledge of	Number – Multi and Division Recall and use and division facts for the 2, times tables, including recog and even numbers. Calculate math statements for multiplication a within the multiplication to the multiplication and division, us arrays, repeated additi methods and multiplication a facts, including problems in color Show that the rof two numbers in any order (commutative) of one number cannot.	multiplication 5 and 10 inising odd ematical ind division ables and gon (x), division . s involving sing materials, on, mental ind division intexts. multiplication is can be done and division	Recall and use multiplication a facts for the 2, times tables, including recogand even numbers. Recognise, find write fractions and $\frac{3}{4}$ of a lense set of objects of Write simple from the set of $\frac{1}{2}$ of $\frac{1}{2}$ and $\frac{1}{2}$. Recognise the of $\frac{2}{4}$ and $\frac{1}{2}$.	and division 5 and 10 gnising odd d, name and $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ gth, shape, or quantity actions e.g.	compare and se intervals of time tell and write the minutes, includir past/to the hour hands on a clock these times. Know the number in an hour and the hours in a day	e time to five and quarter and draw the control face to show the contro	Assessment		

Year Group	2				Term			3				
Week 1	Week 2	Week 4	Week 3	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Weight and Capacity choose and use appropriate standard units to estimate and measure mass (kg/g); (litres/ml) to the nearest appropriate unit, using scales, and measuring vessels • compare and order mass, volume/capacit y and record the results using >, < and =	Measures – Length choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); to the nearest appropriate unit, using rulers compare and order lengths and record the results using >, < and =	Recall and multiplicated division facts for the 10 times to including a odd and enumbers. Recognise name and write fract 2/4 and 3/4 shape, see or quantity Write simple.	e, find, lions $\frac{1}{3}$, $\frac{1}{4}$, of a length, t of objects y ole e.g. $\frac{1}{2}$ of 6	SATS		Number – Place Value Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers to 100 using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems.	and derive and facts up to 100 addition of two be done in any (commutative) of one number cannot. Add and subtrausing concrete pictorial represementally, inclunumber and or number and tenumbers; addidigit numbers. Recognise and inverse relation addition and subtrause this to che and solve miss problems.	e addition and ts to 20 fluently, luse related . Show that the numbers can order and subtraction from another act numbers objects, entations, and ding: a two digit nes; a two digit nes; two two digi	and division facts for the 2, times tables, including record and even numbers. Calculate matt statements for multiplication a within the multiplication to the multiplication (÷) and equals (=) sign solve problem multiplication and division, unaterials, arra repeated addit methods and multiplication a facts, including problems in constant states.	e multiplication 5 and 10 gnising odd hematical and division tables and ng ion (x), division as involving asing ays, tion, mental and division gontexts. multiplication s can be done and division	line. Identify and deproperties of 3 including the nedges, vertices. Identify 2D sha surface of 3D sexample, a circ and a triangle of 3D sha everyday object arrange combinathematical of patterns and severyday objects in patterns and describe postant movement in a and distinguish rotation as a tu of right angles and three-quar	scribe the D shapes, umber of sides etry in a vertical escribe the D shapes, umber of s and faces. The D shapes, [for shapes, [for shapes, [for shapes, [for shapes and state of the shapes, [for shapes and state of the shapes and shape

