Year 2		
Autumn 1		New vocabulary
Week 1	**LO: To recall and use addition and subtraction facts to 20 fluently** **2LS1-Securing fluency to 20** *National curriculum statement: Recall and use addition and subtraction facts to 20 fluently*	Groups of, lots of, twice as long/many Calculate, regroup, smaller, bigger, in between, double, equal, the same as, balance, count on/back, difference, odd, even, add, more, minus, take away, subtract
Week 2	**LO: To regroup 10s and 1s and understand their place value** **2LS2- Place value- making tens and some more** *National curriculum statement: Recognise the place value of each digit in a two-digit number (tens, ones)*	Equal to, more than, less than, fewer, least, most, multiples, tens, ones
Week 3 Week 4	**LO: To regroup 2 digit numbers and understand their place value and to count on and back in 1s and 10s** **2LS3- Place value and re grouping, 2 digit numbers** *National curriculum statement: Recognise the place value of each digit in a two-digit number (tens, ones)* **2LS4-Counting on and back in ones and tens from any number** *National curriculum statement: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward*	Equal to, more than, less than, fewer, least, most, multiples, tens, ones, larger, smaller, digit
Week 5	**LO: To order and compare numbers to 100** **2LS5- Representing, ordering and comparing numbers to 100 and quantities for measures.** *National curriculum statement: Compare and order numbers from 0 up to 100; use <, > and = signs*	Tens, ones, greater than, fewer than, less, more, between, longer, shorter, equal, the same as, different, heavier, lighter, half way
Week 6	**LO: To estimate magnitude using a number line** **2LS6- Estimation and magnitude** *National curriculum statement: Identify, represent and estimate numbers using different representations, including the number Line*	

Week 7	**LO: To add and subtract to 20 using mental strategies** **2LS7- Numbers to 20, mental addition and subtraction** *National curriculum statement: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100*	Addition, subtraction, total, calculation, rebalance, difference, take away, inverse, add, the same as

Autumn 2		New vocabulary
Week 1	**LO: To find complements of 10 and 100 including measures** **2LS8 – Finding complements of 10 and 100, including measures.** *National curriculum statement: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100*	Addition, subtraction, total, calculation, rebalance, difference, take away, inverse, add, the same as
Week 2 Week 3	**LO: To subtract mentally using 1 and 2 digit numbers** **2LS9- Add and subtract mentally using 1 and 2 digit numbers** *National curriculum statement: 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* -	Addition, subtraction, total, calculation, rebalance, difference, take away, inverse, add, the same as, digit, tens, ones, hundred
Week 4	**LO: To use part/whole model to find missing numbers in addition and subtraction** **2LS10- Finding part or whole unknown** *National curriculum statement: Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems* .	Addition, subtraction, total, calculation, rebalance, difference, take away, inverse, add, the same as, part, whole,
Week 5	**LO: To make different combinations of coins and calculate change** **2LS11- Money- making combinations and finding change.** *National curriculum statement: Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change*	Repeated addition, groups/lots of, array, part, whole, times total. Amount, total, change, value, highest, lowest, more, less, difference, between
Week 6	**LO: To estimate, measure and compare quantities using different scales** **2LS13- Measures, estimation and measure using different scales.** *National curriculum statement: Choose and use appropriate standard units to estimate and measure length / height in any*	Equal, equally, share, array, groups, grouping, sharing

	direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels **2LS12- Comparison (difference, more, less, fewer)** *National curriculum statement: Compare and order numbers from 0 up to 100; use <, > and = signs*	
Week 7	**Review and close the gap**	

Spring 1		New vocabulary
Week 1	**LO: To total and compare amounts in block graphs, pictograms, tables and tally charts.** **LS14- Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally charts.** *National curriculum statement: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables*	Sort, data, information, facts, explain, tally, pictogram, table, frequent, total
Week 2 Week 3	**LO: To use written methods for addition and subtraction and to identify commutativity in addition but not subtraction** **2LS15-Written Addition Method** *National curriculum statement: Applying their increasing knowledge of mental and written methods* **2LS16- Commutativity in Addition but not in Subtraction** *National curriculum statement: Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot* **2LS17- Written Subtraction Method** *National curriculum statement: Solve problems with addition and subtraction, applying their increasing knowledge of mental and written methods*	Sum of, difference, calculation, rebalance, strategy, calculate, solve, tens, ones, digit, add, total, equal to, subtract, take away
Week 4	**LO: To use a range of strategies to solve addition and subtraction problems** **2LS18-Problem Solving with Addition and Subtraction in a Range of Contexts** *National curriculum statement: Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures*	Sum of, difference, calculation, rebalance, strategy, calculate, solve, tens, ones, digit, add, total, equal to, subtract, take away
Week 5	**LO: To tell the time to o'clock, half past, quarter past and quarter to and to estimate, order and compare units of time** **2LS19-Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To**	Clock wise, anti-clockwise, analogue, digital, quarter, half, full, turn, past, to, hand, minute, hour

	National curriculum statement: 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 **2LS20- Time – Estimating, Ordering and Comparing Time** *National curriculum statement: Compare and sequence intervals of time*	
Week 6	**LO: To double and halve 1 and 2 digit numbers including money and to recall counting in 2s, 5s and 10s** **2LS21- Double and Halve One and Two-digit Numbers and Amounts of Money** *National curriculum statement: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers* **2LS22-Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s) (mental maths)** *National curriculum statement: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers*	Double, half, same, different, two lots of, sharing, groups, equal, multiple, odd, even, tens, ones

Spring 2		New vocabulary
Week 1 Week 2	**LO: To understand that multiplication can be represented in different ways including repeated addition and can be written using 'x' sign** **2LS23- Multiplication, multiples and repeated addition** *National curriculum statement: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs* **2LS24- Multiplication, number of groups, group size and product** *National curriculum statement: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs*	Multiple, array, groups of, times, multiply, total, product, repeated addition
Week 3	**LO: To solve problems using multiplication including measures and money** **2LS25- Multiplication, problem solving.** *National curriculum statement: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts*	Multiple, array, groups of, times, multiply, total, product, repeated addition
Week 4 Week 5 Week 6	**LO: To divide by sharing and grouping to include remainders** **2LS26- Division, sharing and grouping** *National curriculum statement: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs* **2LS27- Division, sharing and grouping including remainders** *National curriculum statement: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts*	Divide, share, groups, equal, left, remainder, multiple, array, groups of, times, multiply, total, product, repeated addition Divide, share, groups, equal, left, remainder

Summer 1		New vocabulary
Week 1 Week 2	**LO: To find halves, quarters, three quarters and thirds of amounts and shapes** **2LS28-Fractions – Finding Halves, Quarters and Thirds of Amounts** *National curriculum statement: Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity* **2LS29-Fractions – Finding Halves, Quarters and Thirds of Shape** *National curriculum statement: Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity* **2LS30-Fractions – Finding Three-Quarters of Shapes and Amounts** *National curriculum statement: Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity*	Part, whole, third, quarter, halve, half, three quarters, equal, share, halving, split, numerator, denominator
Week 3 Week 4	**LO: To find simple fraction equivalents and fractions of measures** **2LS31-Fractions – Equivalence** *National curriculum statement: Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2* **2LS32-Fractions – of Continuous Quantities** *National curriculum statement: Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity*	Part, whole, third, quarter, halve, half, three quarters, equal, share, halving, split, numerator, denominator, same as
Week 5	**LO: To tell the time to the nearest 5 minutes** **2LS33-Time – Telling the Time to the Nearest 5 Minutes** *National curriculum statement: 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*	Earlier, later, o clock, half past, quarter past/to, clockwise, anti-clockwise, turn, minute, hour, past, to, sequence, nearest
Wee 6	**Review and close the gap**	

Summer 2		New vocabulary
Week 1	**LO: To solve problems using all 4 operations** **2LS34-Problem Solving for all Operations (including Fractions)** *National curriculum statement: Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts*	Add, subtract, more, take away, minus, sum of, total, equal, groups of, times, share, group, fraction, part, whole
Week 2	**LO: To solve problems using all 4 operations** **2LS34Problem Solving for all Operations (including Fractions)** *National curriculum statement: Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts*	Add, subtract, more, take away, minus, sum of, total, equal, groups of, times, share, group, fraction, part, whole
Week 3	**LO: To use multiplication and division to explore and compare equality and balance** **2LS35-Multiplication and Division – Equality and Balance** *National curriculum statement: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts*	Sum of, total, equal, groups of, times, share, group, balance, same as
Week 4	**LO: To classify and sort 2D and 3D shapes including vertical lines of symmetry** **2LS36Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting** *National curriculum statement: Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces*	Surface, face, curved, flat, edge, vertex, vertices, corner, properties, sides, angle, regular. Shape names. Symmetry, symmetrical, mirror line

	2LS37Geometry – Symmetry *National curriculum statement: Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line*	
Week 5	**LO: To review mental calculation strategies** **2LS38-Mental Calculation Review** *National curriculum statement: 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* *Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts*	Add, subtract, more, take away, minus, sum of, total, equal, groups of, times, share, group, fraction, part, whole, calculate, solve
Week 6	**LO: To explore patterns and sequences using shape and to explore quarter turns clockwise and anticlockwise** **2LS39-Geometry – Sequencing** *National curriculum statement: Order and arrange combinations of mathematical objects in patterns and sequences* **2LS40-Geometry – Rotation and Right Angles** *National curriculum statement: 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)*	Sequence, repeated, pattern, Clockwise, anti-clockwise, turn, position, direction, facing, forward, backwards, left, right, right angle, north, south, east, west,
Week 7	**LO: To review place value and written calculation methods** **2LS41-Place Value and Written Calculation Review** *National curriculum statement: 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* *Read and write numbers to at least 100 in numerals and in words*	Add, subtract, more, take away, minus, sum of, total, equal, groups of, times, share, group, fraction, part, whole, calculate, solve, tens, ones, hundred, digit, numeral, regroup, exchange