

Year 2 Curriculum Overview- 2023-2024

The Year 2 Curriculum has been designed using the NCETM PD materials and the DFE Teaching Mathematics in Primary Schools documents.
Sequencing is based on the recommendations of the NCETM curriculum prioritisation curriculum

This is a working document and timing can be adapted to meet the needs of the children.

Autumn 1

NCETM PD materials:([Revision of Y1 Curriculum](#))

1.8 Composition of numbers: multiples of 10 up to 100

Explore multiples of ten, including counting in tens to 100; apply number facts within ten to addition and subtraction for multiples of ten.

Week 1

- **Teaching point 1:** One ten is equivalent to ten ones.
- **Teaching point 2:** Multiples of ten can be represented using their names or using numerals. We can count in multiples of ten.
- **Teaching point 3:** Knowledge of the 0–10 number line can be used to estimate the position of multiples of ten on a 0–100 number line.
- **Teaching point 4:** Adding ten to a multiple of ten gives the next multiple of ten; subtracting ten from a multiple of ten gives the previous multiple of ten.
- **Teaching point 5:** Known facts for the numbers *within* ten can be used to add and subtract in multiples of ten by unitising

NCETM PD materials:([Revision of Y1 Curriculum](#))

1.9 Composition of numbers: 20-100

Build on multiples of ten, by introducing non-zero values in the ones place; apply the partitioning structure to these two-digit numbers, decomposing them into tens and ones.

Week 2

- **Teaching point 1:** There is a set counting sequence for counting to 100 and beyond.
- **Teaching point 2:** Objects can be counted efficiently by making groups of ten. The digits in the numbers 20–99 tell us about their value.
- **Teaching point 3:** Each number on the 0–100 number line has a unique position.
- **Teaching point 4:** The relative size of two two-digit numbers can be determined by first examining the tens digits and then, if necessary, examining the ones digits, with reference to the cardinal or ordinal value of the numbers.

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	• Teaching point 5: Each two-digit number can be partitioned into a tens part and a ones part. • Teaching point 6: The tens and ones structure of two-digit numbers can be used to support additive calculation.
NCETM PD materials: (Revision of Y1 Curriculum) 1.10 Composition of numbers: 11-19 Explore the ten-and-a-bit nature of the numbers 11–19, using the partitioning structure; apply number facts within ten to addition and subtraction of single-digit numbers to/from the numbers 11–19.	
Week 3	• Teaching point 1: The digits in the numbers 11–19 tell us about their value. • Teaching point 2: The numbers 11–19 can be formed by combining a ten and ones, and can be partitioned into a ten and ones. • Teaching point 3: A number is even if the ones digit is even; it can be made from groups of two. A number is odd if the ones digit is odd; it can't be made from groups of two. • Teaching point 4: Doubling the numbers 6–9 (inclusive) gives an even teen number; halving an even teen number gives a number from six to nine (inclusive). • Teaching point 5: Addition and subtraction facts within 10 can be applied to addition and subtraction within 20 Ensure you are satisfied that at the end of these revision units that children are secure with the Ready to Progress Criteria: 2NPV1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two digit numbers using standard and nonstandard partitioning.
Pre-Assessment using Y1 curriculum 1.11 Addition and subtraction: bridging 10	
Week 4 and 5	• Teaching point 1: Addition of three addends can be described by an aggregation story with three parts.

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	• Teaching point 2: Addition of three addends can be described by an augmentation story with a '<i>first..., then..., then..., now...</i>' structure. • Teaching point 3: The order in which addends (parts) are added or grouped does not change the sum (associative and commutative laws). • Teaching point 4: When we are adding three numbers, we choose the most efficient order in which to add them, including identifying two addends that make ten (combining). • Teaching point 5: We can add two numbers which bridge the tens boundary by using a 'make ten' strategy. • Teaching point 6: We can subtract across the tens boundary by subtracting <i>through</i> ten or subtracting <i>from</i> ten Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 2AS-1 Add and subtract across 10
NCETM PD materials: 1.12 Subtraction as difference Introduce children to subtraction as difference, the third and final subtraction structure; review consecutive numbers, as well as consecutive odd/even numbers, in the context of difference.	
Week 6, 7 and 8	• Teaching point 1: Difference compares the number of objects in one set with the number of objects in another set; or the difference between two measures. • Teaching point 2: Difference is one of the structures of subtraction. • Teaching point 3: Consecutive whole numbers have a difference of one; consecutive odd/even numbers have a difference of two.- • Teaching point 4: We can apply the structure of difference to compare data.

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	Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". 2NPV-2 Reason about the location of any twodigit number in the linear number system, including identifying the previous and next multiple of 10.
Autumn 2 – Sub Post Assessment	
NCETM PD materials: 1.13 Addition and subtraction: two digit and single digit numbers Build on segments 1.8, 1.9 and 1.10 to equip children with useful strategies for addition and subtraction of a single-digit number to/from two-digit numbers.	
Week 1-3	• Teaching point 1: Knowledge of the number line, and quantity values of numbers, can be applied to add/subtract one to/from a given two-digit number. • Teaching point 2: Known facts for the numbers <i>within</i> ten can be applied to addition/subtraction of a single-digit number to/from a two-digit number. • Teaching point 3: Knowledge of numbers which sum to ten can be applied to the addition of a single-digit number and two-digit number that sum to a multiple of ten, or subtraction of a single-digit number from a multiple of ten. • Teaching point 4: Known strategies for addition or subtraction bridging ten can be applied to addition or subtraction bridging a multiple of ten. Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 2AS-3 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
NCETM PD materials: 1.14 Addition and subtraction: two digit and multiples of ten Explore counting on, and back, in ten from any two-digit number; apply number facts within ten to the addition and subtraction of multiples of ten.	
Week 4-7	• Teaching point 1: When finding ten more or ten less than any two-digit number, the ones digit does

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	not change. • Teaching point 2: When ten is added or subtracted to/from a two-digit number, the tens digit changes and the ones digit stays the same. • Teaching point 3: Knowledge of number facts within ten can be applied to adding or subtracting multiples of ten to/from a two-digit number. • Teaching point 4: Two-digit numbers can be partitioned in different ways. Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number 2AS-4 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract any 2 twodigit numbers.
Spring 1	
Pre-Assessment using Y1 curriculum	
NCETM PD materials: 2.2 Structures: multiplication representing equal groups Explore how objects can be arranged in equal groups, and how the number of groups and the size of the groups can be described; represent equally grouped objects with addition and multiplication expressions, connecting multiplication to repeated addition.	
Week 1	• Teaching point 1: Objects can be grouped into equal or unequal groups. • Teaching point 2: When describing equally grouped objects, the number of groups and the size of the groups must both be defined. • Teaching point 3: Equal groups can be represented with a repeated addition expression. • Teaching point 4: Equal groups can be represented with a multiplication expression. • Teaching point 5: Multiplication expressions can be written for cases where the groups each

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	contain zero items, and for cases where the groups each contain one item.
NCETM PD materials: 2.3 Times tables: groups of two and commutativity (part 1) Build up the two times table by combining children's experience of counting in units of two and of representing equal groups; explore how, in a multiplication equation, the factors can appear in either order and the product remains the same.	
Week 2	• Teaching point 1: For equally grouped objects, the number of groups is a factor, the group size is a factor, and the overall number of objects is the product; this can be represented with a multiplication equation. Counting in multiples of two can be used to find the product when the group size is two. • Teaching point 2: Counting in multiples of two can be represented by the two times table. Adjacent multiples of two have a difference of two. Facts from the two times table can be used to solve problems about groups of two. • Teaching point 3: Factor pairs can be written in either order, with the product remaining the same (commutativity). Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 2 MD1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
NCETM PD materials: 2.4 Times tables: groups of ten and five and factors of 0 or 1 Build up the ten and five times tables, combining children's experience of counting in units of five or ten and of representing equal groups; explore patterns in the ten and five times tables, and generalise about the product when one factor is zero or one.	
Week 3	• Teaching point 1: Counting in multiples of ten can be represented by the ten times table. Adjacent multiples of ten have a difference of ten. Facts from the ten times table can be used to solve problems about groups of ten. • Teaching point 2: Counting in multiples of five can be represented by the five times table. Adjacent multiples of five have a difference of five. Facts from the five times table can be used to solve problems about groups of five.

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	• Teaching point 3: Skip counting and grouping can be used to explore the relationship between the five times table and the ten times table. • Teaching point 4: When zero is a factor, the product is zero. When one is a factor, the product is equal to the other factor (if there are only two factors). Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 2 MD1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
NCETM PD materials: 2.5 Commutativity (part 2) doubling and halving Explore how one multiplication equation can have two different grouping interpretations (e.g., an equation from the two times table can be interpreted in terms of groups of two, or two equal groups); make connections between the two times table, doubling and halving.	
Week 4	• Teaching point 1: The same multiplication equation can have two different grouping interpretations. Problems about two/five/ten equal groups can be solved using facts from the two/five/ten times table. (commutativity) • Teaching point 2: If two is a factor, knowledge of doubling facts can be used to find the product; problems about doubling can be solved using facts from the two times table. • Teaching point 3: Halving is the inverse of doubling; problems about halving can be solved using facts from the two times table and known doubling facts. • Teaching point 4: Products in the ten times table are double the products in the five times table; products in the five times table are half of the products in the ten times table.
Week 5	Catch Up week to ensure multiplication units are secure
Spring 2	
Pre-Assessment using Y1 curriculum	
NCETM PD materials:	

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2.6 Structures: quotitive and partitive division

Introduce the quotitive and partitive structures of division; skip count using the divisor, or use known multiplication facts, to find the quotient; generalise about the quotient when dividend = 0, dividend = divisor, or divisor = 1.

Week 1 and 2

- **Teaching point 1:** Objects can be grouped equally, sometimes with a remainder.
- **Teaching point 2:** Division equations can be used to represent 'grouping' problems, where the total quantity (dividend) and the group size (divisor) are known; the number of groups (quotient) can be calculated by skip counting in the divisor. (quotitive division)
- **Teaching point 3:** Division equations can be used to represent 'sharing' problems, where the total quantity (dividend) and the number we are sharing between (divisor) are known; the size of the shares (quotient) can be calculated by skip counting in the divisor. (partitive division)
- **Teaching point 4:** Strategies for finding the quotient, that are more efficient than skip counting, include using known multiplication facts and, when the divisor is two, using known halving facts.
- **Teaching point 5:** When the dividend is zero, the quotient is zero; when the dividend is equal to the divisor, the quotient is one; when the divisor is equal to one, the quotient is equal to the dividend.

Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria:

2 MD2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).

NCETM PD materials: *Pre-Assessment using Y1 curriculum*

1.15 Addition: two-digit and two digit numbers

Build on segments 1.13 and 1.14 to equip children with useful strategies for addition of two or more two-digit numbers, partitioning two-digit numbers into tens and ones before calculation.

Week 3 and 4

- **Teaching point 1:** Known strategies can be combined to add two multiples of ten to two single-digit numbers.
- **Teaching point 2:** Two two-digit numbers can be added by partitioning one or both of them into tens and ones.

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	Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 2 AS4 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract any 2 twodigit numbers.
NCETM PD materials: 1.16 Subtraction: two-digit and two digit numbers Build on segments 1.13 and 1.14 to equip children with useful strategies for subtraction of one two-digit number from another, partitioning two-digit numbers into tens and ones before calculation.	
Week 5 and 6	• Teaching point 1: Known strategies can be used to subtract a multiple of ten and a single-digit number from a two-digit number. • Teaching point 2: A two-digit number can be subtracted from a two-digit number by partitioning the subtrahend into tens and ones. Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 2 AS4 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract any 2 twodigit numbers.
Summer 1	
NCETM PD materials: <i>Pre-Assessment using Y1 curriculum</i> 3.0 Guidance on the teaching of fractions in KS1 Cover the Key Stage 1 statutory requirements for fractions, including recognising, finding, naming and writing one-quarter, one-third, one-half/two-quarters, and three-quarters of an object, shape or quantity.	
Week 1 and 2	• 1: Name the fractions 'one-half', 'one-quarter' and 'one-third' in relation to a fraction of a length, shape or set of objects. • 2: Read and write the fraction notation $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$, and relate this to a fraction of a length, shape or set of objects. • 3: Find half of numbers.

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	• 4: Find $\frac{1}{3}$ or $\frac{1}{4}$ of a number. • 5: Find $\frac{2}{4}$ and $\frac{3}{4}$ of an object, shape, set of objects, length or quantity; recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
Measurement: <i>Pre-Assessment using Y1 curriculum</i>	
Weeks 3,4 and 5	• 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 $=$ • 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
Summer 2	
Measurement: <i>Pre-Assessment using Y1 curriculum</i>	
Week 1-3	• compare and sequence intervals of time • 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. • 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.
Properties of Shape <i>Pre-Assessment using Y1 curriculum</i>	

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Week 4-5	• 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 Ensure you are satisfied that at the end of this unit that children are secure with the Ready to Progress Criteria: 1G2- Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shape to place them in particular orientations 1G1- Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.
Week 6-7	Catch Up/ Assessment

Notes:

Morning Starters – X table, addition and subtraction or Fast 5 practice during registration

All KS1 children will be completing Mastering Number sessions 4 x per week Mon- Thursday.

Ready to Progress Criteria:

2NF-1- Secure fluency in addition and subtraction facts within 10, through continued practice.

This will be taught through Mastering Number sessions.

Y2 who will weave these elements into daily activities.

-Morning starters including a different clock showing a different time each day.

-A calendar displayed in the classroom with daily discussions surrounding the number of days in the month, identifying key dates, counting sleeps etc. (This can be in number track form)

-Weave money into other units of maths wherever appropriate.

National Curriculum position and curriculum objectives also covered through the Y2 Computing Curriculum.