Maths Curriculum map 2020-2021 Year 2 Fawbert and Barnard's Primary School

KIRFs (Key Instant Recall Facts)		
Autumn	Spring	Summer
• I know number bonds for each number to 20 • I know the multiplication and division facts for the 2 times table • I can count, read and write numbers to 100 in numerals	• I know doubles and halves of numbers to 20 • I know multiplication and division facts for the 10 times table • I can recall multiplication and division facts for the 2 times table	• I know multiplication and division facts for the 5 times table • I know multiplication and division facts for the 3 times table • I can recall multiplication and division facts for the 2's and 10s times table

Quick overall focus curriculum map:

Strand	Number of weeks	Autumn	Spring	Summer
Place value	1	**To know numbers up to 2-digits**	**Representation and estimation**	**Counting forwards and backwards from a given number by 2's 3's or 5's**
Adding and subtracting	3	**Adding and subtracting 2-digit numbers by 2-digit numbers by using concrete and pictorial representations**	**Adding and subtracting 2-digit numbers by 2-digit numbers**	**Relationship between addition and subtraction**
Multiplying and dividing	2/3	**Multiply and divide facts for the 2's 5's and 10s multiplication tables.**	**Writing mathematical statements with symbols**	**Relationship between multiplication and division**
Fractions	1/2	**Naming unit fractions**	**Fractions of shapes or quantities**	**Fractions of amounts**
Measurements	1/2	**Money**	**Length, mass and capacity**	**Time**
Geometry	1	**2D shapes**	**3D shapes**	**Consolidating 2D and 3D shapes**
Position and movem	1	**Patterns**	**Rotations**	**Positioning**
Statistics	1	**Tallies**	**Questions**	**Turning questions into tables**
Daily Maths	daily	Time, shapes, reading tables and graphs, times tables,		

	Autumn	Spring	Summer
Number and place value (1 week)	**(PM unit 1)** **Focus 2-digit numbers** • **Recognise the place value of each digit in a two-digit number (tens, ones)** • compare and order numbers from 0 up to 100 • read and write numbers to at least 100 in numerals and in words • Count in steps of 2 and 5 from 0, and in tens from any number, forward or backward • Identify, represent and estimate numbers using different representations, including the number line • use place value and number facts to solve problems.	**(PM unit 1)** **Focus representations and estimation** • **Identify, represent and estimate numbers using different representations, including the number line** • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward • Recognise the place value of each digit in a two-digit number (tens, ones) • Compare and order numbers from 0 up to 100; use <, > and = signs • Read and write numbers to at least 100 in numerals and in words • Use place value and number facts to solve problems.	**(PM unit 2 + 12)** **Focus on counting forwards and backwards by a given number** • **Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward** • Use place value and number facts to solve problems. • Recall 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 • Read and write numbers to at least 100 in numerals and in words
CC	**History – dates or periods of time** **Geography- distances on maps** **Science- growth of plants**		

Addition and subtraction (3 weeks)	**(PM unit 2 + 3)** **Focus on adding and subtracting using concrete and pictorial representations** **•Add and subtract numbers using concrete objects and pictorial representations** •Solve problems with addition and subtraction fluently •Using concrete objects and pictorial representations •Recall and use addition and subtraction facts to 20 fluently • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot •Recognise and use the inverse relationship between addition and subtraction	**(PM unit 2, 3 +8)** **Focus on adding and subtracting 2-digit by 2-digit** **•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** •Using concrete objects and pictorial representations, including those involving numbers, quantities and measures •Solve problems with addition and subtraction •recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 •show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot •Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	**(PM unit 2, 3 +8)** **Focus on the relationship between addition and subtraction** **• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot** **• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.** • 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 • Using concrete objects and pictorial representations, including those involving numbers, quantities and measures • Solve problems with addition and subtraction • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
CC	**DT- Food and total weights in food in a meal** **Science – Height of plants growth** **Geography – distance between countries**		

Multiplication and Division (2/ 3 weeks)	**(PM unit 5 + 6)** **Focus times tables – 2's 5s and 10s** **•Recall and use multiplication and division facts for the 2, 5 and 10 multiplication 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 (=) signs •Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	**(PM unit 5,6 +12)** **Focus on writing mathematical statements with symbols** **•Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs** •Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers •Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	**(PM unit 5,6 +12)** **Focus on relationship between multiplication and division** **•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 • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
CC			
Fractions (1/2 weeks)	**(PM unit 10)-** **Focus on naming fractions** **•Recognise, find, name and write fractions 1/4, 2/4 and 1/2 of a shape or set of objects** •Write simple fractions e.g. 1/2 of 6 = 3	**(PM unit 10)** **Focus on fractions of shapes or quantities** **•Recognise, find, name and write fractions 1 /3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity** •Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half	**(PM unit 10)** **Focus on fractions of amounts** **•Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half** •Recognise, find, name and write fractions 1 /3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity
CC	**DT- Fractions of foods and balanced diet**		

Measurements (1/2 week)	• **(PM unit 4) Focus on money** **•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** •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) using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and = •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	• **(PM unit 8 + 14) Focus on length, mass and capacity** **•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) 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 • 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	• **(PM unit 13) Focus on time** **•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** •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 = •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
CC	**PSHCE – Purchasing Friend's Mothers day, Father's day, Christmas presents.** **DT- Measuring weight of ingredients.**		

Geometry (1 week)	**(PM unit 9)** **Focus on naming 2D and their features** • **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.	**(PM unit 9)** **Focus on 3D shapes and their features** • **Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces** • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • 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.	**(PM unit 9)** **Focus consolidating 2D and 3D shapes** • **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.** • 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
CC	**DT – designing buildings, sketching and creating** **Art – Cubism** **Computing – building blocks**		

Position and movement (1 week)	**(PM unit 9)** **Focus on patterns** • **Order and arrange combinations of mathematical objects in patterns** • 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).	**(PM unit 9+11)** **Focus on rotations** • **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).** • Order and arrange combinations of mathematical objects in patterns	**(PM unit 9 + 11)** **Focus on different positions** • 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). • Order and arrange combinations of mathematical objects in patterns
CC	**Art – Patterns in drawing**		
Statistics (1 week)	**(PM unit 7)** **Focus on tallys** • **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 simple questions about totalling and comparing categorical data	**(PM unit 7)** **Focus on questions to ask** • **Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity** • **Ask and answer simple questions about totalling and comparing categorical data** • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	**(PM unit 7)** **Focus on turning questions into tables** • **Ask and answer simple questions about totalling and comparing categorical data using the data into a table** • 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

CC	**Science – data handling when conducting experiments (working scientifically aspects)**