Curriuclum Map Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	Reading Numbers - Step 5 Pg 36 - Read 3 digit multiples of 100		Reading Numbers - Step 6 Pg 37 - Read 3 digit no's		Reading Numbers - Step 6 Pg 37 - Read 3 digit no's	
	Squiggleworth 1 Pg 45 - partition 2 digit numbers		Squiggleworth 1 Pg 45 - partition 2 digit numbers		Squiggleworth 1 Pg 45 - partition 2 digit no's	
	Core Numbers - Step 2 Pg 52 - understand 2d numbers		Core Numbers - Step 2 Pg 52 - understand no's to 20		Core Numbers - Step 3 Pg 52 - understand 2d numbers	
	Counting Multiples (Step 3) - Pg 68 count in 2s		Counting Multiples (Step 3) Pg 68 Count in 2s		Counting Multiples (Step 4) - Pg 68 Count in 3s	
	Count Fourways - 100s		Count Fourways - 50s, 500s, 5000s, 1/2s		Count Fourways - 20s, 200s, 2000s 1/4s	
					Counting Along (step 1) Pg 90- when the numbers are written	
	Learn Its (step 7) Pg 105 - 7+4 = 11; 8+ 4 = 12; 9+4 = 13; 8+ 3 = 11; 9+ 3 = 12; 10 times table		Learn Its (step 8) Pg 106, 5+ 4 = 9; 5+ 6 = 11; 6+7= 13; 8+7=15; 8+9= 17; 5 times table		Learn Its (step 9) Pg 107; 6+ 8 = 14; 5+ 7 = 12; 5+ 8 = 13; 5+ 9 = 14; 6+ 9 = 15; 7 + 9 = 16; 2 times table	
MentalAddition & Subtraction	Pim the Alien Pg 135 Step 1 swap objects		Pim the Alien Pg 135 Step 1 swap objects		Pim the Alien Pg 135 Step 1 swap objects	
	Adding with Pim Step 1 Pg 129 add tens		Adding with PIM Step 2 Pg 139 - Add 100s		Adding with PIM Step 3 Pg 140 - Add 1000s	
	Doubling & Halving - Step 3 Pg 147 - double 2d numbers	Doubling & Halving - Step 2 Pg 150 double 2d multiples of 10	Doubling & Halving - Step 3 Pg 147 - double 2d numbers	Doubling & Halving - Step 2 Pg 150 double 2d multiples of 10	Doubling & Halving - Step 3 Pg 147 - double 2d numbers	Doubling & Halving - Step 3 Pg 151 double 2d numbers (without crossing)
	Doubling & Halving - Step 2 Pg 155 1/2 of 30, 50, 70, 90		Doubling & Halving - Step 2 Pg 155 1/2 of 30, 50, 70, 90		Doubling & Halving - Step 3 Pg 155 1/2 of 300, 500, 700, 900	
	Jigsaw Numbers Step 1 Pg 159 - Missing piece to 10		Jigsaw Numbers Step 2 Pg 159 - Missing piece to next mulitple of 10		Jigsaw Numbers Step 3 Pg 160 - Missing piece to 100	
	Fact Families - Step 2 Pg 207 - 1d + 1d fact into multiples of 10		Fact Families - Step 2 Pg 207 - 1d + 1d fact into multiples of 10		Fact Families - Step 3 Pg 206 - know fact familiy for given + fact	
Calculation Addition & subtaction	(FAB) Addition Step 13 - Pg 234 - Add 1d to a 2d no; Step 14 Pg 235 - solve any 10 to any tens 2d no.	(FAB) Addition Step 15 - Pg 236 - Add 10 to any 2d number	(FAB) Addition Step 16 - Pg 236 - 1d + 2d tens no's; Step 17 Pg 237 - solve any 2d +1d	(FAB) Addition Step 18 - Pg 237 - any 2d tens + another 2d tens no; Step 19 Pg 237 - solve any 1d +1d in my head	Addition - Step 20 Pg 240 any 1d+ 1d (FAB); Step 21 Pg 243 aa any 2d tens to another one (FAB); Step 22 - Add any 2dtens to a 2d (FAB)	Addition - Step 23 Pg 245 any 2d tens+ 2d (FAB); Step 24 Pg 246 and 2d+2d (FAB)
	Subtraction Step 13 Pg 287 - subtract 1o from a multiple of 10; Step 14 Pg 288 - subtract 10 from any 2d no.	Subtraction Step 15 Pg 290 - subtract any multiple of 10 from a multiple of 10	(FAB) Subtraction Step 16 Pg 291 - subtract 1d from a multiple of 10; Step 17 Pg 292 2d-1d (no crossing);	Step 18 any 2d-1d (crossing) Step 19 Pg 294 - any 3d-1d	(FAB) Subtraction Step 20 Pg 296 - spot the next multiple of 10; Step 21 Pg 297 - count to the next multiple of 10; Step 22 - know the gap to the next multiple of 10 ; Step 23 Pg 299 - know the 1d gap to the next multiple of 10; Step 24 Pg 299 - know the total gap across a multiple of 10;	(FAB) Step 25 Pg 301 subtract a multiple of 10 from any 2d number; Step 26 Pg 302 - find the 2 gaps in a 2d-2d; Step 27 Pg 303 2d-2d
Mental Multiplication & Division			Where's Mully? Step 1 Pg 188 - find Mully using tables (x 5)		x 10 ÷ 10 Step 1 Pg 164 - multiply whole number by 10	
					x 10 ÷ 10 Step 1 Pg 167 - ÷divide multiples of 10 by 10	
					Coin Multiplication Step 1 Pg 178 - complete 1s and 10s card	Coin Multiplication Step 2 Pg 179 - complete 1,2s,5s and 10s card
						Fact Families - Step 4 Pg 207 - 1d x 1d fact
Calculation Multiplication & Division	Muliplication - Step 7 Pg 333 - write out repeated addition; Step 8 Pg 8 Pg 334 - solve repeated addition		Muliplication - Step 8 Pg 8 Pg 334 - solve repeated addition		Multiplication - Step 9 Pg 335 Solve 1d x 1d	
		Division Step 12 find out how many altogether in 2s,5s/10s	Division Step 13 - Pg 371 - Arrange a division sentence; Step 14 solve a division sentence with objectsPg 372	Division Step 15 - Pg 373 - solve a division sentence with objects and remainders	Division Step 16 Pg 374 - use a tables fact (2,3,4,5) to find a division fact)	Division - Step 17 Pg 375 - use 2,4,5 facts to find a division facts with remainders

Fractions		recognise, find, name and write fractions 3 1 , 4 1 , 4 2 and 4 3 of a length, shape, set of objects or quantity		recognise, find, name and write fractions 3 1 , 4 1 , 4 2 and 4 3 of a length, shape, set of objects or quantity	recognise, find, name and write fractions 3 1 , 4 1 , 4 2 and 4 3 of a length, shape, set of objects or quantity	
				write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	
Algebra	Begin to compare and order numbers from 0 to 100 using <, > and = signs, and work systematically to find all possible inequalities.	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				Begin to compare and order numbers from 0 to 100 using <, > and = signs, and work systematically to find all possible inequalities.
	recognise the place value of each digit in a two-digit number (tens, ones)	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		identify, represent and estimate numbers using different representations, including the number line		identify, represent and estimate numbers using different representations, including the number line	
	read numbers to at least 100 in numerals and in words		read and **WRITE** numbers to at least 100 in numerals and in words			
	use place value and number facts to solve problems.		use place value and number facts to solve problems.			use place value and number facts to solve problems.
	COUNTING (in 3s in Summer)count in steps of 2 and **5 (from Year 1 in CLIC)** from 0, and in tens from any number, forward and backward	COUNTING (in 3s in Summer)count in steps of 2 and **5 (from Year 1 in CLIC)** from 0, and in tens from any number, forward and backward	count in steps of 2 and 5 from 0, and in tens from any number, forward and backward		count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100					
	CALCULATION _CLIC add and subtract numbers using concrete objects, pictorial representations, and mentally, including: **a two-digit number and ones a two-digit number and tens**			add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers **and adding three one-digit numbers (1+1+1 NOT IN CLIC)**	FACT FAMILY show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	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
		recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
				NC notes recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	*NC notes recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.*	*NC notes recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.*
	Use estimation to check that the answers to their calculation are reasonable - Interim		Use estimation to check that the answers to their calculation are reasonable - Interim		Use estimation to check that the answers to their calculation are reasonable - Interim	
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	
	CALCULATION show that multiplication of two numbers can be done in any order (commutative)	CALCULATION show that multiplication of two numbers can be done in any order (commutative) and **division** of one number by another cannot	CALCULATION show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	

	solve problems **involving multiplication** using materials, arrays, repeated addition, mental methods, and multiplication including problems in contexts.	solve problems involving **multiplication and division,** using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	LEARN-ITS recall and use multiplication and division facts for the 10 multiplication tables, including recognising odd and even numbers		recall and use multiplication and division facts for the 5 and 10 multiplication tables, including recognising odd and even numbers		recall and use multiplication and division facts for the 2(Not in CLIC), 5 and 10 multiplication tables, including recognising odd and even numbers	
Measuring		choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers, scales,	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, s**cales, thermometers and measuring vessels**		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 =	compare and order lengths, mass, volume/capacity and record the results using >, < and =		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	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value		recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value		recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
		solve simple problems in a practical context involving addition and subtraction of money of the same unit,		solve simple problems in a practical context involving addition and subtraction of money of the same unit, **including giving change**		solve simple problems in a practical context involving addition and subtraction of money of the same unit, **including giving change**
		find different combinations of coins that equal the same amounts of money	find different combinations of coins that equal the same amounts of money		find different combinations of coins that equal the same amounts of money	
		compare and sequence intervals of time		compare and sequence intervals of time		compare and sequence intervals of time
		tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times □		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 □	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.			know the number of minutes in an hour and the number of hours in a day.	
Geometry		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 2-D shapes, including the number of sides and line symmetry in a vertical line		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 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 and describe the properties of 3-D shapes, including the number of edges, vertices and faces	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]		identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	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.		compare and sort common 2-D and 3-D shapes and everyday objects.	
			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 anticlockwise).		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).		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).
Statistics			interpret and construct simple pictograms, tally charts, block diagrams and simple tables			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 by counting the number of objects in each category and sorting the categories by quantity
			ask and answer questions about totalling and comparing categorical data			ask and answer questions about totalling and comparing categorical data