



BARNARD GROVE PRIMARY SCHOOL
Medium Term plan for Year 2 2023-2024



Autumn				
Topic	Suggested teaching weeks	White Rose Small Steps	Link to National Curriculum	Link to Ready to Progress documents
Number Place Value	4 weeks	Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s	Pupils should be taught to: <ul style="list-style-type: none"> • 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 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 • use place value and number facts to solve problems. 	2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.
Number Addition & Subtraction	5 weeks	Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers	Pupils should be taught to: <ul style="list-style-type: none"> • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures 	2AS–1 Add and subtract across 10. 2AS–2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”.



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		<p>Step 8 Add to the next 10 Step 9 Add across a 10 Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems</p>	<ul style="list-style-type: none"> • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • 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 	<p>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.</p> <p>2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p> <p>2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p>
<p>Geometry Shape</p>	<p>3 weeks</p>	<p>Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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] 	<p>2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p>



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		<p>Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes</p>	<ul style="list-style-type: none">• compare and sort common 2-D and 3-D shapes and everyday objects. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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).	
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Spring				
Topic	Suggested teaching weeks	White Rose Small Steps	Link to National Curriculum	Link to Ready to Progress documents
Measurement Money	2 weeks	Step 1 Count money – pence Step 2 Count money – pounds (notes and coins) Step 3 Count money – pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problems	<ul style="list-style-type: none"> 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 	
Number Multiplication & Division	5 weeks	Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol Step 5 Multiplication sentences Step 6 Use arrays Step 7 Make equal groups – grouping Step 8 Make equal groups – sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table	Pupils should be taught to: <ul style="list-style-type: none"> 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 (\times), division (\div) and equals (=) signs 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 and division, using 	2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).



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		Step 16 Divide by 5 Step 17 The 5 and 10 times-tables	materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
Measurement Length & Height	2 weeks	Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights	<ul style="list-style-type: none">• Pupils should be taught to: 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 =	
Measurement Mass, Capacity & Temperature	3 weeks	Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature	<ul style="list-style-type: none">• 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 =	



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Summer				
Topic	Suggested teaching weeks	White Rose Small Steps	Link to National Curriculum	Link to Ready to Progress documents
Number Fractions	3 weeks	Step 1 Introduction to parts and whole Step 2 Equal and unequal parts Step 3 Recognise a half Step 4 Find a half Step 5 Recognise a quarter Step 6 Find a quarter Step 7 Recognise a third Step 8 Find a third Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two-quarters Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole	<ul style="list-style-type: none"> Pupils should be taught to: recognise, find, name and write fractions one third, one quarter, 2 quarters and 3 quarters of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.
Measurement Time	3 weeks	Step 1 O'clock and half past Step 2 Quarter past and quarter to Step 3 Tell the time past the hour Step 4 Tell the time to the hour Step 5 Tell the time to 5 minutes Step 6 Minutes in an hour Step 7 Hours in a day	<ul style="list-style-type: none"> 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. 	
Statistics	2 week	Step 1 Make tally charts Step 2 Tables Step 3 Block diagrams	<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables 	



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		Step 4 Draw pictograms (1–1) Step 5 Interpret pictograms (1–1) Step 6 Draw pictograms (2, 5 and 10) Step 7 Interpret pictograms (2, 5 and 10)	<ul style="list-style-type: none">• 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.	
Geometry Position & Direction	2 weeks	Step 1 Language of position Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns Step 5 Shape patterns with turns	<ul style="list-style-type: none">• 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).	
Consolidation	2 weeks		<ul style="list-style-type: none">•	