Hallfield Primary School

Growing, Learning, Achieving Together

Year 2 Maths Curriculum Overview

A Structure for Mathematics

The sequence for teaching builds skills over time with a deep understanding of mathematical concepts that can be applied to a range of concepts. Throughout a lesson, teachers should plan to include opportunities to practice, use and apply, problem solve and reason and explain. As per the Curriculum, Teaching and Learning policy, the teaching of mathematics embeds the principles of mastery and quality first teaching. Teachers use the practices of metacognition and self-regulation as well as managing cognitive load when planning and teaching. The following framework offers practical guidance and should be referred to in planning.

Prior knowledge

Teachers should be clear about the children's prior learning before entering the new teaching unit and how they are building on these to move children forward, as well as introducing new skills and concepts. The overview below shows how in each year group concepts are revisited and built on throughout a year.

Vocabulary

At the beginning of each new unit, children will be introduced to key vocabulary relevant to the unit. Throughout the unit these words will be learned and revisited. The vocabulary progresses throughout the year groups and is revisited within similar units from Year 1-6.

Discover

Within a lesson, a 'Discover Challenge' is introduced to the students linked to the main learning of the lesson. Here the children explore new maths problems and have a chance to tackle a challenge applying the maths knowledge they already know. The teacher encourages any strategies and children should not be afraid to make mistakes as a culture of learning from mistakes is embedded into lessons.

Share

Following on from the Discover, the children and teacher have a chance to share their strategies for how they approached the Discover questions. Often there are multiple solutions- this encourages different ideas, thinking and approaches within the class.

Think together

Next in the 'Think together' section the children and teacher have a go at some similar problems together. The children use what they have learnt to approach new but similar challenges. The main teaching input takes place in this section and the children have a chance to practise methods and strategies using models before doing their independent work.

Independent task

Having received the teaching input, the children progress onto their independent learning. The learning in books is designed to develop fluency of their knowledge and skills. The tasks set follow a pattern of practice to use and apply which aim to develop fluency of a skill involving a range of representations. Having practiced the skill, the following challenges aim to develop problem solving and reasoning skills and develop a deeper understanding of key ideas and concepts.

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End of unit check

Having covered a unit in a block of lessons, the children complete an 'End of Unit' check, which involves a set of questions covering all the knowledge, skills and concepts that have been taught. This is useful for teachers to address any misconceptions and gaps in learning that can be planned for in future lessons.

Term	Mathematical strand	Key coverage
Autumn	Number – number and place value	Counting objects to 100 Representing numbers to 100 Tens and ones Representing numbers on a place value grid Comparing and ordering numbers Counting in 2s, 5s and 10s Counting in 3s
	Number – addition and subtraction	Related facts – addition and subtraction Using number facts to check calculations Comparing number sentences Making number bonds to 100 Adding and subtracting 1s Finding 10 more and 10 less Adding and subtracting 10s Adding a 2-digit and 1-digit number Subtracting a 1-digit number from a 2-digit number Adding two 2-digit numbers Subtracting two 2-digit numbers Adding three 1-digit numbers Solving word problems
	Measurement- Money	Counting money – coins Counting money – notes Showing equal amounts of money Comparing amounts of money Calculating the total amount Finding change
	Number – multiplication and division	Making equal groups Multiplication as equal groups Adding equal groups Multiplication sentences Using arrays 2 times-table 5 times-table 10 times-table

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Spring	Number – multiplication and division	Making equal groups Sharing and grouping Dividing by 2 Odd and even numbers Dividing by 5 Dividing by 10 Grouping Sharing
	Statistics	Making tally charts Creating pictograms Interpreting pictograms Block diagrams
	Measurement- length	Measuring in centimetres Measuring in metres Comparing lengths Ordering lengths Solving word problems – length
	Geometry- Properties of shape	Recognising 2D and 3D shapes Drawing 2D shapes Counting sides on 2D shapes Counting vertices on 2D shapes Finding lines of symmetry Sorting 2D shapes Making patterns with 2D shapes Counting faces on 3D shapes Counting edges on 3D shapes Counting vertices on 3D shapes Sorting 3D shapes
	Number - Fractions	Introducing whole and parts Making equal parts Recognising a half Find a half Recognising a quarter Find a quarter Unit fractions Understanding other fractions Understanding a whole Understanding whole and parts Counting in halves Counting in quarters
Summer	Geometry – position and direction	Describing movement Describing turns Making patterns with shapes

	Number – number and place value	Using number facts Using number facts and equivalence Using 100 square Missing numbers
	Number- addition and subtraction	Mental addition and subtraction Efficient subtraction Solving problems using the four operations
	Measurement – time	Telling and writing time to the hour and the half hour Telling time to the quarter hour Telling time to 5 minutes Minutes in an hour Finding the end time Finding the start time Hours in a day
	Measurement- weight, volume and temperature	Comparing mass Measuring mass in grams Measuring mass in kilograms Comparing volume Measuring volume in millilitres Measuring volume in litres Measuring temperature using a thermometer Reading thermometers