

## Year 2 Autumn Term White Rose Planning

	Week 1 - Week 4	Week 5 – Week 9	Week 10 - Week 12	Week 13 - Week 14	Week 15
	Place Value	Addition & Subtraction	Geometry ( <i>shape</i> )	Measurement ( <i>money</i> )	Consolidation
White Rose Small Steps	<u>Y1 PRE-BLOCK ASSESSMENT and ADDRESS GAPS</u> <b>Step 1</b> Numbers to 20 <b>Step 2</b> Count objects to 100 by making 10s <b>Step 3</b> Recognise tens and ones <b>Step 4</b> Use a place value chart <b>Step 5</b> Partition numbers to 100 <b>Step 6</b> Write numbers to 100 in words <b>Step 7</b> Flexibly partition numbers to 100 <b>Step 8</b> Write numbers to 100 in expanded form <b>Step 9</b> 10s on the number line to 100 <b>Step 10</b> 10s and 1s on the number line to 100 <b>Step 11</b> Estimate numbers on a number line <b>Step 12</b> Compare objects <b>Step 13</b> Compare numbers <b>Step 14</b> Order objects and numbers <b>Step 15</b> Count in 2s, 5s and 10s <b>Step 16</b> Count in 3s <u>Y2 POST ASSESSMENT and ADDRESS GAPS</u>	<u>Y1 PRE-BLOCK ASSESSMENT and ADDRESS GAPS</u> <b>Step 1</b> Bonds to 10 <b>Step 2</b> Fact families - addition and subtraction bonds within 20 <b>Step 3</b> Related facts <b>Step 4</b> Bonds to 100 (tens) <b>Step 5</b> Add and subtract 1s <b>Step 6</b> Add by making 10 <b>Step 7</b> Add three 1-digit numbers <b>Step 8</b> Add to the next 10 <b>Step 9</b> Add across a 10 <b>Step 10</b> Subtract across 10 <b>Step 11</b> Subtract from a 10 <b>Step 12</b> Subtract a 1-digit number from a 2-digit number (across a 10) <b>Step 13</b> 10 more, 10 less <b>Step 14</b> Add and subtract 10s <b>Step 15</b> Add two 2-digit numbers (not across a 10) <b>Step 16</b> Add two 2-digit numbers (across a 10) <b>Step 17</b> Subtract two 2-digit numbers (not across a 10) <b>Step 18</b> Subtract two 2-digit numbers (across a 10) <b>Step 19</b> Mixed addition and subtraction <b>Step 20</b> Compare number sentences <b>Step 21</b> Missing number problems <u>Y2 POST ASSESSMENT and ADDRESS GAPS</u>	<u>Y1 PRE-BLOCK ASSESSMENT and ADDRESS GAPS</u> <b>Step 1</b> Recognise 2-D and 3-D shapes <b>Step 2</b> Count sides on 2-D shapes <b>Step 3</b> Count vertices on 2-D shapes <b>Step 4</b> Draw 2-D shapes <b>Step 5</b> Lines of symmetry on shapes <b>Step 6</b> Use lines of symmetry to complete shapes <b>Step 7</b> Sort 2-D shapes <b>Step 8</b> Count faces on 3-D shapes <b>Step 9</b> Count edges on 3-D shapes <b>Step 10</b> Count vertices on 3-D shapes <b>Step 11</b> Sort 3-D shapes <b>Step 12</b> Make patterns with 2-D and 3-D shapes <u>Y2 POST ASSESSMENT and ADDRESS GAPS</u>	<u>Y1 PRE-BLOCK ASSESSMENT and GAPS</u> <b>Step 1</b> Count money – pence <b>Step 2</b> Count money – pounds (notes and coins) <b>Step 3</b> Count money – pounds and pence <b>Step 4</b> Choose notes and coins <b>Step 5</b> Make the same amount <b>Step 6</b> Compare amounts of money <b>Step 7</b> Calculate with money <b>Step 8</b> Make a pound <b>Step 9</b> Find change <b>Step 10</b> Two-step problems <u>Y2 POST ASSESSMENT and ADDRESS GAPS</u>	<b>Y2 Autumn Term Assessment</b>
National Curriculum Objectives	Read and write numbers from 1 to 20 in numerals and words ( <b>Y1</b> ) Read and write numbers to at least 100 in numerals and in words Read and write numbers to at least 100 in numerals and in words Identify, represent and estimate numbers using different representations, including the number line Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward Recognise the place value of each digit in a 2-digit number (tens, ones) Compare and order numbers from 0 up to 100; use and = signs	Represent and use number bonds and related subtraction facts within 20 ( <b>Y1</b> ) 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"> <li>a 2-digit number and 1s,</li> <li>a 2-digit number and 10s,</li> <li>two 2-digit numbers</li> <li>adding three 1-digit numbers</li> </ul> Compare and order numbers from 0 up to 100; use and = signs	Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line Compare and sort common 2-D and 3-D shapes and everyday objects 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	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, including giving change	
Problem Solving	Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract). Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required. Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Independently find a starting point to break into a problem. With support work systematically. Independently find possibilities. Independently check work (e.g. look for other possibilities, repeats, missing answers and errors). Pattern spot and predict what will come next in a pattern/sequence (numbers, shapes, spatial). With support, investigate statements and conjectures.		<b>EXS</b>  For all mathematical concepts, ideas and techniques: Represent it in a variety of ways ( <i>e.g. using concrete materials, pictures and symbols – the CPA approach</i> ). Make up his or her own examples ( <i>and non-examples</i> ) of it. See connections between it and other facts or ideas. Recognise it in new situations and contexts. Make use of it in various ways, including in new situations.		<b>GDS</b>  Solve problems of greater complexity ( <i>i.e. where the approach is not immediately obvious</i> ), demonstrating creativity and imagination. Independently explore and investigate mathematical contexts and structures.
Reasoning	Explain with reasons and beginning to use given sentence stems and connectives to expand. Listen to others' explanations, make sense of them and compare and evaluate. Begin to edit and improve their own and a peer's explanation. Investigate 'what if?' questions.		Describe it in his or her own words. Explain it to someone else.		Communicate results clearly and systematically explain and generalise the mathematics.



## Year 2 Spring Term White Rose Planning

	Week 1 - Week 5	Week 6 - Week 7	Week 8 - Week 10	Week 11
	Multiplication & Division	Measurement (length & height)	Measurement (mass, capacity & temperature)	Consolidation
White Rose Small Steps	<b>Y1 PRE-BLOCK ASSESSMENT and GAPS</b> <b>Step 1</b> Recognise equal groups <b>Step 2</b> Make equal groups <b>Step 3</b> Add equal groups <b>Step 4</b> Introduce the multiplication symbol <b>Step 5</b> Multiplication sentences <b>Step 6</b> Use arrays <b>Step 7</b> Make equal groups – grouping <b>Step 8</b> Make equal groups – sharing <b>Step 9</b> The 2 times-table <b>Step 10</b> Divide by 2 <b>Step 11</b> Doubling and halving <b>Step 12</b> Odd and even numbers <b>Step 13</b> The 10 times-table <b>Step 14</b> Divide by 10 <b>Step 15</b> The 5 times-table <b>Step 16</b> Divide by 5 <b>Step 17</b> The 5 and 10 times-tables <b>Y2 POST ASSESSMENT and ADDRESS GAPS</b>	<b>Y1 PRE-BLOCK ASSESSMENT and ADDRESS GAPS</b> <b>Step 1</b> Measure in centimetres <b>Step 2</b> Measure in metres <b>Step 3</b> Compare lengths and heights <b>Step 4</b> Order lengths and heights <b>Step 5</b> Four operations with lengths and heights <b>Y2 POST ASSESSMENT and ADDRESS GAPS</b>	<b>Y1 PRE-BLOCK ASSESSMENT and ADDRESS GAPS</b> <b>Step 1</b> Compare mass <b>Step 2</b> Measure in grams <b>Step 3</b> Measure in kilograms <b>Step 4</b> Four operations with mass <b>Step 5</b> Compare volume and capacity <b>Step 6</b> Measure in millilitres <b>Step 7</b> Measure in litres <b>Step 8</b> Four operations with volume and capacity <b>Step 9</b> Temperature <b>Y2 POST ASSESSMENT and ADDRESS GAPS</b>	<b>Y2 Spring Term Assessment</b>
National Curriculum Objectives	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 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	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 $=$ Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	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 $=$	
Problem Solving	Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract). Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required. Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Independently find a starting point to break into a problem. With support work systematically. Independently find possibilities. Independently check work (e.g. look for other possibilities, repeats, missing answers and errors). Pattern spot and predict what will come next in a pattern/sequence (numbers, shapes, spatial). With support, investigate statements and conjectures.		<b>EXS</b> For all mathematical concepts, ideas and techniques: Represent it in a variety of ways (e.g. using concrete materials, pictures and symbols – the CPA approach). Make up his or her own examples (and non-examples) of it. See connections between it and other facts or ideas. Recognise it in new situations and contexts. Make use of it in various ways, including in new situations.	<b>GDS</b> Solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. Independently explore and investigate mathematical contexts and structures.
Reasoning	Explain with reasons and beginning to use given sentence stems and connectives to expand. Listen to others' explanations, make sense of them and compare and evaluate. Begin to edit and improve their own and a peer's explanation. Investigate 'what if?' questions.		Describe it in his or her own words. Explain it to someone else.	Communicate results clearly and systematically explain and generalise the mathematics.

## Year 2 Summer Term White Rose Planning

	Week 1 - Week 3	Week 4 - Week 6	Week 7 - Week 8	Week 9 - Week 10	Week 11 – Week 13
	Fractions	Measurement (time)	Statistics	Geometry (position & direction)	Consolidation

White Rose Small Steps	<u><b>Y1 PRE-BLOCK ASSESSMENT and ADDRESS GAPS</b></u> <b>Step 1</b> Introduction to parts and whole <b>Step 2</b> Equal and unequal parts <b>Step 3</b> Recognise a half <b>Step 4</b> Find a half <b>Step 5</b> Recognise a quarter <b>Step 6</b> Find a quarter <b>Step 7</b> Recognise a third <b>Step 8</b> Find a third <b>Step 9</b> Find the whole <b>Step 10</b> Unit fractions <b>Step 11</b> Non-unit fractions <b>Step 12</b> Recognise the equivalence of a half and two-quarters <b>Step 13</b> Recognise three-quarters <b>Step 14</b> Find three-quarters <b>Step 15</b> Count in fractions up to a whole <u><b>Y2 POST ASSESSMENT and ADDRESS GAPS</b></u>	<u><b>Y1 PRE-BLOCK ASSESSMENT and ADDRESS GAPS</b></u> <b>Step 1</b> O'clock and half past <b>Step 2</b> Quarter past and quarter to <b>Step 3</b> Tell the time past the hour <b>Step 4</b> Tell the time to the hour <b>Step 5</b> Tell the time to 5 minutes <b>Step 6</b> Minutes in an hour <b>Step 7</b> Hours in a day <u><b>Y2 POST ASSESSMENT and ADDRESS GAPS</b></u>	<b>Step 1</b> Make tally charts <b>Step 2</b> Tables <b>Step 3</b> Block diagrams <b>Step 4</b> Draw pictograms (1–1) <b>Step 5</b> Interpret pictograms (1–1) <b>Step 6</b> Draw pictograms (2, 5 and 10) <b>Step 7</b> Interpret pictograms (2, 5 and 10) <u><b>Y2 POST ASSESSMENT and ADDRESS GAPS</b></u>	<u><b>Y1 PRE-BLOCK ASSESSMENT and ADDRESS GAPS</b></u> <b>Step 1</b> Language of position <b>Step 2</b> Describe movement <b>Step 3</b> Describe turns <b>Step 4</b> Describe movement and turns <b>Step 5</b> Shape patterns with turns <u><b>Y2 POST ASSESSMENT and ADDRESS GAPS</b></u>	Y2 Summer Term Assessment
National Curriculum Objectives	Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ 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 $\frac{1}{2}$	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times Know the number of minutes in an hour and the number of hours in a day	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 questions about totalling and comparing categorical data Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	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)	
Problem Solving	Engage with mathematical activities and problems, making links and moving between different representations (concrete, pictorial, abstract). Independently choose to scaffold thinking using concrete, pictorial or abstract representations, if required. Independently choose to represent thinking using concrete, pictorial or abstract representations, as appropriate. Independently find a starting point to break into a problem. With support work systematically. Independently find possibilities. Independently check work (e.g. look for other possibilities, repeats, missing answers and errors). Pattern spot and predict what will come next in a pattern/sequence (numbers, shapes, spatial). With support, investigate statements and conjectures.		<b>EXS</b> For all mathematical concepts, ideas and techniques: Represent it in a variety of ways ( <i>e.g. using concrete materials, pictures and symbols – the CPA approach</i> ). Make up his or her own examples ( <i>and non-examples</i> ) of it. See connections between it and other facts or ideas. Recognise it in new situations and contexts. Make use of it in various ways, including in new situations.		<b>GDS</b> Solve problems of greater complexity ( <i>i.e. where the approach is not immediately obvious</i> ), demonstrating creativity and imagination. Independently explore and investigate mathematical contexts and structures.
Reasoning	Explain with reasons and beginning to use given sentence stems and connectives to expand. Listen to others' explanations, make sense of them and compare and evaluate. Begin to edit and improve their own and a peer's explanation. Investigate 'what if?' questions.		Describe it in his or her own words. Explain it to someone else.		Communicate results clearly and systematically explain and generalise the mathematics.