Hampshire County Council
Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Year 2

HIAS Maths Team
September 2026
Final version

Overview

This document contains…
Long-term curriculum map for Year 2
Medium-term overview plans for Year 2 designed to support single age classes

Points to consider when using this resource
This medium-term plan outlines the 'I can' learning journey across the year for each content domain, showing how key objectives are progressively developed and built upon within each unit.

For more detail and a break-down of these objectives please refer to the relevant unit plan.
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.
Appropriate models, images, concrete resources, and visual representations are an implicit element in all units.

The objectives set out for the summer term (Milestone 4) are the statutory end-of-year expectations from the National Curriculum. These should be used to ensure pupils have secured the required knowledge and understanding by the end of the academic year**.**

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis.

Long term curriculum map for Year 2

Year 2 – Yearly Overview

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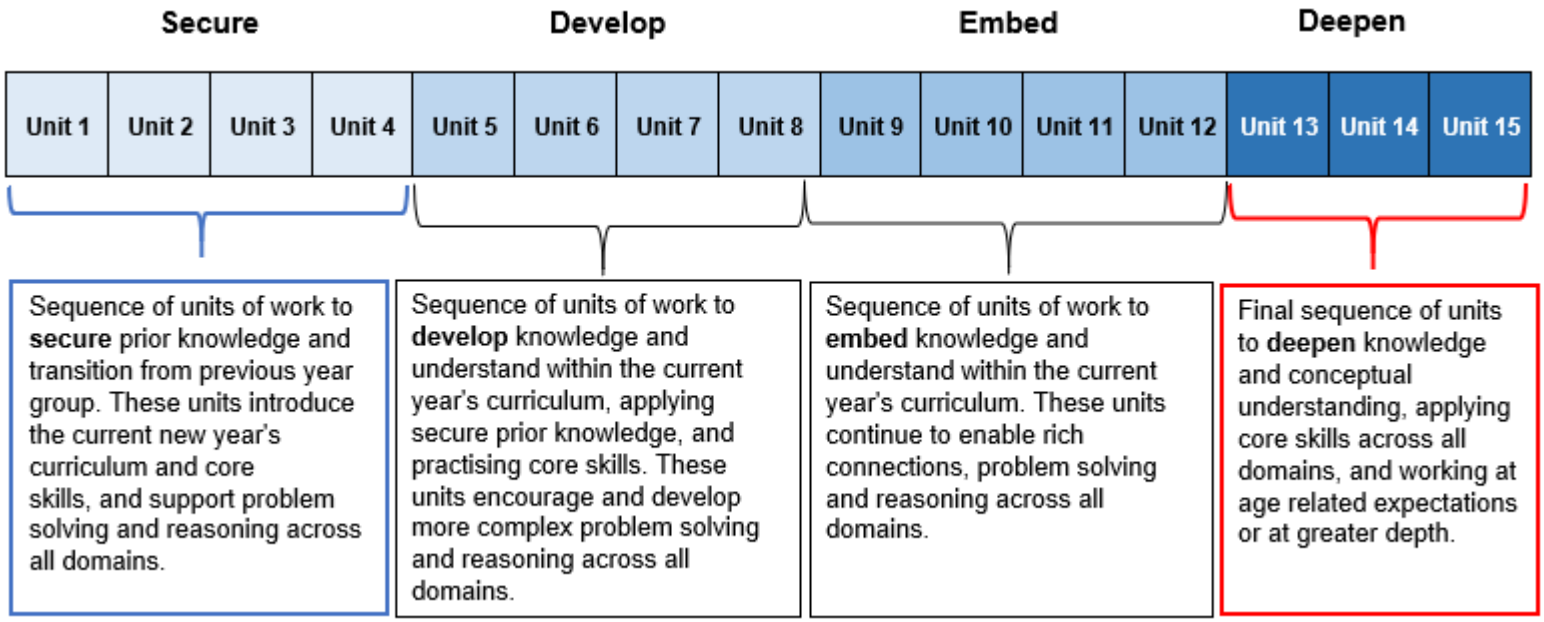
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Autumn	2.1 Number and Place Value Addition and Subtraction				2.2 Measurement	2.2 Addition and Subtraction		2.3 Multiplication and Division		2.3 Geometry Fractions	2.4 Number and Place Value Addition and Subtraction			2.4 Statistics
Spring	2.5 Addition and Subtraction		2.6 Multiplication and Division		2.6 Fractions	2.7 Geometry		2.8 Number and Place Value Addition and Subtraction			2.9 Measurement			
Summer	2.10 Multiplication and Division		2.11 Fractions		2.11 Geometry	2.12 Number and Place Value Addition and Subtraction					2.13 Statistics	2.13 Measurement		

Overview of curriculum intent



Key for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

Learning Journey – Number and Place Value

Autumn unit 2.1 (2 weeks)	Autumn unit 2.4 (1 week)	Spring unit 2.8 (1 week)	Summer unit 2.12 (1 week)
I can read and write numbers to at least 100 in numerals and in words			
I can count in steps of 10 from 0. I can count in steps of 2 from 0. I can partition numbers up to 20 into tens and ones. I can use 'less than', 'greater than' and 'equal to' when comparing numbers up to 20. I can find one more than a number. I can find one less than a number. I can order numbers on a number line (up to 20).	I can count in steps of 10 from any number. I can partition numbers up to 50 into tens and ones. I can flexibly partition numbers up to 50. I can use 'less than', 'greater than' and 'equal to' when comparing numbers up to 50. I can partition numbers up to 100 into tens and ones. I can flexibly partition numbers up to 100. I can find ten more than a given number. I can find ten less than a given number.	I can count in steps of 5 from 0. I can reason about the location of a two-digit number on a number line. I can use 'less than', 'greater than' and 'equal to' when comparing numbers up to 100. I can find one more than a number. I can find one less than a number. I can find ten more than a given number. I can find ten less than a given number.	I can count in steps of 3 from 0. I can recognise the place value of each digit in a two-digit number. I can identify, represent and estimate numbers using different representations, including the number line. I can use place value and number facts to solve problems.

Learning Journey – Addition and Subtraction

Autumn unit 2.1 (2 weeks)	Autumn unit 2.2 (2 weeks)	Autumn unit 2.4 (2 weeks)	Spring unit 2.5 (2 weeks)
I can represent and use number bonds within 10. I can represent and use number bonds to 10. I can represent and use number bonds and related subtraction facts within 10. I can represent and use number bonds and related subtraction facts within 20.	I can add a two-digit number and ones using concrete objects (without bridging) I can subtract a two-digit and ones using concrete objects (without bridging) I can partition numbers up to 30 into tens and ones. I can add a two-digit number and ones using concrete objects (with bridging) I can subtract a two-digit and ones using concrete objects (with bridging) I can derive and use related facts up to 100 (tens + tens).	I can add a two-digit number and tens using concrete objects and pictorial representations. I can subtract a two-digit and tens using concrete objects and pictorial representations. I can add a two-digit number and two-digit number using concrete objects and pictorial representations (partitioning) I can subtract a two-digit and a two-digit number using concrete objects and pictorial representations (partitioning)	I can add a two-digit number and ones using pictorial representations (without bridging) I can subtract a two-digit and ones using pictorial representations (without bridging) I can add a two-digit number and ones using pictorial representations (with bridging) I can subtract a two-digit and ones using pictorial representations (with bridging) I can add three one-digit numbers.

Spring unit 2.8 (2 weeks)	Summer unit 2.12 (3 weeks)
I can use the inverse relationship between addition and subtraction and use this to check calculations I can add a two-digit and tens using pictorial representations. I can subtract a two-digit and tens using pictorial representations. I can add a two-digit number and a two-digit number using pictorial representations (with bridging). I can subtract a two-digit number and a two-digit number using pictorial representations (with bridging). I can solve missing number problems.	I can add and subtract numbers using concrete objects, pictorial representations and mentally including: • A two-digit and ones • A two-digit and tens • Two two-digit numbers • Adding three one-digit numbers I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. I can solve one-step problems with addition and subtraction. I can solve multi-step problems with addition and subtraction.

Learning Journey – Multiplication and Division		
Autumn unit 2.3 (1.5 weeks)	**Spring unit 2.6 (2 weeks)**	**Summer unit 2.10 (2 weeks)**
I can count in 10s. I can count in 2s. I can count in 5s. I can represent repeated addition as multiplication using concrete objects. I can solve one-step problems by adding equal groups. I can represent repeated addition as multiplication using arrays. I can solve one-step problems by grouping. I can solve one-step problems by sharing. I can recognise odd and even numbers.	I can recall and use multiplication and division facts for the 10 times table. I can recall and use multiplication and division facts for the 2 times table. I can represent repeated addition as multiplication using arrays. I can solve one-step problems by grouping. I can solve one-step problems by sharing. I can show that multiplication of two numbers can be done in any order (commutative). I can show that division of two numbers cannot be done in any order. I can find fact families for the 10 times table. I can find fact families for the 2 times tables.	I can recall and use multiplication and division facts for the 5 times table. I can find fact families for the 5 times tables. I can use known multiplication facts to work out missing division facts. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Learning Journey – Fractions		
Autumn unit 2.3 (1.5 weeks)	**Spring unit 2.6 (1 week)**	**Summer unit 2.11 (2 weeks)**
I can count in fractional steps.		
I can recognise, find, name and write fractions $\frac{1}{2}$ of a shape. I can recognise, find, name and write fractions $\frac{1}{2}$ of a set of objects or quantity. I can recognise, find, name and write fractions $\frac{1}{2}$ of a length. I can recognise, find, name and write fractions $\frac{1}{4}$ of a shape. I can recognise, find, name and write fractions $\frac{1}{4}$ of a set of objects or quantity.	I can recognise, find, name and write fractions $\frac{1}{4}$ of a length. I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. I can recognise, find, name and write fractions $\frac{2}{4}$ of a shape. I can recognise, find, name and write fractions $\frac{2}{4}$ of a set of objects or quantity. I can recognise, find, name and write fractions $\frac{2}{4}$ of a length.	I can recognise, find, name and write fractions $\frac{1}{2}$ of a shape, set of objects or quantity, length. I can recognise, find, name and write fractions $\frac{2}{4}$ of a shape, set of objects or quantity, length. I can recognise, find, name and write fractions $\frac{1}{3}$ of a shape. I can recognise, find, name and write fractions $\frac{1}{3}$ of a set of objects or quantity. I can recognise, find, name and write fractions $\frac{1}{3}$ of a length. I can recognise, find, name and write fractions $\frac{3}{4}$ of a shape. I can recognise, find, name and write fractions $\frac{3}{4}$ of a set of objects or quantity. I can recognise, find, name and write fractions $\frac{3}{4}$ of a length.

Learning Journey – Measurement		
Autumn unit 2.2 (1 week)	**Spring unit 2.9 (2 weeks)**	**Summer unit 2.13 (2 weeks)**
I can recall the number of minutes in an hour and the number of hours in a day.		
I can measure and estimate length/height in cm and m. I can use the symbols <, > and = when comparing lengths. I can measure and estimate mass in g and kg. I can use the symbols <, > and = when comparing mass. I can measure and estimate capacity in ml and l. I can use the symbols <, > and = when comparing capacity. I can measure and compare temperature.	I can recognise and name coins and notes. I can find different combinations of coins that equal the same amounts of money I can compare amounts of money. I can solve simple problems in a practical context involving addition and subtraction of money. I can solve problems by finding change. I can tell and write the time to half past the hour. I can tell and write the time to quarter past/to the hour. I can draw the hands on a clock face to show quarter past/to the hour.	I can compare and order length, mass, capacity, and temperature. I can solve simple problems in a practical context involving addition and subtraction of money. I can solve multi-step problems involving addition and subtraction of money, including finding change. I can compare and sequence intervals of time. I can tell and write the time to five minutes. I can draw the hands on a clock face to show these times.

Learning Journey – Geometry (properties of shape and position and direction)		
Autumn unit 2.3 (1.5 weeks)	**Spring unit 2.7 (2 weeks)**	**Summer unit 2.11 (2 weeks)**
I can recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. I can recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	I can identify and describe properties of 3-D shapes I can identify 2-D shapes on the surface of 3-D shape I can identify and describe properties of 2-D shapes I can identify line symmetry in a vertical line .	I can compare and sort common 2-D and 3-D shapes and everyday objects. .
I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.	I can order and arrange combinations of mathematical objects in patterns and sequences.	I can use mathematical vocabulary to describe position, direction and movement.

Learning Journey – Statistics	
Autumn unit 2.4 (1 week)	**Summer unit 2.13 (1 week)**
I can count in 10s I can count in 2s I can count in 5s	
I can compare groups of objects to answer simple questions. I can interpret simple pictograms. I can interpret block diagrams. I can interpret tally charts. I can interpret simple tables.	I can count and compare groups of objects to answer simple questions. I can count and compare groups of objects to ask simple questions. I can interpret and construct simple pictograms. I can interpret and construct block diagrams. I can interpret and construct tally charts. I can interpret and construct simple tables.

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