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| **Mathematics Planning Yearly Overview** **Year 2** |
| Autumn 1 | Spring 1 | Summer 1 |
| Problem SolvingNumber and Place ValueAddition and SubtractionMeasures - length | Problem SolvingNumber and place valueAddition and subtractionGeometry – Position, direction and movementMoney | Problem SolvingNumber and Place ValueMeasures (including calculations and fractions)Geometry (shape)  |
| Autumn 2 | Spring 2 | Summer 2 |
| Problem SolvingMultiplication and divisionStatisticsGeometry – Properties of ShapeMeasures – timeFractions | Problem SolvingNumber and Place ValueMultiplication and DivisionMeasures – weight/mass | Problem SolvingMultiplication and Division Measures - capacityFractionsTime- Reading clocks |

This is a suggested progression and timescale. Individual teachers would adapt this to the needs of their class and topics taught in other areas of the curriculum. It is, however, important to realize that learning builds, so moving domains around might necessitate adjusting prior learning.

It is assumed that Using and Applying is taught continuously through all units. Rich Maths tasks can be used to start a topic, introduce concepts, teach, reinforce, revisit and assess.

Areas can also be addressed in advance / revised through Mental and Oral starters. It is important that mental skills and strategies to support fluent calculation are practised regularly through on-going mental and aural activities.