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| **Mathematics Planning Yearly Overview**  **Year 2** | | |
| Autumn 1 | Spring 1 | Summer 1 |
| Problem Solving  Number and Place Value  Addition and Subtraction  Measures - length | Problem Solving  Number and place value  Addition and subtraction  Geometry – Position, direction and movement  Money | Problem Solving  Number and Place Value  Measures (including calculations and fractions)  Geometry (shape) |
| Autumn 2 | Spring 2 | Summer 2 |
| Problem Solving  Multiplication and division  Statistics  Geometry – Properties of Shape  Measures – time  Fractions | Problem Solving  Number and Place Value  Multiplication and Division  Measures – weight/mass | Problem Solving  Multiplication and Division  Measures - capacity  Fractions  Time- 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.