Llangyfelach Primary School

Numeracy Scheme

Year 2

NUMBER

Number and place value

Number

number
numeral
zero
one, two, three … twenty
teens numbers, eleven, twelve … twenty
twenty-one, twenty-two … one hundred, two hundred … one thousand
none
how many …?
count, count (up) to, count on (from, to), count back (from, to)
forwards
backwards
count in ones, twos, fives, tens, threes, fours and so on
equal to
equivalent to
is the same as
more, less
most, least
tally
many
odd, even
multiple of
sequence
continue
predict
few
pattern
pair, rule
> greater than
< less than

Place value

ones
tens, hundreds
digit
one-, two- or three-digit number
place, place value
stands for, represents
exchange
the same number as, as many as
more, larger, bigger, greater
fewer, smaller, less
fewest, smallest, least
most, biggest, largest, greatest
one more, ten more
one less, ten less
equal to
compare
order
size
first, second, third … twentieth
twenty-first, twenty-second …
last, last but one
before, after
next
between
halfway between
above, below

Estimating

guess
how many ...?
estimate
nearly
roughly
close to
about the same as
just over, just under
exact, exactly
too many, too few
enough, not enough

Addition and subtraction

addition
add, more, and
make, sum, total
altogether
double
near double
half, halve
one more, two more … ten more … one hundred more
how many more to make …?
how many more is … than …?
how much more is …?
subtract
take away
how many are left/left over?
how many have gone?
one less, two less, ten less … one hundred less
how many fewer is … than …?
how much less is …?
difference between
equals
is the same as
number bonds/pairs/facts
tens boundary

Multiplication and division

multiplication
multiply
multiplied by
multiple
groups of
times
once, twice, three times … ten times
repeated addition
division
dividing, divide, divided by, divided into
grouping
sharing, share, share equally
left, left over
one each, two each, three each … ten each
group in pairs, threes … tens
equal groups of
doubling
halving
array
row, column
number patterns
multiplication table
multiplication fact, division fact

Fractions

fraction
equivalent fraction
mixed number
numerator, denominator
equal part
equal grouping
equal sharing
parts of a whole
half, two halves
one of two equal parts
quarter, two quarters, three quarters
one of four equal parts
one third, two thirds
one of three equal parts

MEASUREMENT

measure
measurement
size
compare
measuring scale

guess, estimate
enough, not enough
too much, too little
too many, too few
nearly, close to, about the same as
roughly
just over, just under

Length

centimetre, metre
length, height, width, depth
long, short, tall
high, low
wide, narrow
thick, thin
longer, shorter, taller, higher … and so on
longest, shortest, tallest, highest … and so on
far, further, furthest, near, close
ruler
metre stick, tape measure

Weight

kilogram, half kilogram, gram
weigh, weighs, balances
heavy, light
heavier than, lighter than
heaviest, lightest
scales

Capacity and volume

litre, half litre, millilitre
capacity
volume
full
empty
more than
less than
half full
quarter full
holds, contains
container

Temperature

temperature
degree

Time

time
days of the week, Monday, Tuesday …
months of the year (January, February ...)
seasons: spring, summer, autumn, winter
day, week, weekend, fortnight, month, year
birthday, holiday
morning, afternoon, evening, night
bedtime, dinnertime, playtime
today, yesterday, tomorrow
before, after
earlier, later
next, first, last
midnight
date
now, soon, early, late
quick, quicker, quickest, quickly
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest
takes longer, takes less time
how long ago?
how long will it be to …?
how long will it take to …?
how often?
always, never, often, sometimes
usually
once, twice
hour, o'clock, half past, quarter past, quarter to
5, 10, 15 … minutes past
clock, clock face, watch, hands
digital/analogue clock/watch, timer
hour hand, minute hand
hours, minutes, seconds

Money

money
coin
penny, pence, pound
price, cost
buy, bought, sell, sold
spend, spent
pay
change
dear, costs more
cheap, costs less, cheaper
costs the same as
how much …?
how many …?
total

GEOMETRY

Properties of shape

shape, pattern
flat
curved, straight
round
hollow, solid
sort
make, build, draw
surface
size
bigger, larger, smaller
symmetry, symmetrical, symmetrical pattern
line symmetry
pattern, repeating pattern
match

2-D shape

corner, side
point, pointed
rectangle (including square), rectangular
circle, circular
triangle, triangular
pentagon
hexagon
octagon

3-D shape

face, edge, vertex, vertices
cube, cuboid
pyramid
sphere
cone
cylinder

Position and direction

position
over, under, underneath
above, below
top, bottom, side
on, in
outside, inside
around
in front, behind
front, back
beside, next to
opposite
apart
between
middle, edge
centre
corner
direction
journey, route
left, right

up, down
higher, lower
forwards, backwards, sideways
across
next to, close, near, far
along
through
to, from, towards, away from
clockwise, anticlockwise
movement
slide
roll
turn
stretch, bend
whole tum, half turn, quarter turn, three-quarter turn
right angle
straight line

STATISTICS

count, tally, sort, vote
graph, block graph, pictogram
represent
group, set
list, table
label, title
most popular, most common
least popular, least common

GENERAL

pattern
puzzle
problem, problem solving
mental, mentally
what could we try next?
how did you work it out?
show how you ...
explain your thinking
explain your method
describe the pattern
describe the rule
investigate
recognise
describe
draw
compare
sort
mental calculation
written calculation

Daily Counting and Remembered Facts: Rapid Recall									
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Number bonds	All pairs of numbers with total of 5	Introduction of pair of numbers to total 10	All pairs of numbers with total of 10	All pairs of numbers with total of 20	All pairs of numbers with total of 50	Pairs of numbers with a total of 100	Pairs of numbers with a total of 1000	Pairs of numbers with a total of 1000 and 1 (1dp)	Pairs of numbers with a total of 1000 and 1 (up to 3dp)
Adding and subtracting			Addition and subtraction facts to 5	Addition and subtraction facts to 10	Addition and subtraction facts to 20	Addition and subtraction facts to at least 20	Pairs of decimals that total 1	Pairs of decimals that total 10	
Halves and doubles			Doubles of all numbers to 5	Doubles of numbers to 15 Halves of even numbers to 20	Doubles of numbers to 20 **Doubles of multiples of 5 to 100** Halves of any multiple	Doubles and halves of numbers up to 100	Doubles and halves of numbers up to 100 **Doubles of multiples of 10 to 1,000** Doubles of multiples of 100 to 10,000	Doubles and halves of numbers up to 100. **Double and halve decimal fractions to 2 decimal places**	
Multiply and divide				Multiplication facts 2 and 10 times table and corresponding division facts **Multiplication facts up to 5x5**	Multiplication and division facts for the 2, 5 and 10 times-table	Multiplication and division facts for the 2, 3, 4, 5 and 10 times table	Multiplication and division facts to 10x10 **Squares of all numbers to 10 x10**	Multiplication and division facts to 10x10 **Squares of all numbers to 12 x12** Prime numbers	

Daily Counting and Remembered Facts: Counting									
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Rote counting	Rote count to beyond 10	Rote count to 20	Rote count to 100	Count on or back to at least 100	Count on or back to at least 1,000	Count on or back to at least 10,000	Count on or back to at least 100,000	Count on or back to 1,000,000	Count on or back to and beyond 1,000,000
Count Objects Reliably	Count reliably up to 5 objects	Count reliably up to 10 objects	Count on or back in ones to at least20	Count sets of objects by grouping in sets of 2, 5 & 10					
Counting on from given starting point	Count in ones from any single digit number	Count on or back in ones from **any number** up to 20	Count on or back in ones from **any number** up to 100	Count on or back in ones from **any number** beyond 100	Count on or back in ones from **any number** beyond 1,000	Count on or back in ones from **any number** beyond 10,000 and negative single numbers	Count on or back in whole numbers and 1dp numbers and negative numbers	Count on or back in whole numbers, 2dp numbers and negative numbers	Count on or back in whole numbers, 3dp numbers and negative numbers in halves
Recognising more/less and before/after	Say a number that is 1 before/after than a given number from 1 to 10	Say a number that is 1 more/less than a given number from 1 to 10	Say a number that is 1 more/less than a given number to 50	Say a number that is 1, 10 or 20 more/less than any 2-digit number	Say a number that is 1, 10 or 100 more/less than any 2 or 3-digit number	Say a number that is one, ten, hundred or thousand more/less than any 2, 3 or 4-digit number	Say a number that is 1, 10, 100 or 1,000 more/less than any number	Say a number that is 1, 10, 100, 1,000, 10^{th} or 100^{th} more/less than any number or decimal	Say a number that is any place value more/less than any number or decimal

Bridging across the 10	Identify the number 10	Bridging through 10 and 20	Bridging through multiples of 10	Bridging through multiples of 10 and 100	Bridging through multiples of 100 up to 1,000	Bridging through multiples of 100 up to 10,000	Bridging through multiples of 100 up to 100,000	Bridging through multiples of 100 up to 1,000,000, including 2dp numbers	Bridging through multiples of 100 up to 1,000,000, including 3dp numbers
Counting in powers of 10	Identify the number 10	Count in 10s	Count on and back in 10s to 100	Count on and back in 10s from any 2-digit number	Count on and back in 10s and 100s from any 2 or 3-digit number	Count on and back in 10s, 100s, 1000s from any whole number up to 10,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 100,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers	Count on and back in 10s, 100s, 1000s from any whole number up to 1,000,000 and into negative numbers
Counting in multiples		Begin to count in 2s to 10	Count in 2s and 5s to 100	Count in 2s and 5s to 100 from any given number (100 square)	Count in 2s and 5s to 100 from any given number	Count in 2s, 3s, 4s and 5s from any given number to 100 and beyond	Count in 6s, 7s, ’s and 9s from any number to 100	Count in 6s, 7s, 8s and 9s from any number to 100 and beyond	Count in any multiple from any given number
Recognising multiples		Recognise odd and even numbers	Recognise odd/ even numbers and multiples of 2, 5 and 10 (100 square)	Recognise multiples of 2, 5, 10 and 100 (understand and explain)	Recognise multiples of 2, 5, 10, 50 and 100	Recognise multiples in the 2, 3, 4 and 5 times tables	Recognise multiples in the 6, 7, 8 and 9 times tables	Recognise multiples to at least 10 x 10 and beyond (x25, x75)	Recognise multiples to at least 12 x 12 and beyond (x25, x75)
Divisibility				Recognise whole numbers divisible by 2	Recognise whole numbers that are divisible by 2 and 10	Recognise whole numbers that are divisible by 2, 4, 5, 10 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 10 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100	Recognise whole numbers that are divisible by 2, 3, 4, 5, 6, 7, 8, 9, 10, 25 and 100

Year 2 – Autumn Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
1 A U T U M N	**Day 1:** Order numbers to 10. Count and read numbers to 100. **Day 2:** Compare numbers to 10. Say the number that is one more or one less. **Day 3:** Numerals 1-10. Pairs to 6. **Day 4:** Recite numbers to 20. Pairs to 7. **Day 5:** Order teens numbers. Pairs to 8.	***Place Value & Number*** **Day 1:** Recite numbers to at least 20: Count reliably up to 20 objects, recognising that rearranged number of objects stays the same; Make a sensible estimate up to 20; **Day 2:** Recognise and estimate numbers more and less than 10; Order numbers to 20 on a track; say number before/ after any given number to 20; **Day 3:** Use the landmarks of 5s to help place other numbers on a washing line or bead bar; say number before/ after any given number to 20; **Day 4:** Make each 'teens' number by adding more to 10 (e.g. using cubes or beads); Partition each 'teens' number into 10 and the rest **Day 5:** Make each 'teens' number by adding more to 10 (e.g. using cubes or beads); Partition each 'teens' number into 10 and the rest.	***Number and place value*** **Day 1:** 1. Locate 2-digit numbers on a beaded line. 2. Say which is more. 3. Say a number between neighbouring multiples of ten. **Day 2:** 1. Count in tens from a single-digit number marking jumps on a beaded line. **Day 3:** 1. Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). **Day 4:** 1. Show 2-digit numbers on a bead string and write the place value addition (e.g. 26 = 20 + 6). **Day 5:** 1. Partition 2-digit numbers into multiples of ten and one. 2. Use place value to add and subtract (e.g. 30 + 4, 53 – 3)	***Number and place value*** **Day 1:** 1. Say what each digit in a 2-digit number represents. 2. Place 2-digit numbers accurately on a 0-100 line. **Day 2:** 1. Place 3-digit numbers accurately on a landmarked 0-1000 line. **Day 3:** 1. Say what each digit represents in a 3 digit number. 2. Use this knowledge to compare 3-digit numbers. **Day 4:** 1. Write amounts in £ and p including using zero as place holder. **Day 5:** 1. Write amounts in £ and p. 2. Compare amounts of money using place value knowledge.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
2 A U T U M N	**Day 1:** Recognise quantities. Say one more and one less than any 2-digit number. **Day 2:** Recognise quantities. Place value in two digit numbers. **Day 3:** Counting on. Pairs to 10. **Day 4:** Counting on. Count in tens from a single digit number **Day 5:** Pairs to 5. Add and subtract 10.	***Addition*** **Day 1:** Understanding addition as combining two sets; partition 5 into two sets and record the related addition sentences. **Day 2:** Relate counting on to addition; add a small number by counting on. **Day 3:** Relate counting on to addition; add 1, 2, 3, 4, and 5 to 5 by counting on. **Day 4:** Relate counting on to addition; add one or two numbers to 6 by counting on. **Day 5:** Relate counting on to addition; add one or two numbers to 10 by counting on.	***Addition and subtraction*** **Day 1:** 1. Know pairs to 10, 8 and 9. 2. Use the = sign to represent equality. 3. Understand how □ can represent an unknown. **Day 2:** 1. Partition 10 and 20 into pairs and write related addition and subtraction facts. **Day 3:** 1. Begin to know by heart pairs with a total of 20. **Day 4:** 1. Add and subtract 10 to/from 2-digit numbers by using counting in tens, not ones. **Day 5:** 1. Add and subtract ten using coins; relate counting on/back in tens to finding 10 more/less.	***Addition and subtraction*** **Day 1:** 1. Know number bonds for all numbers up to 20. 2. Use number bonds when doing addition and subtraction. **Day 2:** 1. Write balancing number sentences using numbers up to 20. 2. Understand that = represents equality. **Day 3:** 1. Use known number facts to add 1-digit to 2-digit numbers. 2. Cross a tens boundary when adding. **Day 4:** 1. Use known number facts to subtract 1-digit from 2-digit numbers. 2. Cross a tens boundary when subtracting single-digit numbers **Day 5:** 1. Use number facts to choose a sensible order to add 4 or more numbers. 2. Explain the reasons for your choices.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
3 A U T U M N	**Day 1:** Compare 1 to 10. Paying amounts. **Day 2:** Count on 1 or 2. Adding three numbers. **Day 3:** Count on 1 or 2. Pairs to 10. **Day 4:** Counting to 100. Telling time to ½ hour intervals. **Day 5:** Days of the week. 1/2s and 1/4s.	***Addition and Money and Measures*** **Day 1:** Recognise 1p, 2p, 5p and 10p coins; know how much each coin to 10p is worth. **Day 2:** Add 1p and 2p coins up to 10p. **Day 3:** Find ways of making amounts up to 10p; find totals of two coins from 1p, 2p, 5p and 10p. **Day 4:** Tell the time to the hour; use vocabulary related to time. **Day 5:** Know the times of key events in the day; read the time to the hour and half past; use vocabulary related to time.	***Addition and subtraction and Money*** **Day 1:** 1. Recognise all coins. 2. Add the values of 2 coins. **Day 2:** 1. Begin to use ordered lists to find all possibilities. 2. Find totals of two coins. **Day 3:** 1. Find the total of 2 prices (total) less than 20p). 2. Find change from 20p. **Day 4:** 1. Read the time to the half hour on digital and analogue clocks. **Day 5:** 1. Read the time to the ¼ hour on analogue clocks. 2. Begin to identify time intervals.	***Addition and subtraction*** **Day 1:** 1. Add pairs of 2-digit number by partitioning and recombining, totals in tens or ones more than 10. **Day 2:** 1. Add pairs of 2-digit numbers by partitioning and recombining, totals in tens and ones more than 10. **Day 3:** 1. Subtract numbers by counting up, drawing own empty number line. **Day 4:** 1. Subtract any pair of 2-digit numbers by counting up. **Day 5:** 1. Count up to find change from a pound.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
4 A U T U M N	**Day 1:** Estimation. Compare numbers to 30. **Day 2:** Comparing numbers to 20. Count to 100 . **Day 3:** Comparing numbers to 20. Order numbers to 100. **Day 4:** Estimating lengths. Left and right. **Day 5:** Bonds to 5. Follow directions.	***Measures and Shape*** **Day 1:** Measure length using a non-standard, uniform unit. **Day 2:** Estimate and measure length using a non-standard, uniform unit. **Day 3:** Estimate, measure and compare objects, choosing and using suitable uniform non-standard or standard units, including metre sticks. **Day 4:** Understand and create symmetrical patterns. **Day 5:** Spot whether a pattern/object is symmetrical.	***Measures and Shape*** **Day 1:** Estimate and measure lengths using standard units, i.e. decimetres. **Day 2:** Estimate and measure lengths using standard units, i.e. centimetres; know that there are 10cm in a decimetre. **Day 3:** Measure using rulers marked in centimetres and metres. **Day 4:** Identify left and right; give accurate directions. **Day 5:** Understand clockwise and anticlockwise turns; use half and quarter turns, recognise right angles as quarter turns.	***Shape*** **Day 1:** 1. Recognise and find one or more lines of symmetry. 2. Complete complicated symmetrical drawings. **Day 2:** 1. Describe and name 2D shapes 2. Sort shapes in different ways according to their properties. **Day 3:** 1. Describe properties and name 2D shapes. 2. Recognise right angles. 3. Sort 2D shapes using a Venn diagram. **Day 4:** 1. Describe and name 3D shapes and use correct mathematical vocabulary. 2. Sort shapes according to their properties**.** **Day 5:** 1. Describe and name 3D shapes and use correct mathematical vocabulary. 2. Sort 3D shapes using a Carroll diagram.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
5 A U T U M N	**Day 1:** Counting. Pairs to ten. **Day 2:** Count back. Multiples of ten. **Day 3:** Numbers to 20. Next multiple of ten. **Day 4:** Count back 2. Pairs to 20. **Day 5:** Bonds to 5. Adding 10 and 11.	***Addition & Subtraction*** **Day 1:** Understand subtraction as 'taking away'; count what's left and record the related subtraction sentences. **Day 2:** Begin to count back to subtract; record the related subtraction sentences. **Day 3:** See how subtraction 'undoes' addition; relate counting on to addition and counting back to subtraction. **Day 4:** Add or subtract 1 or 2 by counting on or counting back. **Day 5:** Decide whether to add or subtract to solve a word problem.	***Addition and subtraction and Money*** **Day 1:** 1. Use pairs to 10 and the image of the 100 beaded string to find what needs to be added to a 2-digit number to make the next multiple of 10. **Day 2:** 1. Use pairs to 10 and the image of the 1-100 grid to find what needs to be added to a 2-digit number to make next multiple of 10. **Day 3:** 1. Use pairs to 10 to find what needs to be added to a 2-digit number to make next multiple of 10. **Day 4:** 1. Find change from 20p. 2. Solve and write simple number stories involving money. **Day 5:** 1. Add and subtract 10, 11 and 20 in the context of money.	***Multiplication and division*** **Day 1:** 1. Double 2-digit numbers up to 50 by partitioning and recombining. **Day 2:** 1. Halve even 2-digit numbers up to 50 by partitioning and recombining. **Day 3:** 1. Know × and ÷ facts for the 5 and 10 times tables. 2. Understand that multiplication is commutative. **Day 4:** 1. Write × and ÷ sentence sentences for the 2 times table. **Day 5:** 1. Confidently recognise multiples of 2, 5 and 10.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
6 A U T U M N	**Day 1:** Count to 20. Count in 2s. **Day 2:** Count to 100 in ones from zero. Count in 10s . **Day 3:** Count from 50 to 100. Count in twos. **Day 4:** Counting from multiples of ten. Odds and evens. **Day 5:** Identifying multiples of 10. Doubles.	***Place Value & Number*** **Day 1:** Order numbers 1-20 on a track; mark numbers on a 0-20 beaded line including marking numbers just before/after 5, 10, 15, 20; **Day 2:** Compare two numbers less than 20, say which is more or less; Count on or back starting from any number up to 20; **Day 3:** Count in ones and tens from 1 to 100; count on or back; **Day 4:** Find halves of shapes; recognise fractions (½) of shapes; **Day 5:** Recognise and find quarters (¼) of shapes;	***Number and fractions*** **Day 1:** 1. Describe and continue patterns. 2. Count in 2s and 10s. 3. Recognise multiples of 2 and 10. **Day 2:** 1. Understand multiplication as repeated addition. 2. Count in 10s. **Day 3:** 1. Recognise odd and even numbers to at least 20. **Day 4:** 1. Find halves and quarters of shapes by folding. 2. Recognise which shapes are divided in halves/ quarters and which are not. **Day 5:** 1. Colour ¼ or ¾ of shapes.	***Number and fractions*** **Day 1:** 1. Say what each digit represents in a 3-digit number. 2. Use knowledge of place value to add. **Day 2:** 1. Use knowledge of place value to subtract. **Day 3:** 1. Say what each digit represents in a 3-digit amount of money. 2. Use this knowledge to add and subtract money. **Day 4:** 1. Know what each digit represents in a 3-digit number. 2. Add 1, 10 or 100 to a 3-digit number. **Day 5:** 1. Know what each digit represents in a 3-digit number. 2. Subtract 1, 10 or 100 from a 3-digit number.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
7 AUTUMN	**Day 1:** Count to 20 and beyond. Doubles 1-5 and related halves. **Day 2:** Count to 100 . Doubles 1-10 and related halves. **Day 3:** Count in 2s. Pairs to 6, 7, 8 and 9. **Day 4:** Days of the week. Count on and back in tens. **Day 5:** Order numbers to 20. Count on and back in tens.	***Doubling and halving and Measures*** **Day 1:** Find doubles to double 5. **Day 2:** Share numbers to 10 to find which are even and odd. **Day 3:** Find odd and even numbers on a 1-20 track; Count in 2s to find odd and even numbers to 20. **Day 4:** Order the days of the week; use vocabulary related to time. **Day 5:** Order the months of the year; use vocabulary related to time.	***Doubling and halving and Mental Addition & Subtraction*** **Day 1:** 1. Find doubles to double 20 using bead strings to help. **Day 2:** 1. Investigate which numbers to 30 can be halved (whole number answers), and find that these are even numbers. **Day 3:** 1. Use strips to halve even numbers and write the corresponding double. **Day 4:** 1. Add 10, 20, 11 and 21 to 2-digit numbers less than 80. **Day 5:** 1. Subtract 10, 20, 11 and 21 from 2-digit numbers.	***Addition and subtraction*** **Day 1:** 1. Say what each digit represents in a 3-digit number. 2. Add 1s, 10s or 100s to a 3-digit number, without crossing the tens or hundreds boundary. **Day 2:** 1. Say what each digit represents in a 3-digit number. 2. Subtract 1s, 10s or 100s from a 3-digit number, without crossing the tens or hundreds boundary. **Day 3:** 1. Add or subtract a multiple of 10 to/from a 2-digit number. 2. Add or subtract a near multiple of 10 to/from a 2-digit number. **Day 4:** 1. Add a multiple of 10 to a 3-digit number. 2. Add a near multiple of 10 to a 3-digit number without crossing the tens or hundreds boundary. **Day 5:** 1. Subtract a multiple of 10 to from a 3-digit number. 2. Subtract a near multiple of 10 from a 3-digit number without crossing the tens or hundreds boundary.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
8 A U T U M N	**Day 1:** Pairs to 10. 2-D shapes. **Day 2:** Patterns. **Day 3:** Recognise 2-D shapes. **Day 4:** Properties 2-D shapes. **Day 5:** Sorting coins.	***Shape and Data*** **Day 1:** Visualise, name, describe squares, circles rectangles and triangles. **Day 2:** Visualise, name and describe squares, rectangles, circles and triangles; use to make patterns and pictures. **Day 3:** Visualise, name and describe squares, rectangles, circles and triangles; use to make patterns and pictures. **Day 4:** Use lists to sort objects; use practical resources; record information and answer questions using tables. **Day 5:** Use a table to sort objects; use practical resources; record information and answer questions using tables.	***Shape and Data*** **Day 1:** Describe and recognise regular and irregular common 2D shapes; identify from pictures in different positions and orientations. **Day 2:** Describe, visualise and draw common 2D shapes; sort 2-D shapes, referring to their properties. **Day 3:** Make and describe polygons ; sort 2-D shapes, referring to their properties. **Day 4:** Use Venn diagrams to sort 2-D shapes; referring to their properties including symmetry and right angles ('square' corners). **Day 5:** Use Carroll diagrams to sort 2-D shapes; referring to their properties including symmetry and right angles ('square' corners).	***Measures and data*** **Day 1:** 1.Tell the time to the nearest 5 minutes. 2. Match equivalent digital and analogue times. **Day 2:** 1. Tell the time to the nearest 5 minutes on analogue and digital clocks. 2. Read Roman numerals. **Day 3:** 1. Tell the time to the nearest 5 minutes using am and pm and clocks without numbers. **Day 4:** 1. Understand units of time. 2. Time events in seconds and record results in a bar graph, where one step is 10 seconds. **Day 5:** 1. Collect and represent data in pictograms where one symbol represents two units.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
9 A U T U M N	**Day 1:** Count to 20. Pairs to 10. **Day 2:** Place value of teens numbers. Adding three numbers. **Day 3:** Count to 100. Pairs to 20. **Day 4:** Count back from 100. Finding complements to multiples of 10. **Day 5:** Counting to 100. Subtraction facts to 10.	***Addition & Subtraction*** **Day 1:** Find one more/one less than any number up to 20. **Day 2:** Find two more/less than any number up to 20, recording the hops on a beaded line. **Day 3:** Find one more/one less than any two-digit number. relate counting on to addition and counting back to subtraction. **Day 4:** Find one more/one less than any two-digit number, including one more than 29, 39, etc. **Day 5:** Partition 10 into different pairs and write the addition.	***Addition & Subtraction*** **Day 1:** 1. Find pairs to 20 and record the addition and subtraction fact. 2. Recognise the inverse relation between addition and subtraction and use this. **Day 2:** 1. Recognise the use of a symbol such as ■ to represent an unknown. 2. Recognise the inverse relation between addition and subtraction and use this **Day 3:** 1. Add 1-digit numbers to 2-digit numbers (not crossing a multiple of ten). 2. Subtract 1-digit numbers from 2-digit numbers (not crossing a multiple of ten). 3. Use number facts and patterns to add and subtract rather than counting on or back in ones. **Day 4:** 1. Add 1-digit numbers to 2-digit numbers. 2. Use number bonds to 10 and place value to add rather than counting on in ones. **Day 5:** 1. Subtract 1-digit numbers from 2-digit numbers. 2. Use number bonds to 10 and place value to subtract rather than counting back in ones.	***Addition & subtraction*** **Day 1:** 1. Know multiples of 5 to 100. 2. Confidently list pairs of multiples of 5 which add to 100. **Day 2:** 1. Quickly find pairs of numbers with a total of 100. **Day 3:** 1. Use counting up to subtract numbers on either side of 100, answers less than 20. **Day 4:** 1. Use counting up to subtract numbers on either side of 100, answers less than 30. **Day 5:** 1. Use counting up to subtract numbers on either side of 100, answers less than 40.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
10 A U T U M N	**Day 1:** Pairs to 5. Count on and back in tens. **Day 2:** Pairs to 6. Count on and back in tens. **Day 3:** Pairs to 10. Find 2 more/2 less than n any 2-digit number. **Day 4:** Count on. Add 3 to 2-digit numbers. **Day 5:** Add by counting on. Add and subtract 20.	***Addition & Subtraction*** **Day 1:** Partition 6 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts. **Day 2:** Partition 7 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts. **Day 3:** Partition 10 into pairs; record the related addition sentences; begin to find the corresponding subtraction facts. **Day 4:** Relate counting on to addition; add 2, 3, or 4 by counting on. **Day 5:** Realise that addition can be done in any order; add a pair of numbers by putting the larger number first.	***Addition & Subtraction*** **Day 1:** Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the 100 grid. **Day 2:** Add and subtract 20, 30, 40, 50 to/from two-digit numbers using the beaded line. **Day 3:** Add 11, 12, 21 and 22 to two-digit numbers (answers less than 100). **Day 4:** Add 11, 12, 21 and 22 to two-digit numbers (answers less than 100. **Day 5:** Subtract 11, 12, 21 and 22 from two-digit numbers.	***Multiplication and division*** **Day 1:** 1. Know 3 times table. 2. Know related division facts. **Day 2:** 1. Know 4 times table. 2. Know related division facts. **Day 3:** 1. Understand that multiplication is the inverse of division. 2. Write related multiplication and division facts. **Day 4:** 1. Divide by 5 and find a remainder. 2. Understand that division sometimes produces a remainder. **Day 5:** 1. Use multiplication facts to divide a number where the answer has a remainder.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
11 A U T U M N	**Day 1:** Pairs with a total of 6. Count on and back in tens. **Day 2:** Pairs with a total of 7. Add 20. **Day 3:** Bonds to 7. Count in tens. **Day 4:** Numbers to 100. Add 3 to 2-digit numbers. **Day 5:** One more and one less. Number facts.	***Number and Addition & Subtraction*** **Day 1:** Count from 1 to 100, count to 100 from any given number. **Day 2:** Find one more and one less than a number up to 100. **Day 3:** Use ordinal numbers in context. **Day 4:** Know number bonds to 10 and find matching number pairs quickly. **Day 5:** Know number bonds to 10 and find matching number pairs quickly.	***Mental Addition*** **Day 1:** 1. Add near multiples of 10 spotting patterns. **Day 2:** 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1. **Day 3:** 1. Add near multiples of 10 by adding a multiple of 10 then subtracting 1. **Day 4:** 1. Add a 2-digit number ending in 1, 2 or 3 by counting on in 10s then adding 1, 2 or 3. **Day 5:** 1. Add near multiples of 10 and numbers ending in 1, 2 or 3 choosing how to do so.	***Addition/subtraction and fractions*** **Day 1:** 1. Know what ½, 1/3, ¼ of a shape looks like. 2. Find ½, 1/3, ¼ of a small number (whole number answers). **Day 2:** 1. Find ½ of a quantity, including odd numbers. 2. Write a jotting to show halving a quantity. **Day 3:** 1. Find ½ of a 2-digit number. 2. Investigate a general statement. 3. Know if 2-digit numbers are odd or even. **Day 4:** 1. Know what ¼ and ¾ of a shape looks like. 2. Find ¼ and ¾ of a quantity (whole number answers). **Day 5:** 1. Know what 1/3 and 2/3 of a shape looks like. 2. Find 1/3 and 2/3 of a quantity.

Year 2 – Spring Term

GREEN – Place Value & Number

GREY – Fractions /Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
1 S P R I N G	**Day 1:** Count to 100. Compare 2-digit numbers. **Day 2**: Count to 100. Recognise multiples of 2 and 10. **Day 3:** Number facts for 5. Order numbers <100. **Day 4:** Pairs to 10. Place value. **Day 5:** Pairs to 6 and 10. Rounding.	***Place Value & Number*** **Day 1:** 1. Know the number before and after any 2-digit number. **Day 2:** 1. Find one more/less than any 2-digit number. **Day 3:** 1. Count in tens from 10. 2. Find missing multiples of ten in a sequence. **Day 4:** 1. Count on in tens from 10 to 100 and in ones from any number to 100. 2. Fill in missing number sequences of multiples of ten. 3. Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). **Day 5:** 1. Find ten more and ten less than a given number. 2. Recognise and describe what is happening to the multiples of ten on the number grid.	***Place Value & Number*** **Day 1:** 1. Mark two-digit numbers on a landmarked line (labelled in tens). 2. Compare numbers using the symbols < and >. **Day 2:** 1. Identify properties of numbers and use this to sort them. 2. Solve logic problems. **Day 3:** 1. Use ordinal numbers in context up to 10th and beyond. 2. Solve problems using ordinal numbers. **Day 4** 1. Round two-digit numbers to nearest multiple of ten. **Day 5:** 1. Round two-digit numbers to nearest multiple of ten.	***Number and Place value*** **Day 1:** 1. Place 3-digit numbers between multiples of 100 on landmarked lines. 2. Round 3-digit numbers to the nearest 10. **Day 2:** 1. Place 3-digit numbers on a 0-1000 line. **Day 3:** 1. Compare 2 3-digit numbers. **Day 4:** 1. Order 3 3-digit numbers using place value. **Day 5:** 1. Solve a problem using knowledge of place value.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
2 S P R I N G	**Day 1:** Bonds to 6. Complements to multiples of 10. **Day 2**: Bonds to 10. Place value. **Day 3:** Bonds to 9. Subtraction facts for 10. **Day 4:** Pairs to 10. Number facts. **Day 5:** Doubles. Pairs to 20.	***Addition & Subtraction*** **Day 1:** 1. Know number bonds to 8 by heart. 2. Write number bonds as number sentences. 3. Know that addition can be done in any order. **Day 2:** 1. Know number bonds to 9 by heart. 2. Write number bonds as a number sentence. 3. Know that addition can be done in any order. **Day 3:** 1. Know how to double a number. 2.Find doubles to double 6 and record as an addition; begin to know by heart. **Day 4:** 1. Add three small numbers, spotting pairs to ten. 2. Understand that changing the order of addition does not change the total. **Day 5:** 1. Add three small numbers, spotting pairs to ten or doubles.	***Addition & Subtraction*** **Day 1:** 1. Add a single-digit number to a two-digit number, bridging ten. **Day 2:** 1. Add a single-digit number to a two-digit number, bridging ten. **Day 3:** 1. Subtract a single-digit number from a two-digit number, bridging ten. **Day 4:** 1. Use number facts to add and subtract. **Day 5:** 1. Use number facts or place value to add and subtract.	***Addition and Subtraction*** **Day 1:** 1. Add pairs of 2-digit numbers using a variety of strategies. **Day 2:** 1. Add three 2-digit numbers. **Day 3:** 1. Subtract near multiples of 10 from a 2-digit number. **Day 4:** 1. Subtract any 2-digit number from another, using counting up. **Day 5:** 1. Select an appropriate strategy to subtract.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
3 S P R I N G	**Day 1:** Pairs to 5. Counting in 10s on and back. **Day 2**: Pairs to 6 and 7. Counting in 10s on and back. **Day 3:** Find totals of 2/3 coins. Number bonds to 10. **Day 4:** Bonds to 10. Number bonds to 7. **Day 5:** Finding one more. Telling time.	***Addition & Subtraction*** **Day 1:** 1. Recognise each coin up to £2 2. Know the value of each coin to £2. **Day 2:** 1. Find totals of 2 and 3 coins to 10p. 2. Begin to find what coins can be used to pay a given amount up to 20p. **Day 3:** 1. Find what coins can be used to make a given amount less than 10p. 2. Begin to find all possibilities by making an ordered list. **Day 4:** 1. Count in tens from single-digit numbers. 2. Find 10 more than any 2-digit number less than 90. **Day 5:** 1. Count back tens from 2-digit numbers. 2. Find 10 less than any 2-digit number.	***Addition & Subtraction*** **Day 1:** 1. Add 2-digit numbers using a number grid and Spider. **Day 2: 1.** Add 2-digit numbers using the grid. 2. Add 2-digit numbers where the ones will cross the tens barrier using known facts. **Day 3:** 1. Use a landmarked line to add 2-digit numbers. 2. Take bigger jumps when adding using the number line. **Day 4:** 1. Subtract 2-digit numbers using a number grid where the ones do not cross a 10s barrier. **Day 5:** 1. Subtract 2-digit numbers using a landmarked number line.	***Addition and Subtraction*** **Day 1:** 1. Add two 3-digit numbers using expanded addition including additions that give a 10 in the 1s column. **Day 2:** 1. Add two 3-digit numbers using expanded addition including additions that give a 10 in the 1s column OR give 100 in the 10s column. **Day 3:** 1. Add two 3-digit numbers using expanded addition including additions that give a 10 in the 1s column OR give 100 in the 10s column. **Day 4:** 1. Subtract using counting up on the empty number line. 2. Use addition to check subtraction. **Day 5:** 1. Subtract using counting up on the empty number line.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
4 S P R I N G	**Day 1:** Counting in tens. Count in 100s. **Day 2**: Ordering teens number. 10 more or less. **Day 3:** Estimating & comparing. Bonds to 10. **Day 4:** O'clock times. Telling time to the quarters. **Day 5:** Make o'clock times. Matching digital to analogue.	***Measure*** **Day 1:** 1. Compare weights using direct comparison. 2. Order different weights. **Day 2:** 1. Compare weights using direct comparison. 2. Estimate and find objects that are heavier and lighter. **Day 3:** 1. Use uniform non-standard units to measure weight. 2. Estimate how heavy an object is using uniform non-standard units. **Day 4:** 1. Tell the time to the hour and half hour. 2. Describe what would be happening at different times of the day. **Day 5:** 1. Tell the time to the half hour. 2. Find the time half an hour later.	***Measure*** **Day 1:** 1. Compare weights and measure weight using uniform non-standard units. **Day 2:** 1. Know that weight can be measured in kg and g. 2. Measure weights to the nearest 100g using 100g weights. **Day 3:** 1. Compare objects with the 100g and kg weights and develop a sense of how heavy these weights are. **Day 4:** 1. Telling the time to the quarters. 2. Have an idea of the length of 15, 30 and 60 seconds. **Day 5:** 1. Have a sense of the length of a minute. 2. Time events in minutes.	***Measures and Data*** **Day 1:** 1. Measure lengths in m and cm and record. 2. Convert cm into m. **Day 2:** 1. Measure lengths in cm and mm. 2. Convert lengths from cm to mm. **Day 3:** 1. Establish weight benchmarks (1kg and 100g) and make estimates. **Day 4:** 1. Estimate the order of weights. 2. Read scales to the nearest 100g. 3. Record results in a bar chart. **Day 5:** 1. Choose appropriate units of measurement to measure objects. 2. Collect, record and interpret data in a bar chart when one step represents several units.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
5 S P R I N G	**Day 1:** Count in tens. Count in 5s. **Day 2**: Whisper counting. Count in 5s. **Day 3:** Count in tens. 2 times table. **Day 4:** Whisper counting. Count in 2s, division facts. **Day 5:** Count in tens. Grouping lots of 10s.	***Multiplication & Division*** **Day 1:** 1. Count in 2s from different starting numbers. 2. Recognise a sequence and continue it. **Day 2:** 1. Recognise odd and even numbers up to 20. 2. Sort numbers up to 20 into odd and even. **Day 3:** 1. Using prior knowledge of numbers sort them onto Venn diagrams and into tables. 2. Explain how and why they have sorted them in that way. **Day 4:** 1. Double numbers up to 20. 2. Explain what they are doing by doubling. **Day 5:** 1. Halve numbers up to 20. 2. Understand why it is tricky to halve odd numbers.	***Multiplication & Division*** **Day 1:** 1. Count in 2s, 5s and 10s from any number to 100. 2. Recognise multiples of 2, 5 and 10. 3. Describe patterns. 4. Begin to investigate general statements. **Day 2:** 1. Understand multiplication as repeated addition. 2. Record multiplication facts for the 5 times table. **Day 3:** 1. Use multiplication and division sentences to describe an array and groups of numbers on a number line. **Day 4:** 1. Understand grouping and lots of as one model of division. 2. Begin to understand that division can leave some left over. **Day 5:** 1. Imagine what action would be needed to solve a word problem and decide what calculation is necessary (multiplication or division).	***Multiplication/Division and Fractions*** **Day 1:** 1. Count in halves and quarters. 2. Locate halves and quarters on a 0–10 number line **Day 2:** 1. Understand fractions of shapes. 2. Begin to understand fractions of numbers. **Day 3:** 1. Understand fractions of shapes. 2. Begin to understand fractions of numbers. **Day 4:** 1. Understand that fractions are part of a whole. 2. Understand the larger the denominator the smaller the fraction. **Day 5:** 1. Understand that fractions are part of a whole.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
6 S P R I N G	**Day 1:** Count in 1s and 10s to 100. One more/one less. **Day 2**: Count in 10s. 10 more/10 less. **Day 3:** Counting in tens. Doubling. **Day 4:** Ten more/ten less. Halving. **Day 5:** Ten more /ten less. Telling the time.	***Number and Fractions*** **Day 1:** 1. Show a two-digit number by combining groups of ten and one. 2. Know what each digit means in a 2-digit number. **Day 2:** 1. Know what each digit means in a 2-digit number. 2. Estimate a number of objects and group in tens when counting to check. **Day 3:** 1. Compare two numbers less than 100, say which is more or less **Day 4:** 1. Give a number between two neighbouring multiples of 10. **Day 5:** 1. Investigate and make 2-digit numbers and say what each of the digits represents. 2. Begin to record findings in a systematic way.	***Number and Fractions*** **Day 1:** 1.Make comparisons about two 2-digit numbers. 2.Describe properties of numbers and locate numbers on a number line. 3. Find a number in between 2 given numbers. **Day 2:** 1.Understand why and how we round numbers. 2. Round numbers to the nearest 10. **Day 3:** 1. Find ½ and ¼ of amounts by sharing objects between groups of 2 and 4. **Day 4:** 1. Find ½ and ¼ by sharing and by using some number facts. **Day 5:** 1. Find ½, ¼ and 1/3 of amounts by sharing and using number facts.	***Number/Place value and Fractions*** **Day 1:** 1. Know what each digit represents in a 3-digit amount of money. 2. Know what each digit represents in a 3-digit number. 3. Use 0 as a placeholder. **Day 2:** 1. Multiply and divide by 10. 2. Know how to use place value to help with multiplying and dividing. **Day 3:** 1. Multiply and divide by 10 and 100. 2. Know how to use place value to help with multiplying and dividing. **Day 4:** 1. Multiply amounts of money less than £1 by 10 and 100. 2. Begin to understand the pattern in multiplying and dividing by 10 and 100. **Day 5:** 1. Know that every operation has an inverse. 2. Perform 2-step operations.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
7 S P R I N G	**Day 1:** Compare numbers. Adding bridging 10. **Day 2**: Count in 2s. Adding bridging 10. **Day 3:** Find 2 more than a number. Adding multiples of 10 to 2-digit numbers. **Day 4:** Number bonds to 10. Bonds to 10. **Day 5:** Number bonds to 10. Adding to next 10.	***Measure and Addition & Subtraction*** **Day 1:** 1. Measure objects accurately using cubes. 2. Compare lengths. **Day 2:** 1.Measure lengths of string in cubes, including wiggly lines. **Day 3:** 1. Estimate and compare lengths. 2. Find the difference in length using uniform, non-standard units (cubes). **Day 4:** 1. Find the difference between two towers of cubes. 2. Measure height using uniform, non-standard units (cubes). **Day 5:** 1. Find towers that have a difference of 3. 2. Begin to use a systematic way of going about investigating a problem. 3. Recognise patterns.	***Measure and Addition & Subtraction*** **Day 1:** 1. Add 2-digit numbers using a number grid and spider to add the tens and then the ones. 2.Write addition number sentences. **Day 2:** 1. Add 2-digit numbers using a number grid and spider to add the tens and then the ones. 2. Add, crossing the tens barrier. **Day 3:** 1. Subtract 2-digit numbers where the number being subtracted has fewer ones than the number being subtracted from. 2. Use a number grid and spider to take away tens first and then ones. **Day 4:** 1. Find change from 50p using pairs to ten. **Day 5:** 1. Find change by counting up to find a difference.	***Addition and Subtraction*** **Day 1:** 1. Use number facts to add a single-digit number to a 3-digit. 2. Cross the 10s borders when adding. **Day 2:** 1. Use number facts to subtract a 1-digit number from a 3-digit. 2. Cross the 10s borders when adding. **Day 3:** 1. Add multiples of 10 and 100 to 3-digit numbers, crossing the 10s and 100s barriers. 2. Subtract multiples of 10 and 100 from 3-digit numbers, crossing the 10s and 100s barriers. **Day 4:** 1. Add multiples of 10 and 100 to 3-digit numbers, crossing the 10s and 100s barriers. 2. Subtract multiples of 10 and 100 from 3-digit numbers, crossing the 10s and 100s barriers. **Day 5:** 1. Know what calculation to perform in order to solve a word problem.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
8 S P R I N G	**Day 1:** Say the number that is 1 more. Compare 2-digit numbers. **Day 2**: Say the number that is 1 more. Saying a number between two 2-digit numbers. **Day 3:** Counting in tens. Bonds to 10. **Day 4:** Number bonds to 10. **Day 5:** Number bonds to 10.	***Measure and data*** **Day 1:** 1. Compare and discuss capacities, by direct comparison. 2. Understand the vocabulary relating to capacity. **Day 2:** 1. Estimate, measure and compare capacities, using cups. 2. Use a uniform, non-standard unit to measure capacity. 3. Order capacities from smallest to greatest. **Day 3:** 1. Estimate, measure and compare capacities, using cups. 2. Use a uniform, non-standard unit to measure capacity. 3. Find containers that hold a greater capacity and order different capacities. **Day 4:** 1. Understand how to read a pictogram. 2. Create a pictogram and write a sentence describing what it shows. **Day 5:** 1. Create a block graph and analyse the results.	***Measure and data*** **Day 1:** 1. Estimate and measure capacity in cupfuls. **Day 2:** 1. Begin to have a sense of a litre and make comparisons between other amounts. **Day 3:** 1. Estimate which containers holds more or less than a litre. **Day 4:** 1. Draw and interpret a block graph. **Day 5:** 1. Draw and interpret a pictogram.	***Measures and Data*** **Day 1:** 1. Measure in multiples of 100 millilitres. 2. Convert between whole/half litres and millilitres. **Day 2:** 1. Measure perimeters of 2D shapes to the nearest centimetre. **Day 3:** 1. Measure in millimetres. 2. Draw a bar chart where one square represents 10 units. **Day 4:** 1. Understand am and pm. 2. Tell the time to nearest minute. 3. Compare time durations. **Day 5:** 1. Use negative numbers in context of temperature. 2. Find differences in temperature.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
9 S P R I N G	**Day 1:** Pairs to 6, 7 and 10. 2 times table. **Day 2**: Pairs to 6. Count in 5s. **Day 3:** Pairs to 7. 2 and 10 times tables. **Day 4:** Count in 10s from 10. Doubling. **Day 5:** Count in tens. Doubles and halves.	***Addition & Subtraction*** **Day 1:** 1. Find addition pairs to 7, 8, 9 and 10. 2. Record the number pairs as addition number sentences. **Day 2:** 1. Relate addition and subtraction number bonds by discussing the relationship between the numbers used. 2. Write the corresponding subtraction number sentences. **Day 3:** 1. Find doubles to double 6. 2. Use these facts to work out near doubles. **Day 4:** 1. Add 10, 20 or 30 to any 2-digit number (answers less than 100). **Day 5:** 1. Subtract 10, 20 or 30 from 2-digit numbers.	***Multiplication & Division*** **Day 1:** 1. Understand arrays and the facts that can be found from them. 2. Work out multiplication/division using beaded lines and ringing groups or lots. **Day 2:** 1. Work out multiplication/division using beaded lines and drawing hops. **Day 3:** 1. Draw arrays and create their own multiplication word problems. 2. Use beaded lines/landmarked lines to work out multiplication problems. **Day 4:** 1. Draw arrays and create their own division word problems. 2. Understand that division is the inverse of multiplication. **Day 5:** 1. Sort word problems into division and multiplication. 2. Understand that division is the inverse of multiplication and use this to check answers.	***Multiplication and Division*** **Day 1:** 1. Know the 4 times table. 2. Use the 4 times table to learn the 8 times table. **Day 2:** 1. Know the 2, 3, 4, 5, 8, 10 times tables off by heart. 2. Understand that multiplication can be done in any order. **Day 3:** 1. Divide whole numbers by 2, 3, 4, 5, 8 or 10, using times tables. **Day 4:** 1. Divide whole numbers by 2, 3, 4, 5, 8 or 10, using times tables. **Day 5:** 1. Know which calculation to perform (multiplication or division) in order to solve a word problem. 2. Use multiplication or division to solve a word problem.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
10 S P R I N G	**Day 1:** Adding tens. Pairs to 10. **Day 2**: 10 + single-digit numbers. Pairs to 20. **Day 3:** Pairs to 10. Saying 1 or 2 more than a 2-digit number. **Day 4:** Partition 5, 6 & 7. Saying 1 or 2 more than a 2-digit number. **Day 5:** Number facts. Counting on in 10s.	***Addition & Subtraction*** **Day 1:** Know all number bonds to 10. **Day 2:** 1. Use pairs to ten to bridge ten with the support of bead strings and beaded lines. **Day 3:** 1. Use pairs to ten to bridge ten with the support of money lines. 2. Add coins and amounts which total more than 10p. **Day 4:** 1.Use pairs to ten to bridge ten with the support of beaded lines. **Day 5:** 1. Sort calculations according to whether they will bridge ten or not. 2. Choose the most effective method for working out additions.	***Addition & Subtraction*** **Day 1:** 1. Add 5 small numbers spotting pairs to 10 or doubles. **Day 2:** 1. Sort additions according to whether they are known facts or need to be worked out. 2. Work out additions using different methods. **Day 3:** 1. Sort subtractions according to whether they are known facts or need to be worked out. 2. Work out subtractions using different methods. **Day 4:** 1. Subtracting two two-digit numbers (where units are smaller in the number being taken away) using the grid and Spider. **Day 5:** 1. Decide whether a word problem requires addition or subtraction to solve it. 2. Solve addition/subtraction word problems using Spider and number grid.	***Addition and Subtraction*** **Day 1:** 1. Add two 3-digit numbers using expanded addition. 2. Move digits along columns when adding. 3. Begin to use compact addition. **Day 2:** 1. Add two 3-digit numbers using expanded addition. 2. Move digits along columns when adding. 3. Begin to use compact addition. **Day 3:** 1. Subtract using counting up on the empty number line (Frog). **Day 4:** 1. Subtract using counting up on the empty number line (Frog). 2. Use addition to check subtraction **Day 5:** 1. Interpret a word problem. 2. Use addition or counting up subtraction to solve a word problem.

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
11 S P R I N G	**Day 1:** Make amounts up to 10p. Number bonds to 10. **Day 2**: Coin recognition. Adding to next 10. **Day 3:** Count in tens. Locating 2-digit number on number line. **Day 4:** Pairs to 10p. Coin recognition. **Day 5:** Count on and back in 10s. Number bonds to 20.	***Mental Addition & Subtraction and Money*** **Day 1:** 1. Find ways to pay up to 10p. **Day 2:** 1. Find totals of single-digit prices using known facts or counting on, including bridging 10p. **Day 3:** 1. Add 10p and 20p to 2-digit prices, answers less than £1. **Day 4:** 1. Find change from 10p by counting on and using number bonds. **Day 5:** 1. Find the difference between amounts of money less than 20p, with a difference of 5p or less.	***Mental Addition & Subtraction and Money*** **Day 1:** 1. Subtract two-digit numbers lying either side of a multiple of 10 by counting up. **Day 2:** 1 Subtract two-digit numbers lying either side of a multiple of 10 by counting up and finding the difference using a landmarked line. 2. Begin to sort subtractions choosing either to find the difference (counting up) or counting back. **Day 3:** 1. Use finding the difference to subtract amounts. 2. Use a number square to support. **Day 4:** 1. Recognise coins. 2. Use coins to make 2-digit amounts. **Day 5:** 1. Add two-digit money amounts using partitioning.	***Multiplication and division and Fractions*** **Day 1:** 1. Know multiplying by 4 is the same as doubling twice. 2. Double a number twice to multiply it by 4. **Day 2:** 1. Know dividing by 4 is the same as halving and halving again. 2. Divide a number by 4 by halving twice. **Day 3:** 1. Find unit-fractions using knowledge of multiplication and division: 1/2, 1/4, 1/3, 1/5, 1/8, 1/10. **Day 4:** 1. Find non-unit fractions using knowledge of multiplication and division: halves, quarters, thirds, fifths, eights and tenths. **Day 5:** 1. Find non-unit fractions using knowledge of multiplication and division: halves, quarters, thirds, fifths, eights and tenths.

Year 2 – Summer Term

GREEN – Place Value & Number

GREY – Fractions/Decimals/Percentages/Ratio

ORANGE – Addition & Subtraction

BLUE – Geometry/Shape/Measures/Data

PURPLE – Multiplication & Division

BROWN – Algebra

Wk	Starter	Y1: Weekly Objectives	Y2: Weekly Objectives	Y3: Weekly Objectives
1 S U M M E R	**Day 1:** Recite numbers to 100. Counting in 10s. **Day 2**: Count in 10s from 10. Counting in 2s. **Day 3:** Ordering numbers to 100. Halves and quarters of shapes. **Day 4:** Teens numbers. Count in 3s. **Day 5:** Finding doubles. Count in 1/2s and 1/4s.	***Number and place value and Fractions*** **Day 1:** 1. Compare two numbers less than 100, say which is more or less. **Day 2:** 1. Say a number between any given neighbouring pairs of multiples of 10. **Day 3:** 1. Count on in 10s from single-digit numbers and back, and relate this to adding and subtracting 10. **Day 4:** 1. Find 1/2and a 1/4 of shapes**.** **Day 5:** 1. Find 1/2and a 1/4 of shapes and amounts.	***Number and place value and Fractions*** **Day 1:** 1 Can count in 2s, 5s and 10s confidently. 2. Recognise multiples of 2, 5 and 10. 3. Are beginning to count in 3s. **Day 2:** 1. Count in 3s. 2. Recognise multiples of 3. **Day 3:** 1. Count in 1/2s. 2. Count in 1/4s. 3. Know that 2/4 is the same as ½. **Day 4:** 1. Find ½ and ¼ of amounts by sharing and using number facts. 2. Find ¾ of amounts by adding ½ and ¼. **Day 5:** 1. Find ½ and ¼ of amounts by sharing and using number facts. 2. Find ¾ of amounts by adding ½ and ¼.	***Number/Place value*** **Day 1:** 1. Count in steps of 50 or 100 from any number up to 1000. **Day 2:** 1. Count in steps of 4 or 8 from 4 and 8. 2. Identify patterns. **Day 3:** 1. Find and test rules for sequences (counting up or down in a constant step). **Day 4:** 1. Count in 1s beyond 1000. 2. Begin to count in 10s beyond 1000. **Day 5:** 1. Understand place value in 4-digit numbers.

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2 S U M M E R	**Day 1:** Counting on and back. Double multiples of 5 to 50. **Day 2**: Count in 10s from single-digit numbers. Number facts. **Day 3:** Count in 10s from single-digit numbers. +/- multiples of 10. **Day 4:** Number bonds to 10. Using subtraction facts. **Day 5:** Number bonds to 10. Using addition and subtraction facts.	***Addition and subtraction*** **Day 1:** 1. Add 10s to 2-digit numbers. **Day 2:** 1. Add 11 to multiples of 10. **Day 3:** 1. Subtracting 10s from a 2-digit number. **Day 4:** 1. Subtract 11 from multiples of 10. **Day 5:** 1. Add and subtract 11 from multiples of 10. 2. Describe the pattern this makes on a number grid	***Addition and subtraction*** **Day 1:** 1. Double 2-digit numbers using partitioning (answers less than 100). 2. Halve 2-digit numbers using partitioning (friendly numbers). **Day 2:** 1. Add any pair of 2-digit numbers using partitioning. **Day 3:** 1. Add any pair of 2-digit numbers using partitioning or counting on in 10s and ones. **Day 4:** 1. Subtract a 2-digit number by counting back in 10s (not crossing 10s). **Day 5:** 1. Subtract a 2-digit number by counting back in 10s.	***Addition and Subtraction*** **Day 1:** 1. Use compact addition to add any pair of 3-digit numbers. **Day 2:** 1. Use compact addition to add any pair of 3-digit numbers. 2. Round to the nearest 10 or 100 to estimate totals. **Day 3:** 1. Use compact addition to add any pair of 3-digit numbers. 2. Look for patterns and make generalisations. **Day 4:** 1. Use Frog to subtract 2-digit numbers from 3-digit numbers, e.g. 137 – 72. **Day 5:** 1. Use Frog to subtract pairs of numbers within the same century, e.g. 472 – 427. 2. Look for patterns and make generalisations.

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3 S U M M E R	**Day 1:** Number bonds to 10. Locating 2-digit number on number line. **Day 2**: Number bonds to 10. Number Bonds to 10. **Day 3:** Comparing 2-digit numbers. Number bonds to 10. **Day 4:** Comparing and estimating. Counting on and back in tens. **Day 5:** Telling time to the quarters.	***Addition and subtraction*** **Day 1:** 1.Know number bonds to 10. 2. Use pairs to 10 to add to the next 10s number. **Day 2:** 1.Use number bonds to add, bridging 10. 2. Recognise whether two numbers added together will bridge 10. **Day 3:** 1. Use bonds to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 - 4…) with visual support. **Day 4:** 1. Use pairs to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 - 4…) 2. Record the steps on a beaded line. **Day 5:** 1. Use pairs to 10 to bridge 10 when subtracting (12 – 2, 12 – 3, 12 - 4…) and record the steps on a beaded line. 2. Sort calculations according to whether they will bridge 10 or not.	***Addition and subtraction*** **Day 1:** 1. Find a difference between two 2-digit numbers by counting up. **Day 2:** 1. Find a difference between two 2-digit numbers by counting up. 2. Begin to find differences totalling more than 20. **Day 3:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up. **Day 4:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up. **Day 5:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up.	***Addition and Subtraction/ Money*** **Day 1:** 1. Add three or four 2-digit numbers using expanded or compact addition. **Day 2:** 1. Add three or four 2-digit numbers using compact addition. 2. Use rounding to estimate totals. **Day 3:** 1. Add three or four 2-digit numbers using compact addition. 2. Find and test rules. **Day 4:** 1. Use Frog (counting up) to help calculate change from £5, £10 and £20. **Day 5:** 1. Use Frog (counting up) to find the difference between amounts of money.

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4 S U M M E R	**Day 1:** Using Place value to subtract. Count in halves and quarters. **Day 2**: Adding to make bonds to 20. Find ½, ¼ and ¾ of amounts. **Day 3:** Bonds to 20. Count in halves and quarters. **Day 4:** 1/2's. Quarters. **Day 5:** Count in steps of one hour. Read o'clock, ½ past and ¼ past times (analogue).	***Measure*** **Day 1:** 1. Name common 3D shapes and their faces. **Day 2:** 1. Name, describe and sort common 3D shapes. 2. Recognise 2D drawings of common 3D shapes. **Day 3:** 1.Describe properties of common 3D shapes. 2. Make models of 3D shapes. **Day 4:** 1. Read the time to the ½ hour on analogue clocks. **Day 5:** 1. Read the time to the ½ hour on analogue and digital clocks. 2. Match analogue and digital clocks.	***Measure*** **Day 1:** 1. Recognise common 3D solids including in pictures in different positions and orientations. 2. Sort and describe 3D shapes, referring to their properties. **Day 2:** 1. Count number of faces and corners of common 3D shapes. **Day 3:** 1. Describe 3D shapes. **Day 4:** 1. Read the time to the 1/4 of an hour on analogue clocks. **Day 5:** 1. Read the time to the 1/4 of an hour on an analogue clock. 2. Match times on an analogue clock to digital times (to the 1/4 of an hour). 3. Begin to read the time to the nearest 5 minutes on an analogue clock.	***Shape or measures or data*** **Day 1:** 1. Recognise and find one or more lines of symmetry. 2. Complete complicated symmetrical drawings. **Day 2:** 1. Describe and name 2D shapes 2. Sort shapes in different ways according to their properties. **Day 3:** 1. Describe properties and name 2D shapes. 2. Recognise right angles. 3. Sort 2D shapes using a Venn diagram. **Day 4:** 1. Describe and name 3D shapes and use correct mathematical vocabulary. 2. Sort shapes according to their properties. **Day 5:** 1. Describe and name 3D shapes and use correct mathematical vocabulary. 2. Sort 3D shapes using a Carroll diagram.

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5 S U M M E R	**Day 1:** Count in 2s. Count in 10s and 5s. **Day 2**: Count in 5s. Count in 2s. **Day 3:** 1/2s. Counting in Quarters. **Day 4:** Counting in 2s. Count in 2s, 5s, 10s. **Day 5:** Counting in 5s and 10s. **:** Tell the time to the nearest ¼ hour.	***Multiplication and division*** **Day 1:** 1. Count in 2s, 5s and 10s. 2. Record counting on a beaded line with hops. **Day 2:** 1.Counting in 2s, 5s and 10s. 2. Use repeated addition to work out multiplication problems. **Day 3:** 1.Work out simple multiplications by counting 'sets of'. 2. Begin to use a penny number line to ring sets. **Day 4:** 1. Work out simple division problems by working out how many sets in a given number. **Day 5:** 1.Work out division problems by grouping objects. 2. Begin to use a beaded line to group.	***Multiplication and division*** **Day 1:** 1. Work out multiplications using beaded lines and drawing hops. 2. Begin to use landmarked lines to work out multiplications. **Day 2:** 1. Work out multiplications using beaded lines and drawing hops. 2. Begin to use landmarked lines to work out multiplications. **Day 3:** 1. Work out divisions using beaded or landmarked lines and drawing hops. 2. Understand that division is the inverse of multiplication. **Day 4:** 1. Work out divisions using beaded or landmarked lines and drawing hops. 2. Understand that division is the inverse of multiplication. **Day 5:** 1. Use division as the inverse of multiplication to solve problems.	***Multiplication and Division*** **Day 1:** 1. Double numbers to 100 using partitioning. **Day 2:** 1. Halve numbers to 100 using partitioning. **Day 3:** 1. Know times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x). **Day 4:** 1. Begin to use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers. **Day 5:** 1. Begin to use the grid method to multiply 2-digit numbers (numbers < 30) by 1-digit numbers. 2. Find and test rules.

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6 S U M M E R	**Day 1:** Pairs to 10. Mark 2-digit numbers on a landmarked line. **Day 2**: Make amounts up to 10p. Recognise multiples of 2 and 5. **Day 3:** Count on/back in 10s. Round 2-digit numbers to nearest 10. **Day 4:** Subtraction facts. Place value. **Day 5:** Complements to multiples of 10. Compare numbers between 100 and 200.	***Addition and subtraction and Place value*** **Day 1:** 1. Work out totals to 20p by using number bonds to 10 and twenty. **Day 2:** 1.Find totals of amounts by using different number facts to help. **Day 3:** 1. Finding totals by adding 10 or twenty to a number. **Day 4:** 1. Finding change from 20p by counting on and finding the difference. **Day 5:** 1. Find the difference between two amounts by counting on.	***Addition and subtraction and Place value*** **Day 1:** 1. Mark 2-digit numbers on an 'empty' number line (only 0 and 100 labelled). **Day 2:** 1. Say which multiples of 10 a 2-digit number is between. 2. Round a 2-digit number to the nearest 10. **Day 3:** 1. Recite numbers 100 to 200. 2. Mark 3-digit numbers between 100 and 200 on a bead string. 3. Use knowledge of the order of numbers to 100 to order numbers 100 to 200. **Day 4:** 1. Partition three-digit numbers into multiples of 100, 10 and 1 2. Write addition sentences. **Day 5:** 1. Partition three-digit numbers into multiples of 100, 10 and 1 and write addition sentences. 2. Know what each digit represents in a three-digit number.	***Number, Place value and Money*** **Day 1:** 1. Say what each digit represents in a 3-digit number. 2. Use equipment to represent 3-digit numbers. **Day 2:** 1. Place 3-digit numbers on an empty number line. 2. Compare pairs of 3-digit numbers and find a number in-between. **Day 3:** 1. Round 3-digit numbers to the nearest 10 or 100. **Day 4:** 1. Know what each digit in an amount between £1 and £10 stands for. 2. Make ordered lists to help with an investigation. **Day 5:** 1. Use place value to add and subtract pounds, 10ps and 1ps, e.g. £4.63 – 60p and £3.49 + 30p.

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7 S U M M E R	**Day 1:** Pairs to 10. Adding a single digit to a 2-digit number. **Day 2**: Mark numbers on beaded lines. Subtracting single digit from 2-digit numbers. **Day 3:** Number facts. Bonds to 10. **Day 4:** Number bonds to 10. Adding to next 10. **Day 5:** Doubling numbers. Adding a single digit to a 2-digit number.	***Addition and subtraction*** **Day 1:** 1. Use pairs to ten to find the complement to the next multiple of ten, using a bead string for support. **Day 2:** 1. Use pairs to ten to find the complement to the next multiple of ten, using a beaded number line for support. **Day 3:** 1. Adding single digit numbers to 2-digit numbers using patterns, e.g. 2+4 and 12+4. **Day 4:** 1. Adding single digit numbers to 2-digit numbers using number facts and patterns. **Day 5:** 1. Adding single digit numbers to 2-digit numbers using number facts such as pairs to 10 and doubles. 2. Find numbers that are easier to add together and explain why.	***Addition and subtraction*** **Day 1:** 1. Add any pair of two-digit numbers using partitioning or counting on in tens and ones. **Day 2:** 1. Add any pair of two-digit numbers using partitioning or counting on in tens and ones. **Day 3:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up. **Day 4:** 1. Subtract by counting up (difference) or counting back. 2. Decide whether it would be more efficient to subtract by counting back or counting up. **Day 5:** 1. Solve money (<£1) word problems, know whether to use addition or subtraction.	***Addition and Subtraction*** **Day 1:** 1. Add three or four 2-digit numbers using compact addition. 2. Use rounding to estimate answers. **Day 2:** 1. Use column addition to add three 3-digit numbers. 2. Use rounding to estimate answers. **Day 3:** 1. Use column addition to add two amounts of money. 2. Use rounding to estimate answers. **Day 4:** 1. Use counting up (Frog) to find change from £5, £10 and £20. **Day 5:** 1. Use counting up (Frog) to find change from £100.

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8 S U M M E R	**Day 1:** 2D shape. Days of the week. **Day 2:** 2D shape. Months of the year. **Day 3:** Days of the week. Months and seasons. **Day 4:** Count in steps of one hour. Tell the time to the ¼ hour. **Day 5:** Set the clock game. Count in 5s.	***Measures, shape and data*** **Day 1:** 1.Recognise 3D shapes and describe some of their properties. 2. Describe how a 3D object has been turned. 3. Understand ¼, ½ and ¾ turns. **Day 2:** 1.Recognise 3D shapes and describe some of their properties. 2. Describe the position of a 3D shape using directional language. **Day 3:** 1. Know the order of days of the week and months of the year. 2. Say the next month/day that comes after any given month/day. **Day 4:** 1.Tell the time to the nearest half hour with confidence. 2. Work out times half an hour later. **Day 5:** 1.Tell the time to the nearest half hour with confidence. 2. Work out time problems involving half hour time intervals.	***Measures, shape and data*** **Day 1:** 1. Know the days of the week in order. **Day 2:** 1. Know the months of the year in order. 2. Know what usually happens during each month of the year. **Day 3:** 1. Answer a question by showing data in a block graph. **Day 4:** 1. Tell the time on an analogue clock to the nearest 5 minutes. 2. Order times shown on analogue clocks. **Day 5:** 1. Tell the time on an analogue and digital clock to quarter of an hour intervals.	***Measures and Shape*** **Day 1:** 1. Recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. **Day 2:** 1. Identify whether angles are greater than or smaller than a right angle. **Day 3:** 1. Sort shapes according to whether they have parallel lines, perpendicular lines or both. **Day 4:** 1. Count faces, vertices and edges of 3D shapes. 2. Look for patterns and generalise. **Day 5:** 1. Know units of time and the relationship between them.

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9 S U M M E R	**Day 1:** Doubling numbers to 6. Double multiples of 5 to 50. **Day 2**: Odd/even numbers. Counting in 2s. **Day 3:** Counting in 2s. Count in 5s. **Day 4:** Count in 2s, 5s, 10s. **Day 5:** Count on/back in 10s. Halving.	***Multiplication and division*** **Day 1:** 1. Double a number up to 20 by doubling the tens and then doubling the ones. **Day 2:** 1.Understand what halving a number means. 2. Halving even numbers up to 20. **Day 3:** 1.Understand multiplication as 'sets of'. 2. Begin to record 'sets of' as a multiplication number sentence. **Day 4:** 1. Work out multiplication sets of 5 and 10 as towers of cubes. **Day 5:** 1.Work out multiplication problems involving money. 2. Begin to work out division problems as grouping.	***Multiplication and division*** **Day 1:** 1. Halve or double a 2-digit number. 2. Understand that halving is the inverse of doubling. **Day 2:** 1. Understand arrays and the facts that can be found from them. 2. Solve multiplications using beaded or landmarked lines. **Day 3:** 1. Solve multiplications using beaded or landmarked lines. 2. Use multiplication to solve word problems. **Day 4:** 1. Solve divisions using beaded or landmarked lines. 2. Say the multiplication which is the inverse of a given division. **Day 5:** 1. Solve multiplications and divisions using landmarked or beaded lines. 2. Understand that multiplication is the inverse of division. 3. Interpret a word problem – know whether it involves multiplication or division.	***Mental Multiplication and Division*** **Day 1:** 1. Scale up by multiplying by 4 (double twice) and by 10. **Day 2:** 1. Scale down by dividing by 4 (halve twice) and by 10. **Day 3:** 1. Divide numbers just beyond the 3, 4 and 5 times tables (no remainders). **Day 4:** 1. Divide numbers just beyond the times tables (no remainders). **Day 5:** 1. Divide numbers just beyond the 3, 4, 5 and 8 times tables (with remainders).

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10 S U M M E R	**Day 1:** Counting on and back in 10s. Coin recognition. **Day 2**: Counting on and back in 10s. Counting on in 10ps and 5ps. **Day 3:** Count in 10s from single-digit numbers. Adding to next 10. **Day 4:** Make amounts up to 10p. Counting back in 10ps and 5p's. **Day 5:** Pairs to 10. £ and pence notation.	***Addition and subtraction*** **Day 1:** 1.Adding single digit numbers to 2-digit using facts and patterns. **Day 2:** 1. Subtracting single digit numbers to 2-digit numbers using facts and patterns. **Day 3:** 1.Use the correct operation to work out number sentences. 2. Work out addition and subtraction number sentences using facts and patterns to help. **Day 4:** 1.Find totals of money amounts using number facts. 2. Find the best order for adding money amounts. **Day 5:** 1. Find change from 30p by finding the difference.	***Addition and subtraction*** **Day 1:** 1. Recognise coins. 2. Use coins to make 2-digit amounts. **Day 2:** 1. Add 2-digit money amounts (totalling less than £1) using counting up or partitioning. **Day 3:** 1. Find change by counting up to find a difference, differences less than 30. **Day 4:** 1. Find change by counting up to find a difference. 2. Find change by counting back to subtract. 3. Choose a strategy for taking away. **Day 5:** 1. Use addition and subtraction to solve a 2-step problem.	***Addition & Subtraction and Multiplication & Division*** **Day 1:** 1. Add 3-digit numbers using place value. 2. Add near multiples of 100. **Day 2:** 1. Subtract 3-digit numbers using place value. 2. Subtract near multiples of 100. **Day 3:** 1. Use the grid method to multiply numbers between 20 and 40 by single-digit numbers. **Day 4:** 1. Divide numbers within and just beyond the times tables (with remainders). **Day 5:** 1. Solve correspondence problems.

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11 S U M M E R	**Day 1:** Days of the week. Counting in 2s. **Day 2**: Days of the week and months of the year. Count in 3s. **Day 3:** Count in steps of one hour. Understanding division as the inverse of multiplication. **Day 4:** Set the clock game. Count in 5 minute intervals. **Day 5:** Days of the week. Tell the time to the nearest 5 minutes in analogue and digital.	***Fractions, multiplication & division, time*** **Day 1:** 1.Know the days of the week and months of the year in order. 2. Say the month that comes before or after a given month. **Day 2:** 1.Use the language of time to describe events. 2. Order events into chronological order. **Day 3:** 1.Read o'clock and half past times on analogue and digital clocks. 2. Convert digital times to analogue times. 3. Order times from earliest to latest. **Day 4:** 1.Show data in block graphs. 2. Answer questions about their block graphs. **Day 5:** 1.Present data in pictograms. 2. Compare data from two pictograms.	***Fractions, multiplication & division, time*** **Day 1:** 1. Find ½ and ¼ of amounts by sharing and using number facts. 2. Find ¾ of amounts by adding ½ and ¼ **Day 2:** 1. Count in halves. 2. Count in quarters. 3. Know that 2/4 is the same as ½. 4. Find ¼ of an amount by sharing. **Day 3:** 1. Use multiplication and division (number facts & sharing) to solve 1-step word problems. **Day 4:** 1. Use negative numbers in context of temperature. **Day 5:** 1. Find differences in temperature.	***Fractions and Measures*** **Day 1:** 1. Understand the concept of tenths. 2. Find one tenth, then several tenths of multiples of 10. **Day 2:** 1. Understand fractions as numbers and as operators. 2. Find unit fractions of amounts. **Day 3:** 1. Find non-unit fractions of amounts. **Day 4:** 1. Find fractions that are equivalent to ½ and to ¼. **Day 5:** 1. Add and subtract fractions with the same denominator, answers less than 1, using a supporting image.