ICKFORD SCHOOL

# CLASS 2

## Numeracy Scheme of Work

| Class 2 Autumn 1 | | | |
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| | **Weeks 1-2** | **Week 3-5** | **Week 6-8** |
| **Topic** | **Number and Place Value** | **Addition** | **Subtraction** |
| **National Curriculum Link** | Year 1<br>count to and across to 20, forwards and backwards, beginning with 0 or 1, or from any given number.<br><br>Count, read and write numbers to 20 in numerals.<br><br>Given a number, identify one more and one less.<br><br>Year 2<br>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.<br><br>Recognise the place value of each digit in a two-digit number (tens, ones) and three digit numbers.<br><br>Read and write numbers to at least 100 in numerals and in words.<br><br>Identify one more, one less, ten more, ten less than a given number. | Year 1<br>Begin to read, write and interpret mathematical statements involving addition (+) and equals (=) signs.<br><br>Represent and use number bonds<br>add one-digit and two-digit numbers to 20, including zero.<br><br>Solve one-step problems that involve addition.<br><br>Year 2<br>Solve problems with addition using concrete objects and pictorial representations, including those involving numbers.<br><br>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.<br><br>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. | Year 1<br>Begin to read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs.<br><br>Represent and use number bonds and related subtraction facts within 20.<br><br>Add and subtract one-digit and two-digit numbers to 20, including zero.<br><br>Solve one-step problems that involve subtraction.<br><br>Year 2<br>Solve problems with subtraction: using concrete objects and pictorial representations, including those involving numbers.<br><br>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |
| **White Rose Maths Resource Link** | Place Value | Addition | Subtraction |

| Class 2 Autumn 2 | | |
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| | **Weeks 1-4** | **Week 5 – 6** |
| **Topic** | **Number and Place Value** | **Shape** |
| **National Curriculum Link** | Year 1<br>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.<br><br>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.<br><br>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.<br><br>Read and write numbers from 1 to 100 in numerals and words. Given a number, identify 1 more and 1 less.<br><br>Year 2<br>Compare and order numbers from 0 up to 100; use <, > and = signs.<br><br>Use place value and number facts to solve problems.<br><br>Read and write numbers to at least 100 in numerals and in words.<br><br>Recognise the place value of each digit in a 2-digit number Identify, represent and estimate numbers using different representations, including the number line. | Year 1<br>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).<br><br>Year 2<br>Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.<br><br>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.<br><br>Order and arrange combinations of mathematical objects in patterns compare and sort common 2-D and 3-D shapes and everyday objects identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.<br><br>Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.<br><br>Compare and sort common 2-D and 3-D shapes and everyday objects identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. |
| **White Rose Maths Resource Link** | Place Value | Shape |

| Class 2 Spring 1 | | | |
|---|---|---|---|
| | **Weeks 1-2** | **Week 3-5** | **Week 6-8** |
| Topic | **Addition** | **Subtraction** | **Multiplication** |
| National Curriculum Link | Year 1<br>Begin to read, write and interpret mathematical statements involving addition (+), and equals (=) signs represent and use number bonds facts within 20.<br><br>Add one-digit and two-digit numbers to 20, including zero.<br><br>Solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems such as 5+?=9.<br><br>Year 2<br>Recall and use addition facts to 20 fluently, and derive and use related facts up to 100.<br><br>Add numbers using concrete objects, pictorial representations, and mentally, including:<br>-a two-digit number and ones<br>-a two-digit number and tens<br>-two two-digit numbers<br>-adding three one-digit numbers | Year 1<br>Begin to read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs.<br><br>Represent and use number bonds and related subtraction facts within 20.<br><br>Subtract one-digit and two-digit numbers to 20, including zero.<br><br>Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9.<br><br>Year 2<br>Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100.<br><br>Subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>- a two-digit number and ones<br>- a two-digit number and tens<br>- two two-digit numbers<br>- adding three one-digit numbers | Year 1<br>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.<br><br>To make connections between arrays, number patterns, and counting in twos, fives and tens<br><br>Year 2<br>Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>show that multiplication of two numbers can be done in any order (commutative).<br><br>Calculate mathematical statements for multiplication within the multiplication tables solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |
| White Rose Maths Resource Link | Addition | Subtraction | Multiplication |

| Class 2 Spring 2 | | | |
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| | **Week 1-3** | **Week 4-6** | **Week 7-8** |
| Topic | **Division** | **Length and Height** | **Statistics** |
| National Curriculum Link | Year 1<br><br>Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.<br><br>Year 2<br><br>Calculate mathematical statements for division and write them using the division (÷) and equals (=) signs.<br><br>Solve problems involving division, using materials, arrays, repeated subtraction, mental methods, and division facts, including problems in contexts. | Year 1<br>Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).<br><br>Measure and begin to record length and height.<br><br>Year 2<br>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales.<br><br>Compare and order lengths, mass and record the results using >, < and =. | Year 1<br>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.<br><br>Year 2<br>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.<br><br>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.<br><br>Ask and answer questions about totalling and comparing categorical data.<br><br>Ask and answer questions about totalling and comparing categorical data.<br><br>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.<br><br>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. |
| White Rose Maths Resource Link | Division | Length and Height | Statistics |

| Class 2 Summer 1 | | |
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| | **Weeks 1-3** | **Week 4-7** |
| Topic | **Recognising Money** | **Fractions** |
| National Curriculum Link | <u>Year 1</u><br>Recognise and know the value of different denominations of coins and notes.<br><br>Children will use their knowledge of place value to match coins with equivalent values.<br><br><u>Year 2</u><br>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.<br><br>Find different combinations of coins that equal the same amounts of money.<br><br>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | <u>Year 1</u><br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.<br><br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.<br><br><u>Year 2</u><br>Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.<br><br>Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½. |
| White Rose Maths Resource Link | Awaiting link from White Rose | Awaiting link from White Rose |

| Class 2 Summer 2 | | | |
|---|---|---|---|
| | **Weeks 1-3** | **Week 4-6** | **Week 7-8** |
| Topic | **Time** | **Mass, Capacity and Temperature** | **Position and Direction** |
| National Curriculum Link | <u>Year 1</u><br>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.<br><br>Measure and begin to record the following: time (hours, minutes, seconds) compare, describe and solve practical problems for time (hours, minutes, seconds).<br><br>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].<br><br>Recognise and use language relating to dates, including days of the week, weeks, months and years.<br><br><u>Year 2</u><br>Compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.<br><br>Know the number of minutes in an hour and the number of hours in a day become fluent in telling the time on analogue clocks and recording it. | <u>Year 1</u><br>Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).<br><br>Measure and begin to record the following: mass/weight<br><br>Compare, describe and solve practical problems for: mass or weight (e.g. heavy/light, heavier than, lighter than).<br><br><u>Year 2</u><br>Choose and use appropriate standard units to estimate and measure; mass (kg/g), temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.<br><br>Compare and order volume/capacity and record the results using >, < and =<br><br>Compare and order lengths, mass and record the results using >, < and = | <u>Year 1</u><br>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles).<br><br>Describe position, directions and movements, including whole, half, quarter and three-quarter turns.<br><br><u>Year 2</u><br>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).<br><br>Order and arrange combinations of mathematical objects in patterns and sequences. |
| White Rose Maths Resource Link | Awaiting link from White Rose | Awaiting link from White Rose | Awaiting link from White Rose |