



Year 2 Maths Long Term Overview Scheme 3.0

Rationale

This overview is designed to run alongside the White Rose Schemes of Learning (Version 3.0) found [here](#). The small steps within White Rose are not necessarily designed to cover one lesson so some may be repeated which can be used to consolidate concepts or allow children greater access to reasoning and problem solving. This is particularly evident in the Y1 schemes. The lessons that are linked to the [DFE ready to progress criteria](#) are identified with a reference such as **(NPV-1)**, teachers can use these to refer to the document for additional planning support. Due to differing term lengths, these overviews do not directly match those on White Rose. For instance, some units are started earlier in the term or the term before, but they all correlate with the schemes of learning.

Vocabulary

There are also two vocabulary rows on the document, which show the subject specific vocabulary that needs to be introduced or re-introduced as part of the unit as well as what should have been covered in the previous year group. It is essential that teachers refer to previous year's vocabulary especially if children are not secure. If children are still struggling to define certain pieces of vocabulary, teachers should be encouraged to reintroduce them. Whole school vocabulary progression documents are within the Maths area on ReachIn and this language is also present on the accompanying knowledge organisers.

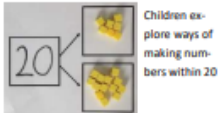
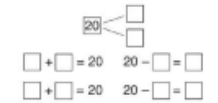
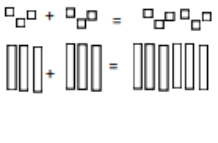
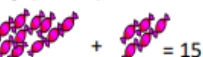
Consolidation/revisiting

The consolidation row has been removed from the most recent overviews as we suggest that the White Rose 'Flashback 4s' are used to revisit and consolidate learning as they reduce workload for teachers and comprehensively revisit taught content. If you chose not to use these, teachers should be encouraged to spend half the week looking at the previous year's small steps before teaching a unit and revisit them briefly. For the other half, they'd be encouraged to revisit learning they've done during the current year.

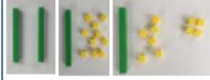
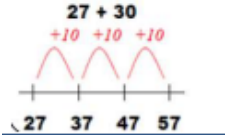
Also, the new White Rose schemes have removed the explicit recap sessions, however the beginning of the units include steps from the previous year to ensure children have the required knowledge to access new learning.

Assessment/Consolidation Weeks

The end of unit assessments have been left in, these can be taken from the previous years' resources if necessary as they will broadly match the topic being taught. Finally, within the plans there are also assessment/consolidation weeks which have been put in to revisit topics children struggled with or as buffers for if and when units overrun to accommodate assessments, trips, productions etc. These documents are also fully editable so topics or assessment weeks can be moved around or lengthened if necessary and to accommodate different term lengths. The term lengths are kept as seven weeks for the two autumn half terms and summer 2 and six for the rest. However, they can be adapted to meet differing term lengths.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Units	Cover previous knowledge – Addition, subtraction and place value.	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and subtraction	Number: Addition and subtraction
Lesson objectives (Small steps)		1) Numbers to 20 (NPV-1) 2) Count objects to 100 by making 10s (NPV-1) 3) Recognise tens and ones (NPV-1) 4) Use a place value chart (NPV-1)	5) Partition numbers to 100 (NPV-1) 6) Write numbers to 100 in words (NPV-1) 7) Flexibly partition numbers to 100 (NPV-1) 8) Write numbers to 100 in expanded form (NPV-1)	9) 10s on the number line to 100 (NPV-1) 10) 10s and 1s on the number line to 100 (NPV-1) 11) Estimate numbers on a number line (NPV-2) 12) Compare objects (NPV-2) 13) Compare numbers (NPV-2)	14) Order objects and numbers (NPV-2) 15) Count in 2s, 5s and 10s (NPV-2) (May want to do this over 2 lessons) 16) Count in 3s (NPV-2) 17) Mini-assessment (end of unit assessment)	1) Bonds to 10 (NF-1) Concrete (using known number facts)  2) Fact families – addition and subtraction bonds within 20 (NF-1) Pictorial using known facts  3) Related facts (NF-1, AS-3) 4) Bonds to 100 (tens) (AS-4) Use known facts concrete to show relation of number bonds to 10 and 100.  5) Add and subtract 1s (AS-3) Counting on and back _mental maths strategy 6) Add by making 10 (AS-1) Concrete – 10s frame. 7) Add three 1-digit numbers (AS-3) Concrete (add three digit numbers) 8) Add to the next 10 (AS-1) Add three digit number pictorial  Regroup and draw representation.  9) Add across 10 (AS-1) Add three 1 digit number abstract	
Vocabulary (Year group specific)		Place value Digit Two-digit (Revisit Y1 vocab)	Partition Place value Digit Two-digit (Revisit Y1 vocab)	Place value Digit Two-digit Estimate (Revisit Y1 vocab)	Count in steps Place value Digit Two digit Estimate (Revisit Y1 vocab)	2-digit number (can extend to 3 digit) Commutative Sum Inverse	2-digit number (can extend to 3 digit) Commutative Sum

Previous years Vocabulary		Sort Represent Order/ordinal Compare Forwards Backwards Numerals Multiples Equal to Ones Tens Partitioning Digit	Sort Represent Order/ordinal Compare Forwards Backwards Numerals Multiples Equal to Ones Tens Partitioning Digit	Sort Represent Order/ordinal Compare Forwards Backwards Numerals Multiples Equal to Ones Tens Partitioning Digit	Sort Represent Order/ordinal Forwards Backwards Numerals Multiples Equal to Ones Tens Partitioning Digit	Number bonds Equals Total Part Whole Facts Inverse Subtraction/subtract Addition/add Difference	Number bonds Equals Total Part Whole Facts Inverse Subtraction/subtract Addition/add Difference
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Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Units	Number: Addition and subtraction	Number: Addition and subtraction	Number: Addition and subtraction	Mental Maths Week	Geometry: 2D Shape	Geometry: 3DShape	Consolidation and Assessment week
Lesson objectives (Small steps)	10) Subtract across 10 (AS-1) Concrete regroup a ten into ten ones  11) Subtract from a 10 (AS-3) Pictorial regroup a ten into ten ones. 12) Subtract a 1-digit number from a 2-digit number (across a 10) (AS-3) Regroup a ten into ten ones abstract 13) 10 more, 10 less (NPV-2) (AS-3)	15) Add two 2-digit numbers (not across a 10) (AS-4) Add two 2 digit numbers. 16) Add two 2-digit numbers (across a 10) (AS-4) Add 2 digit numbers and tens pictorial  Partitioning to subtract without regrouping concrete 17) Subtract two 2-digit numbers (not across a 10) (AS-4)	19) Mixed addition and subtraction (AS-4) 20) Compare number sentences (NF-1) 21) Missing number problems 22) Mini- Assessment (end of unit assessment)	Monday – Bonds to 10 Tuesday – Related facts within 20. Wednesday – Bonds to 100 (in 10s) Thursday - addition bridge to ten $8+4 = 8+2 = 10$, then add the rest Friday – Subtract, bridging 10. Round to 10 then take away the rest e.g $12-5 = 12-2 = 10$. $10-3 = 7$.	1)Recognise 2D and 3D shapes (G-1) 2)Count sides on a 2D shape (G-1) 3)Count vertices in 2-D shapes (G-1) 4) Draw 2-D shapes (G-1) 5) Lines of symmetry on shapes (G-1) 6) Use lines of Symmetry to complete shapes (G-1) 7)Sort 2-D shapes (G-1) 8)Count faces on 3-D shapes (G-1)	8)Count faces on 3-D shapes (G-1) 9)Count edges on a 3-D shapes (G-1) 10)Count vertices in a 3-D shape (G-1) 11)Sort 3-D shapes (G-1) 12)Make patterns with 2-D and 3-D shapes (G-1) 13) Mini-assessment (end of unit assessment)	Revisit concepts children struggled with as well as act as a buffer for any units that overran

	Adding multiple of tens concrete and pictorial  Use representations for base ten. 14) Add and subtract 10s (AS-3) Adding multiple of tens abstract	Partitioning to subtract without regrouping pictorial 18) Subtract two 2-digit numbers (across a 10) (AS-4) Partitioning to subtract without regrouping abstract					
Vocabulary (Year group specific)	2-digit number (can extend to 3 digit) Commutative Sum	2-digit number (can extend to 3 digit) Commutative Sum Difference	2-digit number (can extend to 3 digit) Commutative Sum Difference		Sides Vertices Vertex Pentagon Hexagon Symmetry Line of symmetry	Edges Symmetry Line of symmetry Faces Sides Vertices Vertex Pentagon Hexagon	
Previous years Vocabulary	Number bonds Equals Total Part Whole Facts Inverse Subtraction/subtract Addition/add Difference	Number bonds Equals Total Part Whole Facts Inverse Subtraction/subtract Addition/add	Number bonds Equals Total Part Whole Facts Inverse Subtraction/subtract Addition/add		2-D shapes Rectangle Square Circle Triangle 3-D shapes Cuboids Cubes Pyramids Spheres Cylinder Pyramid Properties	2-D shapes Rectangle Square Circle Triangle 3-D shapes Cuboids Cubes Pyramids Spheres Cylinder Pyramid Properties	

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Units	Measurement: Money	Measurement: Money	Number: Multiplication and division	Number: Multiplication and division	Mental Maths Week	Number: Multiplication and division

Lesson objectives (Small steps)	1) Count money – pence 2) Count money – pounds (notes and coins) 3) Count money – pounds and pence 4) Choose notes and coins 5) Make the same amount	6) Compare amounts of money (NPV-2) 7) Calculate with money (AS-1/2/3/4) 8) Make a pound (AS-1/2/3/4) 9) Find change (AS-1/2/3/4) 10) Two-step problems (AS-1/2/3/4) 11) Money mini-assessment (end of unit assessment)	1) Recognise equal groups (MD-1) Counting in multiples concrete 2) Make equal groups (MD-1) Counting in multiples pictorial 3) Add equal groups (MD-1) 4) Introduce Counting in multiples pictorial the multiplication symbol (MD-2)	5) Multiplication sentences (MD-2) Counting in multiples abstract 6) Use arrays (MD-2) Multiplication is commutative concrete  7) Make equal groups – grouping (MD-1) Multiplication is commutative pictorial	Monday – Bonds to 20 Tuesday – Related facts within 20. Wednesday – Bonds to 100 (in 10s) Thursday - addition bridge to ten $8+4 = 8+2 = 10$, then add the rest Friday – Subtract, bridging 10. Round to 10 then take away the rest e.g $12-5 = 12-2=10$. $10-3 = 7$.	8) Make equal groups – sharing (MD-1) 9) The 2 times-table (MD-1) Doubling concrete 10) Divide by 2 (MD-2) Division as sharing concrete 11) Doubling and halving Doubling abstract 12) Odd and even numbers (MD-1)
Vocabulary (Year group specific)	Value	Value Change	Consolidate Y1 language	Consolidate Y1 language		Multiplication tables Consolidate Y1 language
Previous years Vocabulary	Money Coins Notes Pounds Pence	Money Coins Notes Pounds Pence	Multiplication Division Arrays Grouping Sharing Equal Unequal Total	Multiplication Division Arrays Grouping Sharing Equal Unequal Total		Multiplication Division Arrays Grouping Sharing Equal Unequal Total Doubling Halving

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Units	Number: Multiplication and division	Measurement: Length and Height	Measurement: Mass, capacity and temperature	Mental Maths Week NO MENTAL MATHS WEEK DUE TO 5 WEEK TERM – MOVE TO SUMMER 1	Measurement: Mass, capacity and temperature	Assessment and Temperature (3 lessons on temperature or 2 lessons and YG specific lessons).
Lesson objectives (Small steps)	13) The 10 times-table (MD-1) Counting in multiples abstract 14) Divide by 10 (MD-2) <u>Using the inverse abstract</u> 15) The 5 times-table (MD-1) 16) Divide by 5 (MD-2) Division as grouping concrete 17) The 5 and 10 times-table (MD-1) Multiplication is communitive abstract 18) Mini-assessment (end of unit assessment)	1) Measure in centimetres 2) Measure in metres 3) Compare lengths and heights 4) Order lengths and heights 5) Four operations with lengths and heights 6) Mini-assessment (end of unit assessment)	1) Compare mass 2 and 3) Measure in grams and kg 4) Four operations with mass 5) Mini-assessment? Friday? 5) Compare volume	Monday – 2 times tables and division fact Tuesday – 5 times tables and division fact Wednesday – 10 times tables and division fact Thursday – Add or subtract any single digit from a multiple of ten e.g. 80-7, using number bonds Friday – add or subtract 9,19 11 or 21 by rounding and compensating. Monday 5) Capacity Tuesday 6) Measure in Millilitres Wednesday 7) Litres Thursday 8) Four operations with volume and capacity Friday 9) Temperature	5) Compare volume and capacity 6) Measure in Millilitres 7) Litres 8) Four operations with volume and capacity REVISIT PREVIOUS LEARNING	9) Temperature
Vocabulary (Year group specific)	Multiplication tables Consolidate Y1 language Odd numbers Even numbers	Standard units Estimate Measure Compare Order Centimetre cm Metre m	Kilogram kg Gram g		Millilitres ml Litres l	Temperature Celsius

Previous years Vocabulary	Multiplication Division Arrays Grouping Sharing Equal Unequal Total	Measure Length	Mass Weight		Capacity Volume Full/empty More than Less than Half/half full Mass Weight Capacity Volume Full/empty More than Less than Half/half full	
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Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Units	Fractions	Fractions	Fractions	Time	Time	Potential SATS Week and Mental Maths Week (3 Days)
Lesson objectives (Small steps)	1) Introduction to parts and whole 2) Equal and unequal parts 3) Recognise a half 4) Find a half 5) Recognise a quarter	6) Find a quarter 7) Recognise a third 8) Find a third 9) Find the whole 10) Unit fractions	11) Non-unit fractions 12) Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ 13) Recognise three-quarters 14) Find three-quarters 15) Count in fractions up to a whole Mini-assessment (end of unit assessments)	1) O'clock and half past 2) Quarter past and quarter to 3) Tell time past the hour 4) Tell time to the hour	5) Tell the time to 5 minutes 6) Minutes in an hour 7) Hours in a day 8) Mini-assessment (end of unit assessment)	
Vocabulary (Year group specific)	One whole Parts Numerator Denominator Quarter Refer to previous years vocab	Third Unit fractions Numerator Denominator One whole Quarter	Three quarters Third Unit fractions Non-unit fractions Equivalence Numerator Denominator One whole	Quarter past/to	Intervals of time Quarter past/to Duration	

Previous years Vocabulary	Half Equal parts	Half Equal parts	Half Equal parts	O'clock Half past Minute Hour Chronological order	O'clock Half past Minute Hour Chronological order	
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Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Units	Statistics	Statistics	Mental Maths Week	Geometry: Position and Direction	Geometry: Position and Direction	Consolidation Week	Consolidation Week
Lesson objectives (Small steps)	1) Make tally charts 2) Tables 3) Block diagrams (NPV-2) (MD-1) 4) Draw pictograms (1-1)	5) Interpret pictograms (1-1) 6) Draw pictograms (2,5 and 10) (NPV-2) (MD-1) 7) Interpret pictograms (2,5 and 10) (NPV-2) (MD-1) 8) Mini-assessment (end of unit assessment)	Monday – Related multiplication facts (2, 5 and 10) Tuesday – Double multiples of 5 up to 50. Wednesday - Halving multiples of 10 up to 100. Thursday – addition and subtraction within 100, not crossing 10. Friday – add or subtract 9,19 11 or 21 by rounding and compensating.	1) Language of position 2) Describe movement 3) Describe turns	4) Describing movement and turns 5) Shape patterns and turns 6) Mini-assessment (end of unit assessment)	These weeks to be a reflection of KS1 SATS and teacher assessment of children. Gaps in learning and evidence for potential moderation to be addressed and then sequence added to overview before children begin Y3. These weeks can also be used as a buffer for assessment week earlier in the year such as a mock SATS or additional consolidation weeks.	These weeks to be a reflection of KS1 SATS and teacher assessment of children. Gaps in learning and evidence for potential moderation to be addressed and then sequence added to overview before children begin Y3. These weeks can also be used as a buffer for assessment week earlier in the year such as a mock SATS or additional consolidation weeks. Potential Mental Maths Week 75% Mental maths, 25% reasoning and application
Vocabulary (Year group specific)	Pictograms Tally chart Tables Block diagram Category Sorting Totalling Comparing Horizontal Vertical	Pictograms Tally chart Tables Block diagram Category Sorting Totalling Comparing Horizontal Vertical		Straight line Rotation Order Arrange Patterns Sequences Clockwise/anti-clockwise	Straight line Rotation Order Arrange Patterns Sequences Clockwise/anti-clockwise		

Previous years Vocabulary	N/A	N/A		Position Direction Movement Whole turn Quarter turn Half turn Three quarter turn	Position Direction Movement Whole turn Quarter turn Half turn Three quarter turn		
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