

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline/ summative assessments	AFL Daily to inform mountain differentiation, Regular end of unit tests followed by consolidation to inform Cringe Assessment Tool			Summative test followed by teaching gaps	
Place Value, Addition and subtraction, introduction of multiplication facts. (1-6) (7-15) (16)	Multiplication and division, Recognising fractions, Measurement (16-19) (19-21)(27-29)			Measurement including time, geometry (27-29) (30-35)	
				Consolidation – Revision of gaps as seen from summative assessment.	

Essentials

- Concrete, Pictorial, Abstract learning journeys.
- Varied Fluency, Reasoning and Problem Solving
- Reference to White Rose Small Steps
- **Statistics** taught cross-curricular with STEM and foundation subjects (Skills taught discretely in maths)(36-38)
- Opportunities should be sought for objectives to be taught cross-curricular for real life context.

Mental Maths and Times Table slot

Count in steps of 2 from 0 and from any number, forward and backward	Recall and use multiplication and division facts for the 2 multiplication table	Count in steps of 5 from 0 and from any number, forward and backward	Recall and use multiplication and division facts for the 5 multiplication table	Count in steps of 3, from 0 and from any number, forward and backward	Count in steps of tens from any number, forward and backward	Recall and use multiplication and division facts for 10 multiplication table	Count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (for example, 1 1/4, 1 2/4 (or 1 1/2), 1 3/4 , 2).	Consolidate objectives based on gaps
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Teachers judgement to be used to consolidate a previous objective

