# Year 2 Autumn 1

| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Maths Outcomes | Cross Curricular Links | Maths Outcomes | Cross Curricular Links | Maths Outcomes | Cross Curricular Links | Maths Outcomes | Cross Curricular Links | Maths Outcomes | Cross Curricular Links | Maths Outcomes | Cross Curricular Links |
| Assessment | | recognise the place value of each digit in a two-digit number (10s, 1s) | | Identify, represent and estimate numbers using different representations, including the number line | | compare and order numbers from 0 up to 100; use <, > and = signs | | recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 | | recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number | |
| | | recognise the place value of each digit in a two-digit number (10s, 1s) | | Identify, represent and estimate numbers using different representations, including the number line | | Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and | | add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two-digit number and 1s; 2 | | extend their understanding of the language of addition and subtraction to include sum and difference. | |
| | | recognise the place value of each digit in a two-digit number (10s, 1s) | | Identify, represent and estimate numbers using different representations, including the number line | | count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward | | show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot | | Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 – 3 to | |
| As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of | | read and write numbers to at least 100 in numerals and in words | | use place value and number facts to solve problems | | count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward | | solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and | | check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, 5 + 2 + 1 = 1 + 5 | |
| | | Pupils should partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) to support subtraction | | become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in | | count in multiples of 3 to support their later understanding of a third. | | solve problems with addition and subtraction:applying their increasing knowledge of mental and written methods | | Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers | |