# Year 2 Autumn Term 2026 – 2027

| Y2 | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Aut MN** | S1 W1 Composition of 6, 7, 8 and 9 as '5 and a bit' | S1 W2 Compare numbers within 10 | S1 W3 Odd/ even parts when | S1 W4 Composition of 6 | S1 W5 Composition of 8 | S1 W6 Composition of 10 | | S2 W7 Composition of odd numbers | S2 W8 Composition of 7 | S2 W9 Composition of 9 | S2 W10 Composition numbers 11 to 19 as '10 and a bit' | S2 W11 Compare numbers within 20 | | |
| **Aut NC** | Place Value | | | | Addition and subtraction | | | Addition and subtraction cont. | | Shape | | Revisit PV | Assessment week | Gaps from assessment |

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| Block 1 Place Value | Prioritisation links cp-year-2-unit-1-numbers-10-to-100.pptx (live.com) WR Place value Maths resources for teachers \| White Rose Maths<br>RTP (2NPV–1 from p.10) Mathematics guidance: year 2 (publishing.service.gov.uk)<br>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (15-16)<br>• recognise the place value of each digit in a two-digit number (tens, ones)<br>• identify, represent and estimate numbers using different representations, including the number line (12-13)<br>• compare and order numbers from 0 up to 100; use <, > and = signs (15) (12-14)<br>• read and write numbers to at least 100 in numerals and in words (5-8)<br>• use place value and number facts to solve problems |
| Block 2 Addition and subtraction | Prioritisation links cp-year-2-unit-4-addition-and-subtraction-of-two-digit-numbers-1.pptx (live.com) Fluently add and subtract within 10 \| NCETM Addition and subtraction of two-digit numbers (2) \| NCETM<br>WR Addition and Subtraction Maths resources for teachers \| White Rose Maths (whiteroseeducation.com)<br>RTP (AS-3 from p.23) Mathematics guidance: year 2 (publishing.service.gov.uk)<br>• solve problems with addition and subtraction:<br>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures (11,16)<br>- applying their increasing knowledge of mental and written methods (1-2)<br>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br>- a two-digit number and 1s (1-10) - a two-digit number and 10s (12-14) - 2 two-digit numbers (2-5) - adding 3 one-digit numbers<br>• show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot<br>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (21) |
| Block 3 Shape | Prioritisation links Recognise, compose, decompose and manipulate 2D and 3D shapes \| NCETM<br>• recognise and name common 2-D and 3-D shapes, including:<br>• 2-D shapes [for example, rectangles (including squares), circles and triangles] (7-11)<br>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] (5-6) |

# Year 2 Spring Term 2026 - 2027

| Y2 | W1 | W2 | W3 | W4 | W5 | W6 | W7 | | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
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| Spr MN | S3 W12 Doubling numbers to 10, | S3 W13 Composition of 20 | S3 W14 Apply knowledge of facts within 10 to + and - within 20 | S3 W15 Use knowledge of doubles to calculate near doubles | S3 W16 Develop understanding of near doubles | | | | S4 W17 Add 3 numbers using known facts | S4 W18 Add 2 numbers by 'bridging through 10' | S4 W19 Consolidate understanding of adding 2 numbers by 'bridging through 10' | S4 W20 Subtract by 'bridging through 10' | S4 W21 Consolidate understanding of subtracting by 'bridging through 10' | | |
| Spr TT | X 10 | | | | | | | | X 5 | | | | | | |
| Spr NC | Multiplication and division | | | Measures | | Revisit add and sub | | | Money | | Revisit PV | Assessment week | Gaps from assessment | | |

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| Block 1 Multiplication and division | Prioritisation links Introduction to multiplication \| NCETM Introduction to division structures \| NCETM<br>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (9-11, 13-21,)<br>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs (7)<br>• show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot<br>• solve problems involving multiplication and division, using materials, arrays, repeated addition (4-5), mental methods, and multiplication and division facts, including problems in contexts (24-25) (7,11) |
| Block 2 Measures | WR Length and Height Mass, Capacity and temperature Maths resources for teachers \| White Rose Maths (whiteroseeducation.com)<br>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) (1-2); mass (kg/g) (2-3) temperature (°C) (9); capacity (litres/ml) (6-7) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels<br>• compare and order lengths (3-4), mass (1), volume/capacity (5) and record the results using >, < and = |
| Block 3 Money | WR Money Maths resources for teachers \| White Rose Maths (whiteroseeducation.com)<br>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (4)<br>• find different combinations of coins that equal the same amounts of money (5)<br>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (9-10) |

# Year 2 Summer Term 2026 - 2027

| Y2 | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
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| **Sum MN** | S5 W22 Connect the order of multiples of 10 to the order of numbers within 10 | S5 W23 Connect missing addend problems to subtraction problems | S5 W24 Subtract across the 10 boundary, by subtracting FROM 10 | S5 W25 Practise subtracting within 20, selecting from a range of strategies | S5 W26 Focus on the composition of 20 | | | S6 W27 Use knowledge of composition to reason expressions and equations | S6 W28 Consolidate doubles and near doubles | S6 W29 Consolidate understanding and develop fluency in transforming addition calculations | S6 W30 Develop fluency within 10 | S6 W31 Optional activities to provide practice and opportunities for assessment | | |
| **Sum TT** | X5 | | | X 2 | | | | X2 | | | | | | |
| **Sum NC** | Fractions | | | Time | | Revisit mult and div | Revisit shape | Statistics | | Position and Direction | Assessment week | Gaps from assessment | | |

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| Block 1 Fractions | Prioritisation links Y2 fractions cp-year-2-unit-10-fractions.pptx (live.com)<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 (1-8)<br>• write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 . (9) |
| Block 2 Time | WR Time Maths resources for teachers \| White Rose Maths (whiteroseeducation.com)<br>• compare and sequence intervals of time<br>• tell and write the time to five minutes (5), including quarter past/to the hour (2) and draw the hands on a clock face to show these times<br>• know the number of minutes in an hour and the number of hours in a day (6-7) |
| Block 3 Statistics | WR Statistics Maths resources for teachers \| White Rose Maths (whiteroseeducation.com)<br>• interpret and construct simple pictograms (4-7), tally charts (1), block diagrams (3) and tables<br>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br>• ask-and-answer questions about totalling and comparing categorical data |
| Block 4 Position and direction | WR Position and Direction Maths resources for teachers \| White Rose Maths (whiteroseeducation.com)<br>• order and arrange combinations of mathematical objects in patterns and sequences<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) (1-5) |