Maths Curriculum Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Term 1/2	**Unit 1 Numbers 1-100**				**Unit 2 Calculations within 20**			**Unit 3** Add within 10	**Unit 4** Addition and subtraction of two-digit numbers		**Unit 12 Position and direction**	Assessment **Unit 11 Time (x3 lessons)**	Revise, reflect, review
Term 3/4	**Unit 5 Introduction to multiplication**							**Unit 6 Introduction to division structures**		**Unit 7 Shape**		Assessment **Unit 11 Time (x3 lessons)**	Revise, reflect, review
Term 5/6	**Unit 8 Addition and subtraction of two-digit numbers**			**Unit 9 Money**	**Unit 10 Fractions**		**Unit 12** Position and direction	**Unit 13 Multiplication and division**			**Unit 14 Sense of measure**	Assessment **Unit 14 cont.**	Revise, reflect, review

Unit	Block	Number of lessons and weeks
1	Numbers 1-100	4 weeks
2	Calculations within 20	3 weeks
3	Fluently add and subtract within 10	1 week
4	Addition and subtraction of two-digit numbers	2 weeks
5	Introduction to multiplication	7 weeks
6	Introduction to division structures	2 weeks
7	Shape	2 weeks
8	Addition and subtraction of two-digit numbers	3 weeks
9	Money	1 week
10	Fractions	2 weeks
11	Time	6 lessons (split over two separate weeks)
12	Position and direction	1 week
13	Multiplication and division – doubling, halving, quotative and partitive division	15 (3 weeks)
14	Sense of measure- capacity, volume and mass	8 lessons (split over two weeks)

Unit 1 – Numbers 1-100

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Numbers 1-100	Composition of numbers: multiples of 10 up to 100	Ready to progress
1	Learning Outcome 1 Pupils explain that one ten is equivalent to ten ones **WALT explain**	Teaching Point 1 Steps 1:1 – 1:5 (pgs. 4-7)	RTP p12-16 Guidance
2	Learning Outcome 2 Pupils represent multiples of ten using their numerals **WALT represent**	Teaching Point 2 Steps 2:1-2:4 (pgs. 8-12)	
3	Learning Outcome 3 Pupils represent multiples of ten using their numerals and names **WALT represent**	Teaching Point 2 Steps 2:5-2:6 (pgs. 12-14)	
4	Learning Outcome 4 Pupils represent multiples of ten in an expression or an equation **WALT represent**	Teaching Point 2 Steps 2:7-2:8 (pgs. 14-16)	
5	Learning Outcome 5 Pupils estimate the position of multiples of ten on a 0-100 number line **WALT estimate**	Teaching Point 3 Steps 3:1-3:7 (pgs. 17-21)	I See Reasoning P19
6	Learning Outcome 6 Pupils explain what happens when you add and subtract ten to a multiple of ten **WALT explain**	Teaching Point 4 Steps 4:1-4:7 (pgs. 22-26)	
7	Learning Outcome 7 Pupils use knowledge of facts and unitising to add and subtract multiples of ten **WALT add and subtract**	Teaching Point 5 Steps 5:1-5:5 (pgs. 27-29)	
8	Learning Outcome 8 Pupils add and subtract multiples of ten **WALT add and subtract**	Teaching Point 5 Steps 5:6-5:9 (pgs. 29-32)	

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Numbers 1-100	Composition of numbers: multiples of 10 up to 100	Ready to progress
1	Learning Outcome 1 Pupils explain that one ten is equivalent to ten ones **WALT explain**	Teaching Point 1 Steps 1:1 – 1:5 (pgs. 4-7)	RTP p12-16 Guidance
2	Learning Outcome 2 Pupils represent multiples of ten using their numerals **WALT represent**	Teaching Point 2 Steps 2:1-2:4 (pgs. 8-12)	
		Composition of numbers 20-100	
9 & 10	Learning Outcome 9 Pupils explore the counting sequence for counting to 100 and beyond **WALT count**	Teaching Point 1 Pgs. 5-6	Include use of 100 squares on playground and practical activities/games I See Reasoning P22, 23, 26
11	Learning Outcome 10 Pupils count a large group of objects by counting groups of tens and the extra ones **WALT count**	Teaching Point 2 Steps 2:1-2:5 (pgs. 7-11)	
12	Learning Outcome 11 Pupils count a large group of objects by using knowledge of unitising by counting tens and ones **WALT count**	Teaching Point 2 Steps 2:6-2:9 (pgs. 11-13)	
13	Learning Outcome 12 Pupils represent a number from 20-99 in different ways **WALT represent**	Teaching Point 2 Steps 2:10-2:13 (pgs. 13-16)	Teaching for Mastery P9 top activity
14	Learning Outcome 13 Pupils explain and mark the position of numbers 20-99 on a number line **WALT identify**	Teaching Point 3 Steps 3:1-3:5 (pgs. 17-20)	I See Reasoning P20 Teaching for Mastery P11
15	Learning Outcome 14 Pupils explain that numbers 20-99 can be represented as a length **WALT explain**	Teaching Point 3 Steps 3:6-3:7 (pgs. 20-21)	
16	Learning Outcome 15 Pupils compare two, two-digit numbers **WALT compare**	Teaching Point 4 Steps 4:1-4:5 (pgs. 22-25)	Teaching for Mastery P11 (bottom activity as starter)

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Numbers 1-100	Composition of numbers: multiples of 10 up to 100	Ready to progress
1	Learning Outcome 1 Pupils explain that one ten is equivalent to ten ones **WALT explain**	Teaching Point 1 Steps 1:1 – 1:5 (pgs. 4-7)	RTP p12-16 Guidance
2	Learning Outcome 2 Pupils represent multiples of ten using their numerals **WALT represent**	Teaching Point 2 Steps 2:1-2:4 (pgs. 8-12)	
17	Learning Outcome 16 Pupils partition a two-digit number into tens and ones **WALT partition**	Teaching Point 5 Steps 5:1-5:4 (pgs. 26-28)	Teaching for Mastery P10
18	Learning Outcome 17 Pupils add two, two-digit numbers by partitioning into tens and ones **WALT add**	Teaching Point 6 Steps 6:1-6:6 (pgs. 29-33)	I See Reasoning P6,8
19 & 20	Opportunities for assessment	RTP assessment questions 2 NPV-1 2 NPV - 2	

Unit 2 – Calculations within 20

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Calculations within 20	Addition and subtraction: bridging 10	Ready to progress
1	Learning Outcome 1 Pupils add three addends **WALT add**	Teaching Point 1 Steps 1:1-1:3 (pgs. 4-5)	
2	Learning Outcome 2 Pupils use a 'First... Then… Now" story to add 3 addends **WALT add**	Teaching Point 2 Steps 2:1-2:5 (pgs. 6-7)	
3	Learning Outcome 3 Pupils explain that addends can be added in any order **WALT reason**	Teaching Point 3 Steps 3:1-3:4 (pgs. 8-10)	I See Reasoning P28 bottom activity P35 bottom activity
4	Learning Outcome 4 Pupils add 3 addends efficiently **WALT add efficiently**	Teaching Point 4 Steps 4:1-4:4 (pgs. 11-13)	
5	Learning Outcome 5	Teaching Point 4	

	Pupils add 3 addends efficiently by finding two addends that total 10 **WALT identify**	Steps 4:5-4:10 (pgs. 13-15)	
6	Learning Outcome 6 Pupils add two numbers that bridge through 10 **WALT add**	Teaching Point 5 Steps 5:1-5:7 (pgs. 16-19)	I See Reasoning P34/37
7 & 8	Learning Outcome 7 (take two lessons) Pupils subtract two numbers that bridge through 10 **WALT subtract**	Teaching Point 6 Steps 6:1-6:8 (pgs. 20-26)	I See Reasoning P54
		Subtraction as difference	
9	Learning Outcome 8 Pupils compare numbers and describe how many more or less there are in each set **WALT compare**	Teaching Point 1 Steps 1:1-1:4 (pgs. 4-7)	
10	Learning Outcome 9 Pupils calculate the difference **WALT calculate**	Teaching Point 2 Steps 2:1-2:4 (pgs. 8-10)	
11	Learning Outcome 10 Pupils use knowledge of subtraction to solve problems in a range of contexts **WALT apply**	Teaching Point 2 Step 2:5 (pgs. 10-11)	I See Reasoning P59-62
12	Learning Outcome 11 Pupils explain what the difference is between consecutive numbers **WALT explain**	Teaching Point 3 Steps 3:1-3:5 (pgs. 12-15)	
13	Learning Outcome 12 Pupils calculate difference when information is presented in a pictogram **WALT calculate**	Teaching Point 4 Steps 4:1 – 4:2 (pgs. 16-17)	
14	Learning Outcome 13 Pupils calculate difference when information is presented in a bar chart **WALT calculate**	Teaching Point 4 Steps 4:3-4:4 (pgs. 17-18)	
15	Opportunities for assessment		

Unit 3 – Fluently add and subtract within 10

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Fluently add and subtract within 10	Y2 Ready to Progress	Ready to progress
1 or 2 lessons	Learning Outcome 1 Pupils demonstrate their fluency of addition and subtraction within ten **WALT add and subtract**	2 NF-1 Pgs. 16-17 PowerPoint Slide 6 (interactive grid)	I See Reasoning P63 &65
		Year 1 – addition and subtraction: strategies within 10	
1 or 2 lessons	Learning Outcome 2 Pupils practise addition and subtraction strategies as required. **WALT add and subtract**	Teaching points 1-6 as required	Teaching for Mastery P13 coat hangers
NB teachers must go with the needs of the class. If children need time to revise this learning then take the time. If not, then progress to Unit 4 immediately.			

Unit 4 – Addition and subtraction of two digit numbers (1)

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Addition and subtraction of two digit numbers	Addition and subtraction: two digit and single numbers	Ready to progress
1	Learning Outcome 1 Pupils add and subtract one to and from a two-digit number **WALT add and subtract**	Teaching Point 1 Steps 1:1-1:8 (pgs. 4-8)	*NB this unit is very heavy so there are no additional resources included to allow time to utilise the slides provided*
2	Learning Outcomes 2& 3 Pupils add and subtract one from any two-digit number… that crosses a tens boundary **WALT add and subtract**	Teaching Point 1 Step 1:7-1:9 (pgs. 8-11)	
3	Learning Outcomes 4&5 Pupils use number facts to add and subtract a single-digit number to a two-digit number **WALT add and subtract**	Teaching Point 2 Steps 2:1-2:5 (pgs. 12-15)	
4	Learning Outcome 6	Teaching Point 2	

	Pupils use a part-part-whole model to represent addition and subtraction **WALT represent**	Steps 2:6-2:9 (pgs. 15-18) And Year 2 Ready to Progress 2 AS – 3 Pgs. 23-24	
5	Learning Outcomes 7&8 Pupils use number bonds to ten to add and subtract a single-digit number to a two-digit number **WALT add and subtract**	Teaching Point 3 Steps 3:1 -3:6 (pgs. 19-24)	
6	Learning Outcomes 9,10 & 11 Pupils use knowledge of 'make ten' to add and subtract a single-digit number to a two-digit number **WALT add and subtract**	Teaching Point 4 Steps 4:1-4:9 (pgs. 25-33)	
		Addition and subtraction – two digit numbers and multiples of ten	
7	Learning Outcomes 12&13 Pupils find ten more or ten less than a two-digit number **WALT calculate**	Teaching Point 1 Steps 1:1-1:5 (pgs. 4-8)	
8	Learning Outcomes 14,15 &16 Pupils add and subtract ten to/from a two-digit number, explaining the patterns **WALT add and subtract**	Teaching Point 2 Steps 2:1-2:6 (pgs. 9-13)	
9	Learning Outcomes 17&18 Pupils use number facts to add and subtract a multiple of ten to a two-digit number **WALT add and subtract**	Teaching Point 3 Steps 3:1-3:9 (pgs. 14-20)	
10	Learning Outcomes 19 & 20 Pupils partition a two-digit number into parts in different ways (two and three parts) and use this knowledge to solve problems **WALT apply**	Teaching Point 4 Steps 4:1-4:4 (pgs. 20-22)	RTP Assessment questions 2 AS -3 Pgs. 25-26

Unit 5 – Introduction to multiplication

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Introduction to multiplication	Structures – multiplication representing equal groups	Ready to progress
1	Learning Outcome 1 Pupils explain that objects can be grouped in different ways **WALT explain**	Teaching Point 1 Steps 1:1-1:4 (pgs. 4-8)	
2	Learning Outcome 2 Pupils describe how objects have been grouped **WALT describe**	Teaching Point 2 Steps 2:1-2:4 (pgs. 9-12)	
3	Learning Outcome 3 Pupils represent equal groups as repeated addition **WALT represent**	Teaching Point 3 Steps 3:1-3:4 (pgs. 13-17)	I See Reasoning P75 match up activity (addition)
4	Learning Outcome 4 Pupils represent equal groups as repeated addition and multiplication **WALT represent**	Teaching Point 4 Steps 4:1-4:2 (pgs. 18-20)	I See Reasoning P77 & 79
5	Learning Outcome 5 Pupils represent equal groups as multiplication	Teaching Point 4 Steps 4:3-4:4 (pgs. 20-23)	I See Reasoning

	WALT represent		P76 match up activity (multiplication)
6	Learning Outcome 6 Pupils explain and represent multiplication when a group contains zero or one items **WALT explain**	Teaching Point 5 Steps 5:1-5:4 (pgs. 24-28)	
		Times tables: groups of 2 and commutativity	
7	Learning Outcome 7 Pupils identify and explain each part of a multiplication equation **WALT identify**	Teaching Point 1 Steps 1:1-1:3 (pgs. 4-7)	I See Reasoning P80
8	Learning Outcome 8 Pupils use knowledge of multiplication to calculate the product **WALT calculate**	Teaching Point 1 Steps 1:4-1:6 (pgs. 7-9)	I See Reasoning P82 digit cards game
9	Learning Outcome 9 Pupils represent the two times table in different ways **WALT represent**	Teaching Point 2 Steps 2:!-2:4 (pgs. 10-12)	
10	Learning Outcome 10 Pupils use knowledge of the two times table to solve problems **WALT apply**	Teaching Point 2 Step 2:5 (pgs. 12-13)	Fluency or book work could be used here.
11	Learning Outcome 11 Pupils explain the relationship between adjacent multiples of two **WALT explain**	Teaching Point 2 Steps 2:6-2:8 (pgs. 13-16)	
12	Learning Outcome 12 Pupils explain that factor pairs can be written in any order **WALT explain**	Teaching Point 3 Steps 3:1-3:4 (pgs. 17-19)	
		Times tables- groups of 10 and 5 and factors of 0 and 1	
13	Learning Outcome 13 Pupils represent counting in tens as the ten times table **WALT represent**	Teaching Point 1 Steps 1:1-1:5 (pgs. 4-8)	
14	Learning Outcome 14 Pupils represent the ten times table in different ways **WALT represent**	Teaching Point 1 Steps 1:6-1:7 (pgs. 8-12)	
15	Learning Outcome 15 Pupils explain the relationship between adjacent multiples of ten	Teaching Point 1 Steps 1:8-1:9 (pgs. 12-16)	

	WALT explain		
16	Learning Outcome 16 Pupils represent counting in fives as the five times table **WALT represent**	Teaching Point 2 Steps 2:1-2:5 (pgs. 17-20)	I See Reasoning P12
17	Learning Outcome 17 Pupils represent the five times table in different ways **WALT represent**	Teaching Point 2 Steps 2:6-2:7 (pgs. 21-23)	
18	Learning Outcome 18 Pupils explain the relationship between adjacent multiples of five **WALT explain**	Teaching Point 2 Steps 2:8-2:9 (pgs. 23-26)	
19	Learning Outcome 19 Pupils explain how groups of five and ten are related **WALT make links**	Teaching Point 3 Steps 3:1-3:3 (pgs. 27-29)	
20	Learning Outcome 20 & 21 Pupils explain the relationship between multiples of five and ten and use this to solve problems **WALT apply**	Teaching Point 3 Steps 3:4-3:7 (pgs. 29-31)	N Rich Doubling Fives – investigative reasoning problem
21	Learning Outcome 22 Pupils explain how a factor of zero or one affect the product **WALT explain**	Teaching Point 4 Steps 4:1-4:6 (pgs. 32-36)	
		Commutativity: doubling and halving	
22	Learning Outcome 23 Pupils represent multiplication equations in different ways **WALT represent**	Teaching Point 1 Steps 1:1-1:4 (pgs. 4-10)	
23 and 24	Learning Outcomes 24&25 (split across two lessons) Pupils use knowledge of the two, five and ten times tables to solve problems **WALT apply**	Teaching Point 1 Steps 1:5-1:9 (pgs. 11-16)	
25	Learning Outcome 26 Pupils explain what each factor represents in a multiplication story **WALT explain**	Teaching Point 1 Steps 1:10-1:12 (pgs. 17-20)	
26	Learning Outcome 27 Pupils explain what each factor represents in a multiplication story when one of the factors is one **WALT explain**	Teaching Point 1 Step 1:13 (pgs. 21-22)	
27	Learning Outcome 28	Teaching Point 2 Steps 2:1-2:4 (pgs. 23-26)	

	Pupils explain how a multiplication equation with two as a factor is related to doubling **WALT explain**		
28	Learning Outcome 29 Pupils double two-digit numbers **WALT multiply by 2**	Teaching Point 2 Steps 2:5-2:7 (pgs. 27-30)	
29	Learning Outcome 30 Pupils multiply efficiently when one of the factors is two **WALT multiply**	Teaching Point 2 Steps 2:8-2:9 (pgs. 30-34)	
30	Learning Outcome 31 Pupils explain how halving and doubling are related **WALT explain**	Teaching Point 3 Steps 3:1-3:2 (pgs. 35-37)	
31	Learning Outcome 32 Pupils explain the relationship between factors and products **WALT explain**	Teaching Point 3 Steps 3:3-3:4 (pgs. 37-38)	
32	Learning Outcome 33 Pupils halve two-digit numbers **WALT divide by 2**	Teaching Point 3 Steps 3:5-3:7 (pgs. 39-41)	N Rich Double or halve – paired game with dice (or two dice for 2 digit numbers)
33	Learning Outcome 34 Pupils use knowledge of doubling, halving and the two times table to solve problems **WALT apply**	Teaching Point 3 Steps 3:8-3:9 (pgs. 41-43)	
34	Opportunities for assessment	RTP 2MD -2	N Rich – Magic Bean – problem solving N Rich – the tomato and the bean - GD
35			

Unit 6 – Introduction to division structures

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Introduction to division structures	Structures – quotative and partitive division	Ready to progress
1	Learning Outcome 1 Pupils explain that objects can be grouped equally **WALT explain**	Teaching Point 1 Steps 1:1-1:2 (pgs. 6-7)	I See Reasoning P84
2	Learning Outcome 2 Pupils identify and explain when objects cannot be grouped equally **WALT identify**	Teaching Point 1 Steps 1:3-1:4 (pgs. 7-9)	
3	Learning Outcome 3 Pupils explain the relationship between division expressions and division stories **WALT explain**	Teaching Point 2 Steps 2:1-2:5 (pgs. 10-16)	
4	Learning Outcome 4 Pupils calculate the number of equal groups in a division story	Teaching Point 2 Steps 2:6-2:8 (pgs. 16-19)	I See Reasoning P86/87

	WALT calculate		
5	Learning Outcome 5 Pupils use their knowledge of skip counting and division to solve problems relating to measure **WALT count**	Teaching Point 2 Step 2:9 (pgs. 19-20)	
6	Learning Outcomes 6 & 7 Pupils skip count using the divisor to find the quotient Pupils use their knowledge of division to solve problems **WALT apply**	Teaching Point 2 Steps 2:10-2:12 (pgs. 20-24)	Teaching for Mastery P18 (bottom activities)
7	Learning Outcome 8 Pupils explain that objects can be shared equally **WALT explain**	Teaching Point 3 Steps 3:1-3:2 (pgs. 25-28)	
8	Learning Outcome 9 Pupils use skip counting to solve a sharing problem **WALT count**	Teaching Point 3 Steps 3:3-3:4 (pgs. 28-31)	
9	Learning Outcome 10 Pupils skip count using the divisor to find the quotient **WALT identify**	Teaching Point 3 Steps 3:5-3:9 (pgs. 32-38)	
10	Learning Outcome 11 Pupils solve a variety of division problems, explaining their understanding **WALT apply**	Teaching Point 3 Step 3:10 (pgs. 38-40)	

Unit 7 – Shape

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Addition and subtraction of two-digit numbers	Ready to Progress Y2	Ready to progress
1	Learning Outcome 1 Pupils learn that a polygon is a 2D shape with straight sides that meet at vertices **WALT describe**	**Ready to Progress 2G-1** **P35-36** PowerPoint slide 7	I See Reasoning P125-126
2	Learning Outcome 2 Pupils describe polygons and find different ways to sort them **WALT describe**	Slide 10	I See Reasoning P127 paired activity
3	Learning Outcome 3 Pupils learn that polygons can be sorted and named according to the number of sides and vertices **WALT classify**	Slides 13-14	Teaching for mastery P27 GD activity
4	Learning Outcome 4	Slides 17-18	

	Pupils discuss, and compare by direct comparison, the shape and size of polygons **WALT compare**		
5	Learning Outcome 5 Pupils discuss, and compare by direct comparison, the vertices of polygons **WALT compare**	Slide 21	
6	Learning Outcome 6 Pupils investigate how polygons can be joined and folded to form 3-dimensional shapes **WALT describe**	Slide 24	Teaching for Mastery P29 top activities
7	Learning Outcome 7 Pupils describe 3-dimensional shapes and find different ways to sort them **WALT describe**	Slide 27	I See Reasoning P130
8	Learning Outcome 8 Pupils discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes **WALT compare**	Slides 30-31	I See Reasoning P131-132
9 & 10	Opportunities for assessment	RTP 2G-1 assessment questions P37-38	I See Reasoning P129

Unit 8 – Addition and subtraction of two-digit numbers (2)

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Addition and subtraction of two-digit numbers	Addition: two digit and two-digit numbers	Ready to progress
1	Learning Outcomes 1 & 2 Pupils explain strategies used to add Pupils add a two-digit number to a two-digit number **WALT add**	Teaching Point 1 Steps 1:1-1:2 (pgs. 5-8)	
2 and 3	Learning Outcome 3 & 4 Pupils add a two-digit number to a two-digit number when not crossing ten **WALT add**	Teaching Point 2 Steps 2:1-2:5 (pgs. 9-13)	I See Reasoning P37, 40, 41-42
4	Learning Outcome 5 Pupils add a two-digit number to a two-digit number when crossing ten **WALT add**	Teaching Point 2 Steps 2:6 – 2:8 (pgs. 13-15)	N Rich – arranging additions and sorting subtractions

		Subtraction: two digit and two-digit numbers	
5	Learning Outcome 6 Pupils explain strategies used to subtract Pupils subtract a two-digit number from a two-digit number **WALT subtract**	Teaching Point 1 Steps 1:1-1:3 (pgs. 4-6)	
6	Learning Outcome 8 Pupils partition the subtrahend to help with subtraction **WALT partition**	Teaching Point 2 Steps 2:1-2:2 (pgs. 7-8)	
7 and 8	Learning Outcome 9 & 10 Pupils subtract a two-digit number from a two-digit number when not crossing ten **WALT subtract**	Teaching Point 2 Steps 2:3-2:5 (pgs. 8-11)	
9	Learning Outcome 11 Pupils subtract a two-digit number from a two-digit number when crossing ten **WALT subtract**	Teaching Point 2 Steps 2:6-2:8 (pgs. 12-15)	
10	Learning Outcome 12 Pupils subtract efficiently using knowledge of two-digit numbers **WALT subtract**	Teaching Point 2 Step 2:9 (pgs. 15-19)	
11 and 12	Opportunities for consolidation and assessment	I See Reasoning P58-63 Teaching for mastery Y2 P14 & 15	RTP 2AS -2 Teaching for Mastery P14/15

Unit 9 - Money

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Money – *please read the pedagogy guidance on this web page first*		Ready to progress
1	Pupils recognise and use symbols for pounds (£) and pence (p) **WALT recognise**	Practical session involving real money – role play. Explore use of language, shape of coins, secure understanding that size does not equal worth and that more coins can be worth less than one coin only.	I See Reasoning P107 N Rich – Five Coins – this could be a whole class activity
2	Pupils record pounds and pence separately **WALT record**		
3	Pupils combine amounts to make a particular value **WALT add**		I See Reasoning P109

4	Pupils find different combinations of coins that equal the same amounts of money **WALT investigate**		I See Reasoning P110/113/114
5	Pupils solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **WALT apply**	Teaching for Mastery P9 & 15 (bottom tasks) P23 & 24	I See Reasoning P111/112

Unit 10 - Fractions

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Fractions	Fractions	Ready to progress
1	Learning Outcome 1 Pupils identify whether something has or has not been split into equal parts **WALT identify**	Progression point 1 Pg 2	I See Reasoning P95
2	Learning Outcome 2 Pupils name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects **WALT describe**	Progression point 1 Pg 2	I See Reasoning P89/90 Teaching for Mastery P19 N Rich – happy halving (GD task)
3	Leaning Outcome 3 Pupils name the fraction 'one-quarter' in relation to a fraction of a length, shape or set of objects	Progression point 1 Pg 3	I See Reasoning P91/92

	WALT describe		
4	Learning Outcome 4 Pupils name the fraction 'one-third' in relation to a fraction of a length, shape or set of objects **WALT describe**	Progression point 1 Pg 3	Teaching for Mastery P20 (top questions)
5	Learning Outcome 5 Pupils read and write the fraction notation ½, ⅓ and ¼ and relate this to a fraction of a length, shape or set of objects **WALT make links**	Progression point 2 Pg 3-4	I See Reasoning P96/97
6	Learning Outcome 6 Pupils find half of numbers **WALT calculate half**	Progression point 3 Pg 5	N Rich – a bowl of fruit
7	Learning Outcome 7 Pupils find ⅓ or ¼ of a number **WALT divide**	Progression point 4 Pg 5-7	
8	Learning Outcome 8 Pupils find ¼ and ¾ of an object, shape, set of objects, length or quantity **WALT divide**	Progression point 5 Pg 7-8	
9	Learning Outcome 9 Pupils recognise the equivalence of 2⁄4 and ½ **WALT make links**	Progression point 5 Pg 7-8	I See Reasoning P98 Which picture? Read the picture
10	Opportunities for assessment		I See Reasoning P94, 99, 100 Teaching for Mastery P21/22

Unit 11 - Time

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Time- *read this pedagogy guidance first*		Ready to progress
1	Pupils compare and sequence intervals of time **WALT compare**		I See Reasoning p115
2	Pupils know the number of minutes in an hour and the number of hours in a day **WALT describe**	N Rich – matching time Interactive w/board game for whole class	I See Reasoning p116
3	Pupils tell and write the time (o clock and half past) and draw the hands on a clock face to show these times **WALT identify**		I See Reasoning p117
	A check-in or elicitation may be needed at this point to ensure children have secured the previous objectives before moving on.		

4	Pupils tell and write the time including quarter past/to the hour and draw the hands on a clock face to show these times **WALT identify**		Teaching for Mastery P26 (bottom activity)
5	Pupils tell and write the time to five minutes and draw the hands on a clock face to show these times **WALT identify**		I See Reasoning p118,119,120
6	Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They become fluent in telling the time on analogue clocks and recording it **WALT apply**		N Rich – What is the time? Good assessment activity (support – use words instead of clock faces)

Unit 12 – Position and direction

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Position and direction – *read the pedagogy guidance first*		Ready to progress
1	Pupils order and arrange combinations of mathematical objects in patterns and sequences **WALT order**		Teaching for Mastery P29 (bottom activity)
2	Pupils identify and create patterns of shapes, including those in different orientations **WALT create**		I See Reasoning P123 Finish the patterns
3	Pupils use mathematical vocabulary to describe position, direction and movement **WALT describe**	Teach the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts	I See Reasoning P123 Which answer?

		(for example, pupils themselves moving in turns).	
4	Pupils use mathematical vocabulary to describe movement in a straight line **WALT describe**		N Rich – walking round a triangle
5	Pupils distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) **WALT explain**	Provide opportunities for giving instructions to other pupils and programming robots using instructions.	

Unit 13– multiplication and division – doubling, halving, quotative and partitive division

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Multiplication and division	Commutativity – doubling and halving	Ready to progress
1	Learning Outcomes 1 & 2 Pupils identify and explain the patterns and relationships between the 5 and 10 times tables **WALT explain**	Teaching Point 4 Steps 4:1-4:3 (pgs. 44-47)	
2	Learning Outcome 3 Pupils use their knowledge of the 5 and 10 times tables to solve problems **WALT apply**	Teaching Point 4 Step 4:4 (pg. 47)	Teaching for Mastery P17 any activity P18 – top activity only

3	Learning Outcome 4 Pupils identify and explain relationships between the 5 and the 10 times tables **WALT explain**	Teaching Point 4 Steps 4:5 – 4:6 (pg. 48)	
4	Learning Outcome 5 Pupils use their knowledge of the 5 and 10 times tables to solve problems **WALT apply**	Teaching Point 4 Step 4:7 (pg. 49)	
		Structures- quotative and partitive division	
5	Learning Outcome 6 Pupils explain how times table facts can help to find the quotient (10 times table) **WALT explain**	Teaching Point 4 Steps 4:1 – 4:4 (pgs. 41-45)	
6	Learning Outcome 7 Pupils explain how times table facts can help to find the quotient (5 times table) **WALT explain**	Teaching Point 4 Steps 4:1-4:3 and **4:5** (pgs. 41-46)	
7	Learning Outcome 8 Pupils explain how times table facts can help to find the quotient (2 times table) **WALT explain**	Teaching Point 4 Repeat steps 4:1-4:3 and **4:6** (pgs. 41-48)	
8	Learning Outcome 9 Pupils explain how a division equation with 2 as a divisor is related to halving **WALT explain**	Teaching Point 4 Steps 4:7-4:9 (pgs. 48-51)	
9	Learning Outcome 10 Pupils explain each part of a division equation and know how they can be interchanged **WALT explain**	Teaching Point 4 Step 4:10 (pgs. 51-52)	
10	Learning Outcome 11 Pupils use knowledge of divisibility rules when the divisor is 2 to solve problems **WALT apply**	Teaching Point 4 Step 4:11 (pgs. 52-53)	For these three lessons, book work or teacher-written calculations may be appropriate for practise.
11	Learning Outcome 12 Pupils use knowledge of divisibility rules when then divisor is 10 to solve problems **WALT apply**	Teaching Point 4 Step 4:12 (pg. 54)	

12	Learning Outcome 13 Pupils use knowledge of divisibility rules when the divisor is 5 to solve problems **WALT apply**	Teaching Point 4 Step 4:13 (pgs.54-55)	
13	Learning Outcome 14 Pupils explain how a dividend of zero affects the quotient **WALT explain**	Teaching Point 5 Steps 5:1-5:3 (pgs. 56-57)	
14	Learning Outcomes 15 & 16 Pupils explain how the quotient is affected when the divisor is equal to the dividend and how a divisor of one affects the quotient **WALT explain**	Teaching Point 5 Steps 5:4-5:6 (pgs. 58-63)	
15	Opportunities for assessment	RTP 2MD - 2	I See Reasoning P72 – to build upon previous Money unit as well as doubling/halving

Unit 14– Sense of measure: capacity, volume, mass

Lesson	Curriculum Prioritisation Learning Outcomes	Spine pedagogy document	Supporting materials
Key links	Sense of measure – capacity, volume, mass *please read pedagogy guidance on web page first*		Ready to progress
1	Pupils use standard units of measurement with increasing accuracy, using appropriate language and record standard (and non standard)abbreviations **WALT describe**	Explore different ways to measure – including non standard (include children's ideas) how could we measure X and what could we use as our unit of measurement?	I See Reasoning P101-104
2	Pupils choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers	Practical activities where children are specifically taught to use rulers, scales and measuring vessels, paying close attention to	Teaching for Mastery P25

	WALT measure	their understanding of the scale of numbers (revision of number lines may be needed prior to this) Opportunities for children to then work practically and measure and record.	
3	Pupils choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales **WALT measure**		Teaching for Mastery P25
4	Pupils choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels **WALT measure**		Teaching for Mastery P26
5	Pupils compare and order lengths, mass, volume/capacity and record the results using >, < and = **WALT compare**	N Rich – seesaw shenanigans – whole class interactive w/board activity	I See Reasoning P105-106
6	Pupils compare measures includes simple multiples such as 'half as high'; 'twice as wide' **WALT compare**	N Rich – Thirsty? Investigation into capacity (ordering and comparing)	
7	Pupils choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit, using thermometers **WALT measure**	This could be linked to a science project or investigation – taking measurements throughout the day of a cup of hot water to see how much it cools. Children will also draw upon their understanding of time.	
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