ALDER COPPICE PRIMARY SCHOOL YEAR 2 LONG TERM OVERVIEW

Wk	AUTUMN	Unit Specific Vocabulary	
1-6	**Place Value to 100** **National Curriculum Objectives** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals • count in multiples of twos, fives and tens • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line • use the language of: equal to, more than, less than (fewer), most, least • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems. • recognise odd and even numbers • recognise and know the value of different denominations of coins ***(to 100p/£1)***and notes • find different combinations of coins that equal the same amounts of money***(to 100p/£1)*** • compare and order lengths, mass, volume/capacity and record the results using >, < and =	place value represent digit tens ones compare order greatest smallest equal to = more than >less than < more less fewer	most least multiple numerals and words number pattern odd even money coins notes amount multiple partition
7-12	**Addition and Subtraction to 100** **National Curriculum Objectives** • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ❖ a two-digit number and ones ❖ a two-digit number and tens ❖ two two-digit numbers ❖ adding three one-digit numbers • solve problems with addition and subtraction: ❖ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ❖ applying their increasing knowledge of mental and written methods • derive and use related facts up to 100 • recognise and use the inverse relationship between addition and subtraction and use this to	**plus** add addend sum more than total altogether **minus** subtract minuend subtrahend difference take away less than	equation inverse partition number bonds part-part-whole equal systematic represent double half make 10 strategy

	check calculations and solve missing number problems. • **Calculate complements to 100** • **add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)** • **solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change** • **recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value** USE ESTIMATION TO CHECK ANSWERS TO EQUATIONS AND DETERMINE, IN THE CONTEXT OF A PROBLEM, AN APPROPRIATE DEGREE OF ACCURACY Include teaching of balance equations such as: 13 + 2 = ? + 5		
1 day each week	**Geometry – Shape** **National Curriculum Objectives** <u>Properties of shape</u> Introduce terms polygon. polyhedron 2D - heptagon, quadrilateral, semi-circle, 3D -prisms, hemi-sphere • identify and describe the properties of 2-D shapes, including the number of sides • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	<u>2D</u> sides corners <u>3D</u> edges faces vertex/vertices curved flat	compare sort orientation
	Measure – Time **National Curriculum Objectives** • compare, describe and solve practical problems for ❖ time [for example, quicker, slower, earlier, later] • measure and begin to record the following: ❖ time (hours, minutes, seconds) • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • compare and sequence intervals of time • know the number of minutes in an hour and the number of hours in a day.	o'clock half past quarter past quarter to five minute intervals seconds minutes hours quicker slower earlier later	
	Weekly Units are subject to change based on Teacher assessment.		