Abacus Year 2 Draft Teaching Overview

Autumn 1				
Week	**Strands**	**Weekly summary**		
1	Number and place-value **(NPV)**	Estimate and count a number of objects up to 100; locate numbers on 0–100 beaded lines and 1–100 squares; compare pairs of numbers and find a number in between; order three numbers; order 2-digit numbers	Lesson 1 Estimate and count a number of objects up to 100 (S: Chant numbers in 1s on and back to 100)	• estimate and count a number of objects up to 100.
			Lesson 2 Locate numbers on 0–100 beaded lines and 1–100 squares (S: Count in 10s from 10 to 100)	• locate numbers on 0–100 beaded lines and 1–100 squares.
			Lesson 3 Compare pairs of numbers and find a number in between (S: Count to 100 in 1s and 10s)	• compare two numbers • find a number in between two numbers.
			Lesson 4 Find a number in between and order three numbers (S: Count on/back in 1s from any number)	• compare two numbers • find a number in between two 2-digit numbers • order three 2-digit numbers.
			Lesson 5 Order 2-digit numbers (S: Chant on and back in 10s from any single-digit number)	• order 2-digit numbers. • begin to organise their work systematically.
2	Mental addition and subtraction **(MAS)**	Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100; learn bonds to 20; rehearse number bonds to 10 and 20 using stories	Lesson 6 Revise number bonds to 6, 7, 8, 9 and 10 (S: Counting in 1s)	• say all the bonds to 10 and know them by heart • say all the bonds to 6, 7, 8, 9 and know them by heart • understand that addition can be done in any order.
			Lesson 7 Know number bonds to 10 and begin to learn related subtraction facts (S: Recall bonds to 10)	• say all the bonds to 10 and know them by heart • use known bonds to 10 to solve related subtractions.
			Lesson 8 Know multiple of 10 number bonds to 100 (S: Recall bonds to 5 and 6)	• recognise and work out multiple of 10 bonds to 100 • recognise there is a relationship between bonds to 10 and multiple of 10 bonds to 100.
			Lesson 9 Learn bonds to 20 (S: Rehearse multiple of 10 bonds to 100)	• learn bonds to 20 • understand addition can be done in any order • use knowledge that teen numbers are a 10 and some 1s to help with bonds to 20.

			Lesson 10 Rehearse number bonds to 10 and 20 using stories (S: Rehearse number bonds to 20)	• relate known number bonds to context-based problems • begin to write 'word problems'.
3	Mental addition and subtraction **(MAS)**; Mental multiplication and division **(MMD)**	Double numbers to double 15; use patterns in number bonds; use number bonds to solve more difficult additions, subtractions and to solve additions bridging 10	Lesson 11 Double numbers to double 15 (S: Recall doubles of numbers 1–10)	• double numbers 1–15 • begin to double numbers greater than 10 by doubling 10 then the 1s • say doubles to double 10 and know them by heart.
			Lesson 12 Use number bonds to solve more difficult additions (S: Rehearse number bonds to 6 and 7)	• say the number bonds to 6, 7, 8, 9 and 10 and know them by heart • use number bonds to solve related additions.
			Lesson 13 Use patterns in number bonds (S: Rehearse number bonds to 8 and 9)	• say the number bonds to 6, 7, 8, 9 and 10 and know them by heart • use number bonds to solve related additions • ask and answer questions looking for number patterns • begin to think and record systematically.
			Lesson 14 Use number bonds to subtract (S: Solve subtractions using known number facts)	• use known number bonds (addition) to solve subtraction • begin to understand the relationship between addition and subtraction.
			Lesson 15 Use number bonds to solve additions bridging 10 e.g. 7 + 3 =, so 7 + 4 = (S: Rehearse bonds to 20)	• use number bonds to 10 to solve harder additions • begin to bridge 10.
4	Geometry: properties of shapes **(GPS)**; Statistics **(STA)**	Sort 2D shapes according to symmetry properties using Venn diagrams; identify right angles and sort shapes using Venn diagrams; recognise squares, rectangles, circles, triangles, ovals and hexagons and discover which tessellate; sort shapes and objects using a two-way Carroll	Lesson 16 Sort 2D shapes according to symmetry properties using Venn diagrams (S: Practise telling the time to o'clock (analogue))	• recognise basic line symmetry • sort shapes using Venn diagrams • understand the overlap in a Venn diagram.
			Lesson 17 Identify right angles and sort shapes using Venn diagrams (S: Pairs with a total of 10)	• identify right angles • sort shapes using Venn diagrams.
			Lesson 18 Recognise squares, rectangles, circles, triangles, ovals and hexagons, discovering which tessellate (S: Pairs with a total of 20)	• recognise squares, rectangles, circles, triangles, ovals, hexagons and quadrilaterals • tessellate shapes.
			Lesson 19 Sort shapes using a two-way Carroll diagram (S: Names and properties of common 2D shapes)	• sort shapes according to their properties using a two-way Carroll diagram.

Week	Strands	Weekly summary		
		diagram	Lesson 20 Sort objects using a two-way Carroll diagram (S: Recognise squares, rectangles, circles, ovals, triangles, hexagons and quadrilaterals)	• sort objects using a two-way Carroll diagram.
5	Number and place-value **(NPV)**; Mental addition and subtraction **(MAS)**	Mark numbers on a landmarked line; compare and order numbers, using < and > signs; find 1 and 10 more or less using the 100-square; find 10 more and 10 less than any 2-digit number	Lesson 21 Begin to mark numbers on a landmarked line (S: Count to 100)	• begin to locate numbers on a 0–100 landmarked line.
			Lesson 22 Compare and order numbers, using < and > signs (S: Order numbers)	• compare 2-digit numbers using the < and > signs.
			Lesson 23 Compare numbers using < and > signs (S: Count on in 1s to 100 and back)	• compare 2-digit numbers using the < and > signs.
			Lesson 24 Find 1 and 10 more or less using the 100-square (S: Count on and back in 10s)	• find 1 and 10 more/less than 2-digit numbers using a 100-square.
			Lesson 25 Find 10 more and 10 less than any 2-digit number (S: Counting on and back in 10s)	• add and subtract 10, labelling jumps on a beaded line.
Autumn 2				
Week	**Strands**	**Weekly summary**		
6	Number and place-value **(NPV)**; Mental addition and subtraction **(MAS)**; Measurement **(MEA)**	Know and use ordinal numbers; understand that 2-digit numbers are made from some 10s and some 1s; understand place-value using 10p and 1p coins; find 10p more and 10p less; find 10 more and 10 less	Lesson 26 Know and use ordinal numbers (S: Count in 1s to 100 and back again)	• use ordinal numbers to describe position in a sequence.
			Lesson 27 Understand that 2-digit numbers are made from some 10s and some 1s (S: Count on and back in 1s from any 2-digit number)	• partition 2-digit numbers into 10s and 1s and recombine • write additions and subtractions using knowledge of place-value.
			Lesson 28 Understand place-value using 10p and 1p coins (S:1 more, 1 less)	• recognise the value of each digit in a 2-digit number • understand that a 10p coin has the same value as ten 1p coins.
			Lesson 29 Find 10p more and 10p less (S: Count on and back in 10s)	• find 10 more and 10 less than 2-digit numbers.
			Lesson 30 Find 10 more and 10 less (S: Estimate and count in 10s)	• find 10 more and 10 less than 2-digit numbers.
7	Number and place-value **(NPV)**; Mental addition and subtraction **(MAS)**	Add and subtract 10, 20 and 30 to any 2-digit number; add and subtract 11, 21, 12 and 22 to any 2-digit number; solve addition and subtractions by counting on and back in 10s then in	Lesson 31 Add 10, 20 and 30 to any 2-digit number (S: Counting on and back in 10s)	• add 10, 20 or 30 to any 2-digit number (not crossing 100) • count on and back in 10s from any number (<100).
			Lesson 32 Subtract 10, 20, 30 from any 2-digit number (>30) (S: Practise doubles to double 10)	• subtract 10, 20 or 30 from any 2 digit number (positive answer).
			Lesson 33 Add 11, 21, 12 and 22 to any 2-digit number (S: Revise multiple of 10 bonds to 100)	• add 11, 12, 21, 22, by adding 10s then counting on 1 or 2 • re-order an addition so the largest number is first.

		1s	Lesson 34 Subtract 11, 12, 21, 22, from any number by counting back in 10s and adjusting (S: Ordinal numbers)	• subtract 'near' tens (11, 12, 21, 22) by counting back 10 and adjusting.
			Lesson 35 Solve addition and subtractions by counting on and back in 10s then in 1s (S: Rehearse days of the week)	• add and subtract near 10s (11, 12, 21, 22) from 2-digit numbers • know when to count on or count back to add or subtract.
8	Geometry: position and direction **(GPD)**; Measurement **(MEA)**	Understand and use terms and vocabulary associated with position, direction and movement; measure lengths using uniform units; begin to measure in centimetres and metres	Lesson 36 Understand and use terms of position, direction and movement (S: Tell the time to o'clock and half past)	• use language of position, direction and movement • understand vocabulary: in, on, under, over, behind, above, in front of, next to, between, left, right, forward, backward, top, middle, bottom, inside, outside, turn, quarter turn, half turn.
			Lesson 37 Understand and use vocabulary associated with position, direction and movement (S: Understand the clock face, know clockwise and anticlockwise directions)	• use language of position, direction and movement • understand vocabulary: in, on, under, over, behind, above, in front of, next to, between, left, right, forward, backward, top, middle, bottom, inside, outside, turn, quarter turn, half turn.
			Lesson 38 Measure lengths using uniform units (S: Compare numbers to 50)	• understand the need for a standard unit • use a uniform unit to measure lengths.
			Lesson 39 Begin to measure in centimetres (S: Compare numbers to 50)	• begin to estimate and measure in centimetres.
			Lesson 40 Begin to measure in metres (S: Compare numbers to 100)	• begin to estimate and measure in metres • begin to know whether to measure in cm or metres.
9	Mental addition and subtraction **(MAS)**; Mental multiplication and division **(MMD)**	Add and subtract 2-digit numbers; add near doubles to double 15; add several small numbers spotting near doubles or pairs to 10	Lesson 41 Add 2-digit numbers without crossing 10s/100s (S: O'clock, half past and quarter past)	• begin to add 2-digit numbers counting on in 10s and 1s.
			Lesson 42 Subtract two 2-digit numbers by counting back in 10s and 1s where both digits in subtracted number are smaller (S: Revise pairs to 20)	• begin to subtract 2-digit numbers counting back in 10s and 1s.
			Lesson 43 Add and subtract two 2-digit numbers by counting on or back in 10s and 1s (S: Revise doubles to double 10)	• add and subtract two 2-digit numbers by counting on and back in 10s and 1s.
			Lesson 44 Add near doubles to double 15 (S: Revise halves of even numbers to 20)	• say the doubles up to double 20 and know them by heart • add near doubles by doubling then adding or subtracting 1.

Week	Strands	Weekly summary		
			Lesson 45 Add several small numbers spotting near doubles or pairs to 10, etc (S: Revise teen numbers (additions of 10 and 1s)	• use known number facts to add three 1-digit numbers • say the bonds to 10 and doubles to 10 + 10 and know them by heart.
10	Mental multiplication and division **(MMD)**; Measurement **(MEA)**	Count in 2s, 5s and 10s from zero; count in multiples of 2p, 5p and 10p; number sequences of 2s, 5s and 10s; find the totals of coins and ways to make an amount; use coins to make given amounts of money	Lesson 46 Count in 2s, 5s and 10s from 0 (S: Find 2-digit numbers on 0-100 number line)	• draw jumps of 2, 5 and 10 • relate counting in 2s, 5s and 10s to adding 2, 5 and 10.
			Lesson 47 Count in multiples of 2p, 5p and 10p (S: Count in 5s)	• count in 2s, 5s and 10s.
			Lesson 48 Number sequences of 2s, 5s and 10 (S: Count in 2s)	• complete patterns counting in 2s, 5s and 10s • recognise multiples of 2, 5 and 10.
			Lesson 49 Find the total of three coins to £1 and find ways to pay an amount up to 30p (S: Coin value)	• work out the coins that are needed to pay an amount up to 30p.
			Lesson 50 Use coins to make given amounts of money up to £1 (S: Find ways to pay 10p)	• work out different ways of making 25p • work out which coins are needed to pay an amount up to £1.
Spring 1				
Week	**Strands**	**Weekly summary**		
11	Number and place-value **(NPV)**; Mental addition and subtraction **(MAS)**	Place-value and ordering 2-digit numbers; place-value additions and subtractions; add and begin to subtract 9, 10, and 11	Lesson 51 Understand the place-value of 2-digit numbers and order 2-digit numbers (S: Count in 2s)	• say what each digit in a 2-digit number represents • say the number before or after any 2-digit number.
			Lesson 52 Write place-value additions and subtractions (S: Say the number before, after and between 2-digit numbers)	• partition 2-digit numbers into tens and ones and recombine • write place-value additions and subtractions.
			Lesson 53 Add 10 and 11 (S: Count on and back in 10s)	• add 10 and 11 to 2-digit numbers.
			Lesson 54 Add 9 and 10 (S: Find 10 more)	• add 9, 10 and 11 to 2-digit numbers.
			Lesson 55 Begin to subtract 9, 10 and 11 (S: Count on and back in 1s and 10s)	• add and subtract 9, 10 and 11 to and from 2-digit numbers.
12	Mental addition and subtraction **(MAS)**	Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two	Lesson 56 Revise number bonds to 10; Begin to bridge ten to add 1-digit numbers to 1- and 2-digit numbers (S: Bonds to ten)	• use bonds to ten to add single digit numbers bridging ten.
			Lesson 57 Revise number facts; Subtract from 10 and 20 (S: Revise number bonds to 20)	• use their bonds to 10 to solve subtractions • use their bonds to 20 to solve subtractions.
			Lesson 58 Use number facts to find the complement to ten (S: Revise number bonds to 20)	• add to the next ten using bonds to ten • complete addition sentences showing complements to multiples of ten

			Lesson	Objectives
		numbers by counting on	Lesson 59 Use number facts to find the complement to ten (S: Revise number bonds to 10)	• use bonds to ten to solve complement to multiples of ten additions.
			Lesson 60 Find a difference between two numbers by counting on (S: Revise complements to multiples of 10)	• work out a small difference (1-digit number) between two numbers • identify the larger and the smaller of two numbers (<100).
13	Mental addition and subtraction **(MAS)**	Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on	Lesson 61 Rehearse complements to multiples of ten on 100-square (S: Count on and back in tens from any 2-digit number)	• use knowledge of bonds to ten to find complements to next ten • count on to find complement to next ten.
			Lesson 62 Find differences using number line and complements to 10 (S: Link number facts)	• chn know complements to ten and use to find difference between • chn count up to find difference between numbers.
			Lesson 63 Find change from 10p & 20p by counting up and using bonds to 10 & 20 (S: Count back in ones)	• add to ten or twenty using bonds • find change from 20p by counting up.
			Lesson 64 Find change from £10 & £20 by counting up & knowing bonds to 10 and 20 (S: Solve place-values additions)	• count up to ten and twenty to find change, using knowledge of bonds • find change from ten and twenty (£ or p) by counting up in ones • begin to understand counting up is method of solving subtraction (money).
			Lesson 65 Add two 2-digit numbers (counting on in tens and ones) (S: Find complements to next ten)	• add two 2-digit numbers by counting on in tens and ones • add two 2-digit numbers crossing tens using complements to ten and then adding on e.g. 38+54, Start with 54, count on 3 tens, 84 then add 6 to 90 and finally add the remaining 2 to 92.
14	Geometry: properties of shapes **(GPS)**; Measurement **(MEA)**; Geometry: position and direction **(GPD)**	Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest	Lesson 66 Recognise and identify 3D shapes, identify properties, sort according to properties which include numbers of faces (S: Pairs with a total of 10)	• identify and name 3D shapes • sort 3D shapes according to the number of faces using Venn diagrams.
			Lesson 67 Recognise and name 3D shapes including cube, cuboid, pyramid, cylinder, sphere, cone and identify properties, including faces and vertices; Order and arrange combinations of shapes in patterns (S: Rehearse names and properties of 2D shapes)	• name and describe properties of 3D shapes; sphere, cube, cuboid, cylinder, cone and pyramid • create repeating patterns using 3D shapes.
			Lesson 68 Identify 3D shapes and recognise and name the 2D shapes of their faces (S: Telling the o'clock times on analogue clocks)	• identify and name common 3D shapes • describe the properties of 3D shapes with particular reference to the number and shape of their faces.

Week	Strands	Weekly summary		
		quarter on analogue and digital clocks	Lesson 69 Tell the time to the nearest quarter on analogue and digital clocks (S: Tell time to half past)	• tell the time on analogue and digital clocks to the nearest quarter of an hour (quarter past, half past, quarter to and o'clock).
			Lesson 70 Tell the time to the nearest quarter on analogue and digital clocks (S: Tell time to half past)	• tell the time to the nearest quarter on analogue and digital clocks.
15	Number and place-value **(NPV)**	Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and square; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range	Lesson 71 Order 2-digit numbers and revise the < and > signs (S: Count in ones to 100 and back again)	• compare and order 2-digit numbers using < and > signs.
			Lesson 72 Locate 2-digit numbers on a 0-100 landmarked line and 1-100 square (S: Identify missing numbers on the 1-100 square)	• locate 2-digit numbers on a 0-100 landmarked line.
			Lesson 73 Round 2-digit numbers to nearest ten (S: Odds & Evens)	• round 2-digit numbers to nearest ten.
			Lesson 74 Round 2-digit numbers to nearest ten (S: Count in 10s from a single-digit number)	• round 2-digit numbers to nearest ten.
			Lesson 75 Estimate a quantity <100 within a range (S: Count in 5s)	• estimate a quantity <100 within given ranges.
Spring 2				
Week	**Strands**	**Weekly summary**		
16	Fractions, ratio and proportion **(FRP)**; Mental multiplication and division **(MMD)**	Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes; place 1/2s on a number line; count in 1/2s and 1/4s; understand and write mixed numbers	Lesson 76 Revise doubles to double 15 and corresponding halves (S: Doubles to double 5)	• double numbers to 15 and find corresponding halves.
			Lesson 77 Find half of even numbers to 30; Revise finding half of an odd number (S: Doubles to double 10)	• halve even numbers to 30 • recognise odd and even number to 30.
			Lesson 78 Revise halves and quarters of shapes, and recognise one-third and two-thirds of shapes (S: Halves)	• recognise, read and write ½, ¼, ¾, 1/3 and 2/3.
			Lesson 79 Place halves on a number line, and begin to understand mixed numbers (S: Odd and evens)	• understand mixed numbers and place halves on a number line.
			Lesson 80 Count in halves and quarters and write mixed numbers (S: Count in 2s)	• count in steps of ½ and ¼ (without necessarily using the equivalence between halves and quarters).
17	Mental multiplication and division **(MMD)**	Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples;	Lesson 81 Revise counting in 2s, 5s and 10s and finding specified multiples, e.g. the fourth in the count of 2s (S: Count in 10s to 200)	• find a specified multiple in the 2s, 5s and 10s count, e.g. the 4th number in the 2s count.
			Lesson 82 Introduce the ✗ sign to record the 2, 5 and 10 times-tables (S: Odds and evens)	• understand the ✗ sign • begin to know the 2, 5 and 10 times-

		introduce the × sign; record the 2, 5 and 10 times-tables; find multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative		• tables.
			Lesson 83 Find multiplications with the same answer (S: 10 times-table)	• begin to learn the 2×, 5× and 10× tables • find multiplications with the same answer.
			Lesson 84 Count in 2s, 5s and 10s to solve multiplication problems (S: 5 times-table)	• solve simple word problems involving multiplication.
			Lesson 85 Write multiplications to go with arrays and rotate arrays to show that multiplication is commutative (S: 2 times-table)	• write multiplications to go with arrays • begin to understand that multiplication is commutative.
18	Measurement **(MEA)**; Statistics **(STA)**	Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand units of time; express hours in minutes and minutes in seconds; interpret and complete a pictogram where one symbol represents one or two things	Lesson 86 Tell the time to the nearest quarter of an hour using analogue and digital clocks (S: Tell the time to o'clock & half past)	• tell the time on an analogue or digital clock to the nearest quarter.
			Lesson 87 Understand units of time: rehearse minutes, hours, days, weeks, months, years (S: Rehearse the months of year)	• recognise and identify units of time: minutes, hours, days, weeks, months and years • begin to know how to express each unit of time in terms of another, smaller unit, e.g. 4 weeks in a month, 24 hours in a day, etc.
			Lesson 88 Understand seconds, minutes and hours as units of time and express hours in minutes and minutes in seconds; Use a tally chart and complete a block graph (S: Telling the time)	• understand how long an hour, a minute and a second is • recognise and use units of time: hours, minutes, seconds • use tally charts to record data • construct a block graph using cubes.
			Lesson 89 Interpret and complete a pictogram or a block graph where one block or symbol represents one thing (S: Tell the time to the nearest quarter of an hour)	• children can complete a pictogram and interpret and complete pictograms and block graphs where one picture or block represents one item.
			Lesson 90 Interpret and complete a pictogram or a block graph where one block or picture represents two things (S: Compare numbers to 100)	• children can interpret and complete a pictogram using one symbol to represent two children.
19	Mental multiplication and division **(MMD)**	Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by numbers other than 2, 5 and 10; arrange objects	Lesson 91 Revise 2, 5 and 10 times-tables; Arrays and hops on the number line (S: Count in 5s)	• can count in twos, fives and tens • write multiplications to go with hops on numbers lines arrays • begin to know their 2, 5 and 10 times-tables by heart.
			Lesson 92 Begin to multiply by numbers other than 2, 5 and 10 (S: 10 times-table)	• use multiplication facts to and counting in steps to multiply by 2, 3, 4, 5 and 10.

			Lesson 93 Arrange objects into arrays and write the corresponding multiplications (S: 5 times-table)	• arrange objects into arrays and write the corresponding multiplications.
		into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign	Lesson 94 Make links between grouping and multiplication to begin to show division (S: 2 times-table)	• understand division as grouping • use multiplication facts or counting up in steps to solve divisions.
			Lesson 95 Begin to write divisions as multiplications with holes in and also to use the ÷ sign (S: Count in 2s)	• begin to write divisions using the ÷ sign.
20	Measurement **(MEA)**; Mental addition and subtraction **(MAS)**	Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p-£2 and notes £5 - £20; add several coins writing totals in £.p notation (no zeros in 10p place); add two amounts of pence, using counting on in tens and ones; add two amounts of money, beginning to cross into £s	Lesson 96 Recognise all coins, know their value, using them to make amounts; Recognise £5, £10, £20 notes (S: Count on and back in tens)	• recognise & know value of coins 1p-£2 • add several coins adding by counting on in £, 10ps and 1ps.
			Lesson 97 Recognise coins and notes; Make amounts using coins and £10 note; Begin to write amounts using £.p notation (S: 10 times-table)	• recognise & know value of coins 1p-£2, • know £1=100p • begin to write amounts using £.p notation.
			Lesson 98 Order coins 1p-£2 and notes £5 - £20, add several coins writing totals in £.p notation (no zeros in 10p place) (S: Two times-table)	• recognise & know value of coins 1p-£2 & notes £5-£20 • add several coins adding by counting on in £, 10ps and 1ps • begin to write using £.p notation.
			Lesson 99 Add two amounts of pence, using counting on in tens and ones (S: 5 times-table)	• add two amounts of money (<£1) not crossing £1 but crossing 10ps by counting on in 10ps and then 1ps starting with the larger number.
			Lesson 100 Add two amounts of money, beginning to cross into £s (S: Find change from £20)	• add two amounts of money (<£1) crossing 10ps and £1 by counting on in 10ps and then 1ps starting with the larger number • write amounts using £.p notation (No zeros in 10ps place).
Summer 1				
Week	**Strands**	**Weekly summary**		
21	Number and place-value **(NPV)**; Mental addition and	Locate, order and compare 2-digit numbers on 0-100	Lesson 101 Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use < and > signs (S: Count in steps of ½)	• locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square

	subtraction **(MAS)**	landmarked lines and on the 1-100 square; use < and > signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s		• use < and > signs.
			Lesson 102 Begin to locate numbers on an empty 0-100 line (S: Order 2-digit numbers)	• begin to locate numbers on an empty number line • round 2-digit numbers to the nearest 10.
			Lesson 103 Introduce numbers 101 to 200 and count in 100s to 1000 (S: Locate numbers on the 1-100 square)	• read numbers to 200 and locate them on a 101 to 200 square • count in steps of 100 to 1000.
			Lesson 104 Add 2-digit numbers by counting on in 10s and 1s (S: Count from 101 to 200)	• add 2-digit numbers by putting the larger number first, then counting on the 10s, then adding on the 1s of the smaller number.
			Lesson 105 Subtract 2-digit numbers by counting back in 10s and 1s (S: Count back in 10s)	• subtract 2-digit numbers by subtracting the 10s then the 1s of the smaller number.
22	Mental addition and subtraction **(MAS)**; Mental multiplication and division **(MMD)**	Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10	Lesson 106 Use doubles and number bonds to add three single digit numbers (S: Doubles to 10)	• double numbers to double 10 • know number bonds to 10 • use doubles and number bonds to ten in adding three single digit numbers.
			Lesson 107 Use number facts to 10 and 20 in number stories (S: Pairs to 10 and 20)	• use number bonds to 10 and 20 in stories.
			Lesson 108 Find complements to multiples of 10; Begin to understand subtraction as difference, and find this by counting up (S: Find complements to 20)	• find complements to multiples of 10 • begin to understand subtraction as difference, and find this by counting up using pairs to 10.
			Lesson 109 Find small differences either side of a multiple of 10; Begin to understand subtraction as difference, using counting up (S: Solve place-value additions and subtractions)	• work out differences (less than 10) using knowledge of complements to ten and PV additions.
			Lesson 110 Find small difference using complements to multiples of 10 (S: Complements to the next 10)	• work out differences (less than 10) using knowledge of complements to ten and PV additions.
23	Mental addition and subtraction **(MAS)**; Written addition and subtraction **(WAS)**	Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by	Lesson 111 Add/subtract single-digit number to/from 2-digit numbers (S: Complements to 10s)	• add/subtract 1-digit numbers from 2-digit numbers.
			Lesson 112 Subtract 2-digit numbers by counting back in 10s and 1s (S: Count on/back in ones from any 2-digit number)	• chn subtract 2-digit numbers by counting back in 10s and 1s (not crossing tens).

			Lesson 113 Add two 2-digit numbers by counting in 10s, then adding 1s (S: Add multiples of ten)	• add two 2-digit numbers by counting on in tens and ones • begin to cross 100 when adding two numbers.
		counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100)	Lesson 114 Add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100) (S: Number facts for single-digit numbers)	• chn begin to add three 2-digit numbers using coins to count tens and ones and total.
			Lesson 115 Add 2-digit numbers using place-value cards (partitioning, answers more than 100) (S: Adding multiples of 10)	• children can use partitioning to add any pair of 2-digit numbers.
24	Measurement **(MEA)**; Statistics **(STA)**	Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml	Lesson 116 Measure weight using standard or uniform non-standard units; Draw a block graph where one square represents two units (S: Count on in steps of 100 to 1000)	• measure weight using uniform non-standard units • draw a block graph where one square represents two units.
			Lesson 117 Weigh items using 100g weights using scales marked in multiples of 1kg or 100g (S: Count on in steps of 100 to 1000)	• begin to know standard units of weight (g and kg) • begin to read a scale marked in intervals of 100g.
			Lesson 118 Measure capacity using uniform non-standard units; Draw a block graph where one square represents two units (S: Count in 2s)	• measure capacity in uniform non-standard units • understand bar charts where one square represents two units.
			Lesson 119 Begin to measure capacity in litres (S: Draw a line of a given length)	• have a sense of how much one litre and half a litre are.
			Lesson 120 Begin to measure capacity in multiples of 100ml (S: Tell the time to the ¼ hour on analogue and digital clocks)	• draw block graph where one square represents two units • recognise that capacity is measure in litres and in millilitres.
25	Mental multiplication and division **(MMD)**; Fractions, ratio and proportion **(FRP)**	Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in	Lesson 121 Double multiples of 10 and 5 (answers less than 100) (S: Doubles to double 15)	• double multiples 10 and 5 (answers less than 100).
			Lesson 122 Double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100) (S: Counting in halves and quarters)	• double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100).

		1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of amounts (sharing); find patterns	Lesson 123 Find a quarter of numbers up to 40 by halving twice; Begin to find ¾ of numbers (S: Halve even numbers to 30)	• find a quarter of numbers up to 40 by halving twice (whole number answers); begin to find ¾ of amounts.
			Lesson 124 Find ½ ¼ and 1/3 of amounts (sharing) (S: 2 times-table)	• find half, third and a quarter of numbers of objects.
			Lesson 125 Find 1/3 of amounts; Find patterns (S: Pairs to 20)	• find a third of a number of objects by sharing between three.

Summer 2

Week	Strands	Weekly summary		
26	Number and place-value **(NPV)**; Measurement **(MEA)**; Mental addition and subtraction **(MAS)**	Revise place-value in 2-digit numbers; understand place-value in numbers between 100 and 200; understand place-value of 3-digit numbers (no zeros and then including zeros in the 10s and 1s places); record amounts of money using £.p notation	Lesson 126 Count back in tens and ones to solve subtraction (not crossing tens (S: Count back from any number)	• subtract by counting back in tens and ones • use known number facts to subtract ones e.g. 8 – 4 = 4 as 4 + 4 = 8, etc.
			Lesson 127 Count back in tens and ones to solve subtraction (not crossing tens); Check subtraction using addition; Begin to understand addition undoes subtraction and vice versa (S: Count in quarters)	• count back in tens and ones to solve subtraction (2-digit – 2-digit) • use number facts to help add and subtract ones • use addition to check subtraction of 2-digit numbers.
			Lesson 128 Add three 1-digit numbers using number facts (e.g. bonds to 10, doubles, etc) (S: Number bonds to 7, 8, 9 & 10)	• add several 1-digit numbers using number facts to help • know number bonds to 5, 6, 7, 8, 9, 10, 11 & 12 and doubles to double 15.
			Lesson 129 Record amounts of money using £.p notation (S: Recognise all coins)	• find totals of notes and coins • record amounts of money using £.p notation.
			Lesson 130 Money notation as £ and pence including beginning to recognise / write amounts such as £203 and £230 (S: Paying with three coins)	• record amounts of money using £.p notation.
27	Mental multiplication and division **(MMD)**; Number and place-value **(NPV)**	Count in 3s, recognising numbers in the 3x table; write multiplications to go with arrays; understand that	Lesson 131 Count in 3s, begin to recognise numbers in the 3x table (S: 10 times-table)	• begin to count in 3s • begin to solve multiplications in 3x table by counting in 3s.
			Lesson 132 Write multiplications to go with arrays; Understand that multiplication is commutative (S: 5 times-table)	• understand the × sign • begin to know the 3 times-table • begin to know multiplication is commutative (it can be done in any

		multiplication is commutative; understand that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions		order).
			Lesson 133 Record 3 x table; Write multiplications to go with arrays; Understand that multiplication is commutative; Understand that division is the inverse of multiplication (S: 2 times-table)	• begin to know the 3 times-table • begin to know multiplication is commutative (it can be done in any order).
			Lesson 134 Begin to solve divisions as multiplications with a missing number; Understand that division and multiplication are inverse operations (S: Count in 3s)	• chn solve missing number multiplications by counting up in steps.
			Lesson 135 Count in 2s, 3s, 5s and 10s to solve divisions; Understand that division and multiplication are inverse operations (S: 3 times-table)	• solve and record divisions.
28	Measurement **(MEA)**	Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to five minutes; say the time 10 minutes later	Lesson 136 Begin to measure lengths in centimetres (S: Revise language of position & direction)	• begin to measure in centimetres • have a rough idea of how long 10cm is.
			Lesson 137 Measure lengths in centimetres; begin to estimate lengths in centimetres (S: Count in 10s)	• use a 30cm ruler to measure lengths to the nearest centimetre.
			Lesson 138 Tell the time involving multiples of 5 minutes past the hour; Begin to tell times with multiples of 5 to the hour (S: Tell the time to the quarter hour on an analogue clock)	• know that there are 60 minutes in an hour • tell time to ¼ hour, and multiples of 5 past the hour on analogue and digital clocks.
			Lesson 139 Tell the time involving multiples of 5 minutes past the hour; Begin to tell times with multiples of 5 to the hour (S: Know what coins can be used to pay a given amount)	• tell the time involving multiples of 5 minutes past the hour • begin to tell times with multiples of 5 to the hour.
			Lesson 140 Tell time to five minutes; Begin to say the time 10 minutes later (S: Units of time)	• read and write times to o'clock, half past and quarter hour on analogue and digital clocks.
29	Mental multiplication and division **(MMD)**; Written addition and subtraction **(WAS)**; Mental addition and subtraction **(MAS)**	Partition to add two 2-digit numbers; find a difference between two 2-digit numbers; multiply two numbers using counting in steps; solve division problems by counting in steps of 2, 3, 5 and 10	Lesson 141 Partition to add two 2-digit numbers (S: Count in steps of ¼)	• add two 2-digit numbers using partitioning • understand the value of the digits in a 2-digit number.
			Lesson 142 Find a difference between two 2-digit numbers (S: Bonds to 10)	• begin to find a difference by counting up from one 2-digit number to another • begin to use an empty number line to perform subtractions.
			Lesson 143 Multiply two numbers using counting in steps (S: Count in 2s, recognise even and odd numbers)	• use clever counting in 2s, 5s and 10s to work out multiplications • begin to use clever counting in 3s and

					4s to work out multiplications • identify patterns and use these to predict answers • use mathematical reasoning to explain patterns.
				Lesson 144 Solve division problems by counting in steps of 2, 3, 5 and 10 (S: Count in 5s)	• use clever counting to work out division • understand that multiplications can also be written as divisions.
				Lesson 145 Solve division problems by counting in steps of 2, 3, 5 and 10 (S: Tell the time)	• use counting in 2s, 5s and 10s to solve word problems involving multiplication and division.
30				Lesson 146 Comparing two 2-digit numbers using thermometer as a context (S: Find a small difference between 2 numbers by counting up)	• compare 3-digit numbers in the context of temperatures • find small differences in temperature • read a scale with only multiples of 5 labelled (marks for other numbers).
				Lesson 147 Bonds to 100 using thermometers (S: Pairs with a total of 10)	• find complements to 100.
				Lesson 148 Revise place value in 2-digit numbers; Place value in numbers between 100 and 200 (S: Count from 100 to 200)	• know what each digit represents in 3-digit numbers and numbers between 100 and 200 • compare numbers using place value.
				Lesson 149 Place value of 3-digit numbers (no zeros) (S: Count in ones from 100 to 200)	• write 3-digit numbers and know what each digit stands for.
				Lesson 150 Place value of 3-digit numbers (including zeros in the 10s and 1s places) (S: Say how many are need to make the next multiple of 10)	• write 3-digit numbers and know what each digit stands for • use zero as a place holder.