Barnes Infant Academy
Year 2 Mathematics Autumn Term Plan

During the Autumn term the children will be taught the following content and skills

	WK 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	14
Autumn Term	Initial Assessment and Review	**Inspire 1** **Unit 12:** **Number** Place value up to 40 Addition and subtraction within 40 **The children will learn** • To count up to 40 using one-to-one correspondence • 1 ten equals ten ones Numbers to 40 can be represented as tens and ones in a place value chart. • Numbers up to 40 can be compared using the terms 'greater than' / 'smaller than' and 'greatest' / 'smallest' as well as arranged in ascending or descending order. • To use the 'part-whole', 'taking away', 'adding on' and 'comparing' concepts to solve word problems involving addition and subtraction. • To conceptualise a 2-digit number as tens and ones. • To conceptualise adding as putting parts together. • To conceptualise subtracting is as taking away from a whole.				**Inspire 1** **Unit 13:** **Number** Mental calculation To use the 'part-whole', 'taking away', 'adding on' and 'comparing' concepts to solve word problems involving addition and subtraction. • To conceptualise a 2-digit number as tens and ones. • To conceptualise adding as putting parts together. • To conceptualise subtracting is as taking away from a whole.	**Geometry:** Properties of 2D shape The children will learn to •Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder]	Inspire 2: Unit 4 Multiplication and division Multiplication is conceptualised as multiplying a fixed number of objects by a certain number of times. The fixed number of objects refers to the number of objects in a group. The number of groups refers to the number of times it is multiplied • Division is conceptualised as sharing or dividing a set of items into equal groups so that each group has the same number of items.	Inspire 2: Unit 5: Number Multiplying by **2** and 3 **(focus placed on multiples of 2)** • Multiplication is interpreted as repeated addition and as groups of items • The 'relating facts' concept can be used to find a more difficult multiplication fact using dot paper (arrays) • Multiplication is interpreted as repeated addition and as groups of items • The 'relating facts' concept can be used to find a more difficult multiplication fact using dot paper • Division is the inverse of multiplication		Inspire 2: Unit 6 Number Multiplying 4, **5** and **10** **(focus placed on multiples of 5 and 10)** • Multiplication is conceptualised as repeated addition, groups of items, or multiplying • The 'group and number of items in each group' concept is applied • Multiplication is conceptualised as groups of items and as sequential numbers in the 'skip-counting' strategy • The 'group and number of items in each group' concept is applied • Multiplication is interpreted as groups of items and as sequential numbers in the 'skip-counting' strategy • Division is conceptualised as the inverse of multiplication and as the equal sharing of items		**Geometry:** Properties of 3D shape The children will learn to •Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder}	