Year 2 Maths Long Term Plan 2025-26							
Autumn 1	**Place Value (3 Weeks):** ♣ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ♣recognise the place value of each digit in a two-digit number (tens, ones) ♣ identify, represent and estimate numbers using different representations, including the number line ♣ 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		**Addition and Subtraction (4 Weeks):** ♣ 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 ♣ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				**Consolidation Week**
Autumn 2	**Multiplication (3 Weeks)** ♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication ~~and division~~ within the multiplication tables and write them using the multiplication (×), ~~division (÷)~~ and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) ~~and division of one number by another cannot~~		**Assessment Week**	**2-D Shape: (2 Weeks)** ♣ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ♣ compare and sort common 2-D ~~and 3-D shapes~~ and everyday objects.		**Geometry (1 week)** ♣ 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).	
Spring 1	**Division (2 weeks):** ♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements ~~for multiplication and~~ division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot			**Fractions (3 weeks):** ♣ recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape, set of objects or quantity ♣ write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.			**Consolidation Week**
Spring 2	**Measures (2 week)** ♣ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣ compare and order lengths, mass, volume/capacity and record the results using >, < and =			**Patterns (1 weeks)** ♣ order and arrange combinations of mathematical objects in patterns and sequences		Assessment Week	**Consolidation Week**
Summer 1	**Addition and Subtraction including Money (2 weeks):** ♣ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ♣ find different combinations of coins that equal the same amounts of money ♣ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		**3-D Shape (1 weeks)** ♣ 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 and a triangle on a pyramid]		**Multiplication and Division (2 weeks):** ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ♣ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.		**Consolidation Week**
Summer 2	**Statistics (1 week):** ♣ interpret and construct simple pictograms~~, tally charts, block diagrams~~ and simple tables ♣ ask and answer questions about totalling and comparing categorical data.	**Time (1 week):** ♣ compare and sequence intervals of time ♣ 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 ♣ know the number of minutes in an hour and the number of hours in a day.	**Statistics (1 week):** ♣ interpret and construct simple ~~pictograms~~, tally charts, block diagrams and ~~simple tables~~ ♣ ask and answer questions about totalling and comparing categorical data.	**Consolidation Week**	**Assessment Week**	**Time (1 week):** ♣ compare and sequence intervals of time ♣ 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 ♣ know the number of minutes in an hour and the number of hours in a day.	**Consolidation Week**

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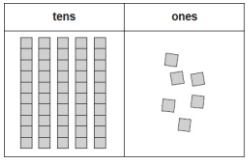
<tr><th colspan="2">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 1: Monday</th><th>Week 1: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y1 Recap:
♣ given a number, identify one more and one less</td><td>Flashback Focus: (Y1) ♣ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</td></tr>
<tr><td>♣ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</td></tr>
<tr><td>♣ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Y2 Autumn Block 1 SOL15 Count in 2s 5s
Y2 Autumn Block 1 SOL16 Count in 3s.pd

Link to all White Rose Resources (if needed):

This number pattern increases by 10 each time.
7 17 27 37
Circle all the numbers below that will be in the pattern.
57 66
75 97

Write the missing numbers to continue the number pattern.
7 + 3 = 10
17 + 3 = 20
☐ + 3 = 30
☐ + 3 = ☐
47 + 3 = 50</td></tr>
</table>

Autumn 1 (8 weeks)		
Week 2: Monday	Week 2: Tuesday-Friday	
Arithmetic: Y1 Recap: **♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs** **♣ add and subtract one-digit and two-digit numbers to 20, including zero**	Flashback Focus: (Y1) ♣ given a number, identify one more and one less **♣ Read and write numbers to at least 100 in numerals and in words** **♣ recognise the place value of each digit in a two-digit number (tens, ones)**	
	♣ Read and write numbers to at least 100 in numerals and in words Link to all White Rose Resources (if needed): Y2 Autumn Block 1 SOL6 Write numbers Y2 Autumn Block 1 SOL8 Write numbers Match the words to the correct numerals. One is done for you. ninety-nine sixteen forty-three 16 60 43 99 34 Complete the table. | words	digits
---	---
thirty-eight	38
	40
ninety-four	| **♣ recognise the place value of each digit in a two-digit number (tens, ones)** Link to all White Rose Resources (if needed): Y2 Autumn Block 1 SOL3 Recognise tens Y2 Autumn Block 1 SOL8 Write numbers Y2 Autumn Block 1 SOL4 Use a place valu  Kemi uses tens and ones to show **56** She adds **2 more tens**. What is her **new** number? Complete the table to show how many tens and ones are in each number. One is done for you. | Number	Tens	Ones
---	---	---
87	**8**	**7**
23		
5		| **♣ add and subtract one-digit and two-digit numbers to 20, including zero**

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Y1 Recap:
♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

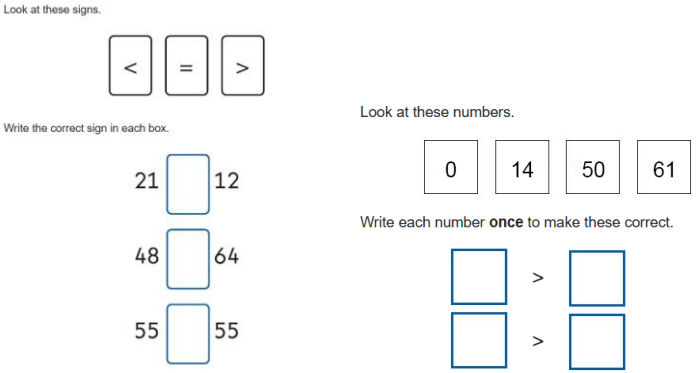
♣ add and subtract one-digit and two-digit numbers to 20, including zero

♣ represent and use number bonds and related subtraction facts within 20

♣ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.</td><td colspan="2">Flashback Focus: ♣ recognise the place value of each digit in a two-digit number (tens, ones)</td></tr>
<tr><td colspan="2">♣ Compare and order numbers from 0 up to 100; use <, > and = signs
♣ identify, represent and estimate numbers using different representations, including the number line</td></tr>
<tr><td>♣ Compare and order numbers from 0 up to 100; use <, > and = signs

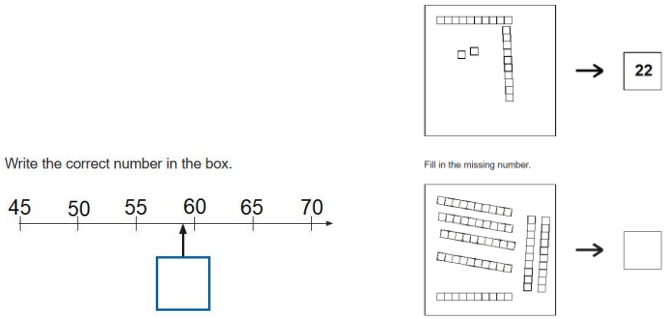
Link to all White Rose Resources (if needed):

Y2 Autumn Block 1 SOL14 Order objects
Y2 Autumn Block 1 SOL13 Compare numl

  </td><td>♣ identify, represent and estimate numbers using different representations, including the number line

Link to all White Rose Resources (if needed):

Y2 Autumn Block 1 SOL9 10s on the numl
Y2 Autumn Block 1 SOL10 10s and 1s on
Y2 Autumn Block 1 SOL12 Compare obje
Y2 Autumn Block 1 SOL11 Estimate numb

  </td></tr>
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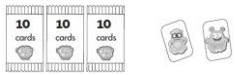
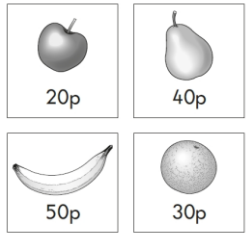
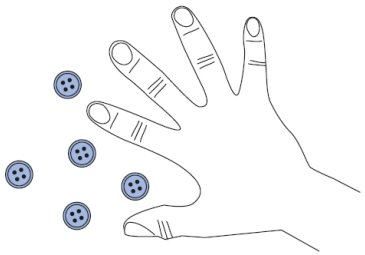
Autumn 1 (8 weeks)	
Week 4: Monday	Week 4: Tuesday-Friday
Arithmetic: Y1 Recap: ♣ **read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs** ♣ **add and subtract one-digit and two-digit numbers to 20, including zero** ♣ **represent and use number bonds and related subtraction facts within 20** ♣ **solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.**	Flashback Focus: ♣ Compare and order numbers from 0 up to 100; use <, > and = signs ♣ **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** Link to all White Rose Resources (if needed): Y1 Autumn Block 2 SOL9 Addition add t … Y1 Autumn Block 2 SOL8 Addition add t … Y1 Autumn Block 2 SOL7 Number bond… Y1 Autumn Block 2 SOL6 Systematic nur… Y1 Autumn Block 2 SOL5 Number bond… Y1 Autumn Block 2 SOL10 Addition pro… Ben has **26** cards. Sita has **32** cards.  How many cards do Ben and Sita have **altogether**? cards Kemi has **25** red beads and **6** green beads. How many beads does Kemi have **altogether**? beads Look at these four fruits.  Kemi buys **three different** fruits. She spends exactly **£1** Tick the **three** fruits that she buys.

Autumn 1 (8 weeks)	
Week 5: Monday	Week 5: Tuesday-Friday
Arithmetic: Y1 Recap: ♣ **read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs** ♣ **add and subtract one-digit and two-digit numbers to 20, including zero** ♣ **represent and use number bonds and related subtraction facts within 20** ♣ **solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.**	Flashback Focus: ♣ Read and write numbers to at least 100 in numerals and in words ♣ **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** Link to all White Rose Resources (if needed): Y1 Autumn Block 2 SOL9 Addition add t · Y1 Autumn Block 2 SOL8 Addition add t · Y1 Autumn Block 2 SOL7 Number bond · Y1 Autumn Block 2 SOL6 Systematic nur · Y1 Autumn Block 2 SOL5 Number bond · Y1 Autumn Block 2 SOL10 Addition pro Ben puts **15** buttons on a table. He hides some of them under his hand. How many buttons is Ben hiding?  buttons Gemma asked children which fruit they like best. **The fruit we like best** **fruit** / **number of children** apples 7 grapes 4 bananas 6 pears 3 How many children did Gemma ask altogether? children

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<tr><th>Week 6: Monday</th><th>Week 6: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y1 Recap:
♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</td><td>Flashback Focus: ♣ recognise the place value of each digit in a two-digit number (tens, ones)</td></tr>
<tr><td>♣ <s>add and</s> 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
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<tr><td>Link to all White Rose Resources (if needed):

Y1 Autumn Block 2 SOL9 Addition add t Y1 Autumn Block 2 SOL8 Addition add t Y1 Autumn Block 2 SOL7 Number bond: Y1 Autumn Block 2 SOL6 Systematic nur Y1 Autumn Block 2 SOL5 Number bond: Y1 Autumn Block 2 SOL10 Addition pro

Megan is 109cm tall.
Sunil is 137cm tall.
How much taller is Sunil than Megan?

Write the number in the box to make this correct.

60 – 40 = 20 + □</td></tr>
</table>

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<tr><th colspan="2">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 7: Monday</th><th>Week 7: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y1 Recap:
♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</td><td>Flashback Focus: ♣ identify, represent and estimate numbers using different representations, including the number line</td></tr>
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• two two-digit numbers
• adding three one-digit numbers</td></tr>
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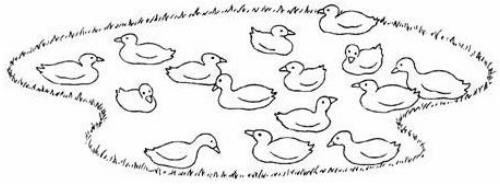
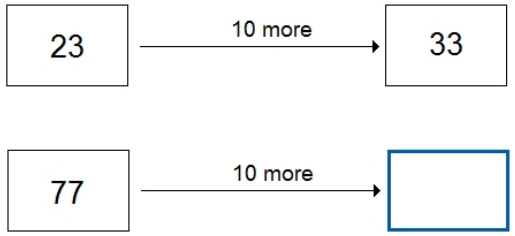
Y1 Autumn Block 2 SOL15 Subtraction t
Y1 Autumn Block 2 SOL14 Subtraction t
Y1 Autumn Block 2 SOL12 Subtraction f
Y1 Autumn Block 2 SOL16 Subtraction c

15 ducks are on the pond.
11 of them go away.
How many are left?
 
 
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<tr><th colspan="2">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 8: Monday</th><th>Week 8: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y1 Recap:
♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
♣ 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</td><td>Flashback Focus: (Y1) ♣</td></tr>
<tr><td>♣</td></tr>
<tr><td>♣ Consolidation Week

Link to all White Rose Resources (if needed):</td></tr>
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<tr><th colspan="2">Autumn 2 (7 weeks)</th></tr>
<tr><th>Week 1: Monday</th><th>Week 1: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

♣ 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</td><td>Flashback Focus: (Y1) ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally</td></tr>
<tr><td>♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</td></tr>
<tr><td>Link to all White Rose Resources (if needed):

Y2 Spring Block 2
SOL Multiplication an

Write a number in each box to make this correct.

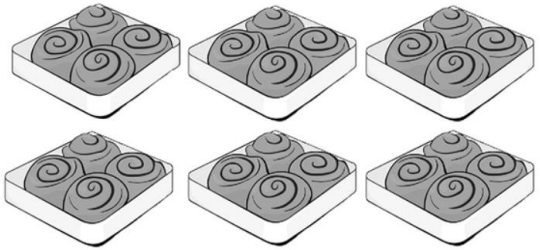
□ × □ = 20

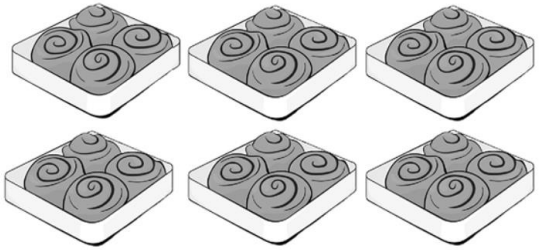
Ben has five marbles.

Kemi has seven times that number.

How many marbles does Kemi have?

marbles</td></tr>
</table>

Autumn 2 (7 weeks)	
Week 2: Monday	Week 2: Tuesday-Friday
Arithmetic: ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ♣ 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	Flashback Focus: (Y1) ♣ **recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** ♣ **recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** Link to all White Rose Resources (if needed): Y2 Spring Block 2 SOL5 Multiplication se Y2 Spring Block 2 SOL4 Introduce the m Y2 Spring Block 2 SOL6 Use arrays.pdf Ben has 6 packets of cinnamon buns. There are 4 cinnamon buns in each packet.  Write a number sentence using × and = to show that Ben has **24** cinnamon buns altogether. A classroom has **6** tables. Each table has **5** children sitting at it. Complete the number sentence to show how many children there are **altogether**.

Autumn 2 (7 weeks)	
Week 3: Monday	Week 3: Tuesday-Friday
Arithmetic: ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ♣ 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 **♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers**	Flashback Focus: **♣ recognise the place value of each digit in a two-digit number (tens, ones)** **♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** Link to all White Rose Resources (if needed): Y2 Spring Block 2 SOL5 Multiplication s… Y2 Spring Block 2 SOL4 Introduce the m… Y2 Spring Block 2 SOL6 Use arrays.pdf Ben has 6 packets of cinnamon buns. There are 4 cinnamon buns in each packet.  Write a number sentence using × and = to show that Ben has **24** cinnamon buns altogether. A classroom has **6** tables. Each table has **5** children sitting at it. Complete the number sentence to show how many children there are **altogether**.

Autumn 2 (7 weeks)	
Week 4 Monday	Week 4: Tuesday-Friday
Arithmetic: ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ♣ 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 ♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Flashback Focus: (Y1) ♣ **recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** **Assessment Week**

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♣ add ~~and subtract~~ numbers using concrete objects, pictorial representations, and mentally, including:
• a two-digit number and ones
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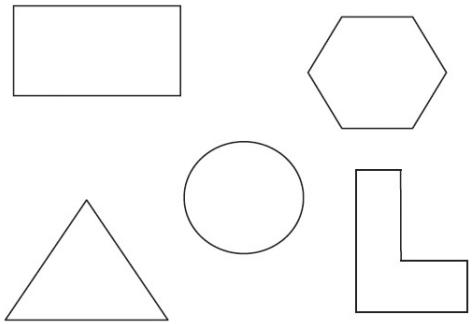
• adding three one-digit numbers

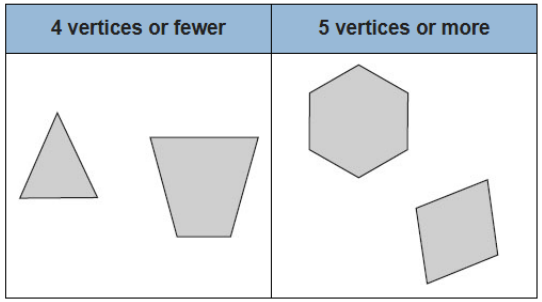
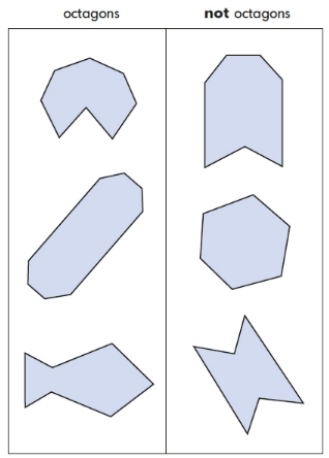
♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</td><td>Flashback Focus: (Y1) ♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</td></tr>
<tr><td>♣ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</td></tr>
<tr><td>Link to all White Rose Resources (if needed):

Y2 Autumn Block 3 SOL Shape.pdf

Draw a cross on the shape that does not have a line of symmetry.
 
Match each shape to the correct description.

One is done for you.

shape / description
triangle — has 8 vertices
square — has 3 sides
octagon — has 4 right angles
circle — has no vertices</td></tr>
</table>

Autumn 2 (7 weeks)	
Week 6: Monday	Week 6: Tuesday-Friday
Arithmetic: ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ♣ 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 ♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Flashback Focus: (Y1) ♣ **recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** ♣ **compare and sort common 2-D and 3-D shapes and everyday objects.** Link to all White Rose Resources (if needed): Y2 Autumn Block 3 SOL Shape.pdf Amy sorts shapes into a table. Put a cross on the shape that is in the **wrong** place.  These shapes have been sorted. One shape is in the wrong place. Draw a cross (✗) on it. 

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• two two-digit numbers
• adding three one-digit numbers

♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</td><td>Flashback Focus: (Y1) ♣ compare and order numbers from 0 up to 100; use <, > and = signs</td></tr>
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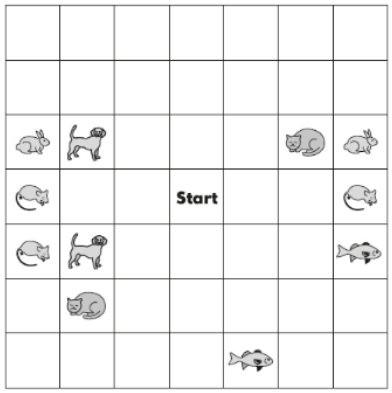
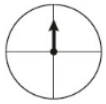
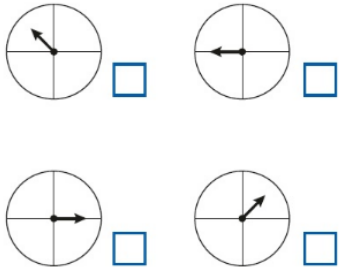
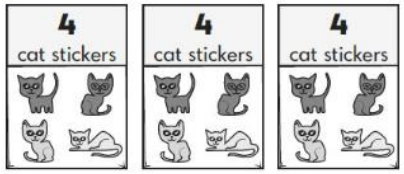
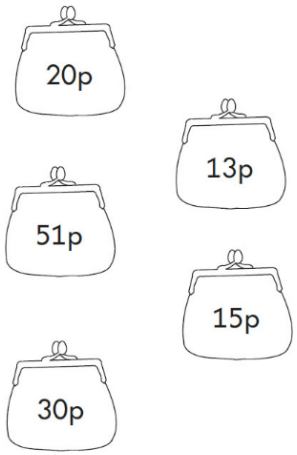
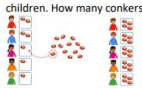
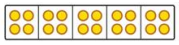
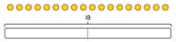
<tr><td>PDF
Y2 Summer Block 4
SOL Position and di

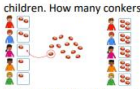
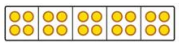
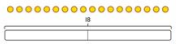
Link to all White Rose Resources (if needed):

Put your finger on Start.
Move your finger up 1 square then across 3 squares.
Tick (✓) the animal your finger stops on.
 

Here is a spinner.
 
The arrow moves a $\frac{1}{4}$ turn anti-clockwise.
Tick the new position of the arrow.
  </td></tr>
</table>

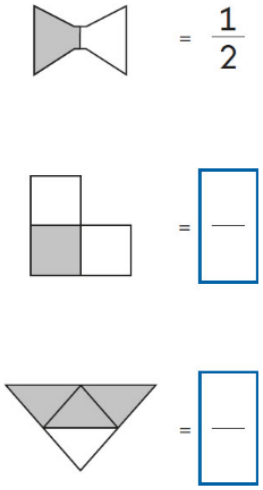
Spring 1 (6 weeks)	
Week 1: Monday	Week 1: Tuesday-Friday
Arithmetic: ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ♣ add ~~and subtract~~ numbers using concrete 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 ♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ♣ show that multiplication of two numbers can be done in any order (commutative)	Flashback Focus: ♣ **identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line** ♣ **recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** ♣ **show that multiplication of two numbers can be done in any order (commutative)** Link to all White Rose Resources (if needed): Sam has **3** sheets of cat stickers. Each sheet has **4** stickers.  How many stickers does Sam have **altogether**? stickers There are **8** trays of strawberries. Each tray has **10** strawberries. How many strawberries are there **altogether**? Stem sentence There are ____ equal groups with ____ in each group. There are _____ altogether. There are _2_ equal groups with 3 in each group. There are __2__ 3s. ___3_ + _3___ = 6 ----x ----- = -----lots of ------ = | Notes / Vocabulary | Concrete | Pictorial | Abstract | | --- | --- | --- | --- | | Equal groups, multiply, repeated addition, multiplication symbol, lots of, arrays, commutative, 2,3,5 and 10 times table. Children will start to understand that multiplying by 2 is doubling. They may see that when multiplying by an even number the answer will be even but can be odd or even when multiplying by an odd number. | Children make equal groups for the 2,3,5 and 10 times tables with concrete resources and skip count. Link this to the x 'groups of' 'lots of' symbol. 5 groups of 3 equals 15 5 multiplied by 3 equals 15 5 lots of 3 equals 15 Doubling will be understood by using concrete resources for two equal groups and calculating through counting, skip counting or repeated addition. | Children can draw groups to support working out and either count totals, use repeated addition or skip count. 3 + 3 + 3 = 9 3 groups of 3 is 9 altogether | Children can recall the 2,3,5 and 10 times tables through memory or by counting up in steps. Children may write down the numbers to support themselves. 0,5,10,15,..... |

Spring 2 (6 weeks)	
Week 2: Monday	Week 2: Tuesday-Friday
Arithmetic: ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ♣ 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 ♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Flashback Focus: **♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** **♣ calculate mathematical statements ~~for multiplication and~~ division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs** Link to all White Rose Resources (if needed): Tick **all** the amounts that can be made using **only** 5p coins.  Amy has **45p**. A badge costs **10p**. What is the **total** number of badges that Amy can buy with 45p? badges Stem sentence/ Maths talk ___ are shared equally between ___. Each child gets ____ ___ divided between ___ is equal to ___ each. I have twenty conkers and I share them equally between five children. How many conkers does each child have?  Twenty conkers are shared equally between five children. Each child gets four conkers. **Notes / Vocabulary:** Equal, sharing, whole, division. **Concrete:** Start with a whole and share into equal parts, one at a time. 12 shared equally between 2. They get 6 each. Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared **Pictorial:** Represent the objects shared into equal parts using a bar model.  20 shared into 5 equal parts. There are 4 in each part. **Abstract:** Use a bar model to support understanding of the division.  18 ÷ 2 = 9

Spring 2 (6 weeks)	
Week 3: Monday	Week 3: Tuesday-Friday
Arithmetic: ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ♣ 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 ♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Flashback Focus: **♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers** **♣ calculate mathematical statements ~~for multiplication and~~ division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs** Link to all White Rose Resources (if needed): Here is a balance. The mass of the ☐ is 15 kg. What is the mass of **one** ⬭? kg Ben has **40** cards. He shares them equally between **4** party bags. How many cards does he put in each bag? cards Stem sentence/ Maths talk ___ are shared equally between ___. Each child gets ____ ___ divided between ___ is equal to ___ each. I have twenty conkers and I share them equally between five children. How many conkers does each child have?  Twenty conkers are shared equally between five children. Each child gets four conkers. Notes / Vocabulary: Equal, sharing, whole, division. Concrete: Start with a whole and share into equal parts, one at a time. 12 shared equally between 2. They get 6 each. Start to understand how this also relates to grouping. To share equally between 3 people, take a group of 3 and give 1 to each person. Keep going until all the objects have been shared Pictorial: Represent the objects shared into equal parts using a bar model.  20 shared into 5 equal parts. There are 4 in each part. Abstract: Use a bar model to support understanding of the division.  18 ÷ 2 = 9

<table>
<tr><th colspan="2">Spring 2 (6 weeks)</th></tr>
<tr><th>Week 4: Monday</th><th>Week 4: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

♣ 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

♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</td><td>Flashback Focus: ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</td></tr>
<tr><td>♣ recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape, set of objects or quantity</td></tr>
<tr><td>Link to all White Rose Resources (if needed):
What fraction of each shape is shaded?
One is done for you.
 
</td></tr>
</table>

<table>
<tr><th colspan="2">Spring 2 (6 weeks)</th></tr>
<tr><th>Week 5: Monday</th><th>Week5: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

♣ 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

♣ recall and use multiplication ~~and division~~ facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</td><td>Flashback Focus: ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</td></tr>
<tr><td>♣ recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape, set of objects or quantity</td></tr>
<tr><td>Link to all White Rose Resources (if needed):

A shop has 12 bags of crisps.

It sells $\frac{1}{4}$ of the bags.

How many bags of crisps did the shop sell?

bags

$\frac{1}{2}$ of 26 =

$\frac{1}{4}$ of 24 =</td></tr>
</table>