

Vision	
	Curriculum intent for Maths Year 2 We believe that all children are capable of understanding and doing mathematics and aim to promote a positive can do attitude to the subject. We intend for all children to become fluent in the fundamentals of mathematics, reason mathematically by giving proof and justifications and to solve problems, including those in real life contexts; moving beyond the parameters of the classroom. We utilise mistakes and misconceptions as an essential opportunity for learning and growth.
Implementation	Spirituality Statement In Maths we believe that all children are capable of succeeding, as in the story of the lost sheep (Luke 14: 3 - 5a) Then Jesus told them this story: Suppose one of you has 100 sheep, but he loses one of them. Then he will leave the other 99 sheep alone and go out and look for the lost sheep. The man will keep on looking for the lost sheep until he finds it. And when he finds it, the man is very happy.
	<p style="text-align: center;">Learning Together, Flourishing Together</p> <p>Growth mindsets are discussed and developed as children are taught that making mistakes give valuable opportunities to learn. Values are linked to learning, in particular respect, courage, friendship and perseverance. Metacognition is encouraged by asking children to think about their own learning, reason mathematically and solve problems.</p> <p>Instilling initiative which encourages children to seek support when needed and to pursue understanding.</p> <p>All stakeholders actively taking part in learning and following agreed procedures consistently to enable flourishing.</p> <p>Pupils ask questions and lead learning. They explain their reasoning and thinking.</p> <p>Clear progression of vocabulary, knowledge and skills from R to Y2 across the subject with cross curricular links encouraged to apply learning, in particular to science and D&T.</p> <p>Collaborative learning through paired, group and whole class discussions.</p> <p>Independent children are supported to challenge themselves and take risks, an element of challenge is incorporated into every lesson to move children's learning forward.</p> <p>Staff use updated pedagogy and maintain high expectations of all pupils.</p> <p>Questioning and feedback at the point of learning enables accurate assessment for learning and positive progress within the lesson.</p> <p>Clear systems to track and monitor the progress and attainment of each pupil and shared with parents.</p> <p style="text-align: center;">Uphold the Values of God</p> <p>Explicit teaching and recognition of the school values in action, in particular respect, courage, friendship and perseverance.</p> <p>Pupil voice is encouraged and valued. All stakeholders respond with respect, in particular when exploring misconceptions and how mistakes make us better learners.</p> <p>Take on leadership roles and make a valued contribution to the schools' vision.</p> <p>Discover, discuss and reason about other religions, cultures and beliefs.</p> <p>Church school distinctiveness woven across the curriculum.</p> <p>Pupils share in the creation of and follow their rights and responsibilities demonstrating understanding of right and wrong.</p> <p>Strong focus on pastoral care to meet personal and social needs of all stakeholders.</p> <p style="text-align: center;">Stimulating Surroundings</p> <p>Use of outdoor and in school resources including technology. High quality texts engage and motivate children.</p> <p>Pupil voice is listened and responded to and a safe environment provided. In maths this is encouraged so that children are willing to take risks, share mistakes and explore misconceptions.</p> <p>Pupils are provided with a calm, natural environment to replicate the context of the school grounds.</p> <p style="text-align: center;">Nurture creativity and Encourage Curiosity</p> <p>Interactive provocations encourage curiosity and exploration. Children have access to numbers, manipulatives and questions to allow them to use their mathematical thinking throughout the day.</p> <p>Opportunities for ongoing self-evaluation and reflection. Each class has a self-help maths resources trollys to encourage them to think for themselves and become independent learners.</p> <p>An enriched curriculum with wider opportunities to apply skills to real life situations.</p> <p>Opportunities to apply learning in different contexts and extend their skills through challenge. Cross-curricular links give children opportunities to apply their learning.</p> <p>Individualised curriculum and timely intervention where necessary to enable success.</p> <p style="text-align: center;">Connecting Communities</p> <p>Maintaining local, regional, national, and international networks.</p> <p>Supporting and volunteering for local, national, and international charities.</p> <p>High profile given to sustainability and being eco-friendly led by pupils across the school.</p> <p>Enrichment through visits, visitors, peripatetic teachers, and experts in their field.</p> <p>Pupils experience democracy in action within their school community.</p>

Progression of Knowledge and Skills	
Area	Pupils working at national expectation will:
Number and Place Value	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 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 Use place value and number facts to solve problems.
Addition and Subtraction	<ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> 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. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplication and Division	<ul style="list-style-type: none"> 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 <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>
Fractions	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
Measurement	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) mass / weight (for example, heavy/light, heavier than, lighter than)

		<ul style="list-style-type: none"> • capacity and volume (full/empty, more than, less than, half, half full, quarter) • time (quicker, slower, earlier, later) • Measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) • Recognise and know the value and denominations of coins and notes. • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	Geometry: Position and Direction	<ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in patterns and sequences • 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)
	Statistics	<ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data.