YEAR TWO	
Week	Objective
1 - Number, Counting & Place Value (Chapter 1)	• I can count forwards and backwards in ones & tens from any number up to 100 • *I can recognise the place value of each digit in two-digit numbers (tens, ones)* • I can estimate numbers based on their position on a number line (0-100) • I can order and compare numbers and use the symbols < = > for numbers up to 100 (apply using measures) • I can read and write numbers to at least 100, both in digits
2 – Number Bonds & Addition (Chapter 1 and start of Chapter 2)	• I can recall number bonds within twenty e.g. 16-7 = 9 from Y1 (including partitioning) • *I can add numbers using objects/pictorial representations where adding two two-digit numbers (no regrouping)*
Addition – 3 (Chapter 2)	• *I can add numbers using objects/pictorial representations mentally where adding two two-digit numbers* (with re-grouping) • *I can add 3 single digit numbers*
4 – Subtraction (Chapter 2)	• *I can subtract numbers using objects/pictorial representations where subtracting two two-digit numbers (no regrouping, then with regrouping)*
5 – Multiplication (Chapter 3)	• I can start at zero and count in steps of 2, 3, 5 and 10 *(up to 10x)* • To be able to understand that multiplication is the same as repeated addition of equal groups. • *I can respond to and write my own mathematical statements for multiplication (x) using the equals (=) symbol, for the 2 & 10 tables* • I can recall and use the multiplication and division facts for the 2, 5 and 10 times tables (up to 12x)
6 - Multiplication (Chapter 3)	• *I can respond to and write my own mathematical statements for multiplication (x) using the equals (=) symbol, for the 2,5 and 10x tables,* ***beginning to do so for some other times tables*** • *I can solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts.*
7 – Multiplication (Chapter 3)	• *I can respond to and write my own mathematical statements for multiplication (x) using the equals (=) symbol, for the 2,5 and 10x tables,* ***beginning to do so for some other times tables*** • *I can solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts.*

YEAR TWO	
Week	Objective
8 – Division (Chapter 4)	• I can recall and use the multiplication and division facts for the 2, 5 and 10 times tables (up to 12x) • To be able to understand that grouping is a way of dividing and use the division (÷) and equals (=) signs. • To be able to understand that sharing is a way of dividing and discover the relationship between division and multiplication. • *I can respond to and write my own mathematical statements for division (÷) using the equals (=) symbol, for the 2,5 and 10x tables, beginning to do so for some other times tables.*
9 – Multiplication & Division Number Facts (Chapter 4)	• *I can solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts.* • I can identify odd and even numbers
10 – Measuring (Chapter 5/6)	• I choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers (divisions of ones, twos, fives, tens) • I can read scales to measure mass (g/kg) to the nearest appropriate unit using scales (divisions of ones, twos, fives, tens) – including missing values
11 - Measuring (Chapter 6/7)	• I can read scales to measure mass (g/kg) to the nearest appropriate unit using scales (divisions of ones, twos, fives, tens) – including missing values • I choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit using thermometers (divisions of ones, twos, fives, tens)
12 – Statistics (Chapter 8)	• I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables • I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • I can ask and answer questions about totalling and comparing categorical data

YEAR TWO	
Week	Objectives
13 – Word Problems (Including Measure) (Chapter 9)	• *I can solve problems with addition and subtraction using objects and pictorial representation (including measures) choosing from the mental and written methods I know*
14 – Measuring - Money (Chapter 10)	• I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • I can find different combinations of coins that equal the same amounts of money (e.g. use coins to make 50p in different ways) • *I can solve simple problems in a practical context involving addition of money of the same unit.*
15 – Time (Chapter 14)	• I can compare and sequence intervals of time • I can tell the time on the clock to the nearest 15 minutes • I know the number of minutes in an hour and the number of hours in a day
16 – Fractions (Chapter 13)	• I can shade a half, a third, a quarter, two quarters(knowing this is a half) of a shape, find and name a quarter as one of four equal parts of an object, shape or quantity • I can recognise that all parts must be equal parts of the whole
17 – Fractions (Chapter 13)	• I can recognise, find, name and write fractions ½ , $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • I can recognise, name, find and write fractions half, third, quarter, 2 quarters, three quarters of a set of objects or quantity

YEAR TWO	
Week	Objective
18 – Addition & Subtraction	SATs revision – Addition and Subtraction
19 – Multiplication & Division	SATs revision multiplication and division
20 - Consolidation	SATS
21 – Consolidation	SATs review – question analysis teach to gaps

YEAR TWO	
Week	Objective
22 – Shape – 2D Shapes (Chapter 11)	• I can identify and describe the properties of 2-D shapes (including quadrilaterals and polygons), including the number of sides and line symmetry in a vertical line
23 – Shape – 3D Shapes (Chapter 12)	• I can identify and describe the properties of 3-D shapes (including cuboids, prisms, cones), including the number of edges, vertices and faces • I can identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
24 – Measuring (Chapter 15)	• I can compare and order volume/capacity and record the results using >, < and =
25 – Number Facts (extra unit)	• I can recall number bonds within twenty e.g. 16-7 = 9 from Y1 • I know subtraction facts related to number bonds to ten and twenty from Y1 • I can recall fluently and apply addition subtraction facts to and use related facts to 100. E.g. I know 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 – 3 so 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30
26 – Money (extra unit)	• *I can solve simple problems in a practical context involving subtraction of money of the same unit, including giving change*
27 – Money (extra unit)	• *I can solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems using money*

YEAR TWO	
Week	Objective
29 – Money (extra unit)	• *I can solve problems involving division, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems using money*
30 – Multiplication and Division (Revisit)	• *I can solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts.*
31 – Position & Direction (Revisit)	I can make half, quarter and three-quarter turns in both directions (clockwise, anti-clockwise) from Y1 • I can 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).
32 – Number Facts (Revisit)	• I can recall and use the multiplication and division facts for the 2, 5 and 10 times tables (up to 12x) • I can show my understanding of the links between multiplication and division through inverse operations, for example 4 x 5 = 20 so 20 ÷ 5 = 4
33 - Consolidation	Consolidation