



Year 2 Maths Small Steps Planning Framework:

The Buxton Maths small steps planning framework (adapted from the White Rose Resources) are a series of learning objectives that children need to master in order to progress onto more challenging lessons. There are small steps for each year group, which are sorted into blocks of weeks and linked to the Maths National Curriculum 2014 found at the end of this document, which can also be referred to. Ideally, you should follow the small steps in the order they are presented, as they have been carefully planned in this order to help children gradually develop their skills. While the small steps outline the learning objectives that children should work towards in lessons, how you plan and deliver these lessons is down to you. So here are some tips for planning lessons using the small steps.

- The small steps are a series of learning objectives and milestones, but that's not to say that one step equals one lesson. You may be able to cover several small steps in one lesson, or a single step might require a whole lesson or even several lessons. You'll need to judge how easily children will grasp these small steps and plan lessons to make sure you cover all steps within the blocks of time. If block 1 is weeks 1-3, you'll need to have covered all block 1 small steps by the end of week 3.
- Each small step assumes a certain level of understanding from the children — understanding that they should have gained while progressing through other steps. So before you progress onto more complex and challenging topics, assess children's progress to make sure they have a firm understanding of the small steps you've already covered; for example if children are unable to multiply and divide by 10,100, 1000 then do not progress to converting measurements as this skill will be needed to be able to do this.
- Some steps will be more challenging than others for children to master, so when planning lessons, think about how much support children will need when tackling each step. Consider encouraging independent learning where possible, such as during fluency tasks (use classroom secrets resources). For more challenging topics, think about guiding children through concepts with teaching slides or one-to-one support. You may need to put additional support measures in place for children with learning difficulties, SEND children or EAL children.
- Deep learning should be encouraged to ensure children develop a strong and lasting understanding of concepts that can be built upon in future lessons. So rather than flying through the small steps, schedule in time to allow children to revisit what they've learned so that they can consolidate their knowledge. In each block ensure children have mathematical fluency tasks, encourage them to explore different approaches to maths problems and apply their understanding to different contexts.

As teaching is taught in blocks it is **important** that children are given opportunities to revisit and consolidate their learning. These have been highlighted as part of your oral mental starters (OMS) but could also be part of your early work learning during registration.

Autumn Week	1	2	3	4	5	6	7	8	9	10	11	12
Area of focus	Place value			Addition and subtraction		Geometry - Shape	Addition and subtraction		Multiplication	End of term assessment	Money	
Small steps	<ul style="list-style-type: none"> • Count objects to 100 and read and write numbers in numerals and words. • Represent numbers to 100. • Tens and ones with a part whole model. • Tens and ones using addition. • Use a place value chart. • Compare objects. • Compare numbers. • Order objects and numbers. • Odd and even numbers. <p>Daily counting and oral mental starters;</p> <ul style="list-style-type: none"> • Count in 2s, 5s and 10s • Doubling • Number bonds 			<ul style="list-style-type: none"> • Fact families – Addition and subtraction bonds to 20. • Check calculations. • Compare number sentences. • Related facts. • Bonds to 100 (tens). • Add and subtract 1s. • 10 more and 10 less. • Add and subtract 10s. <p>Daily counting and oral mental starters;</p> <ul style="list-style-type: none"> • Count in 2s, 5s and 10s • Doubling • Number bonds 		<ul style="list-style-type: none"> • Recognise 2D and 3D shapes. • Count sides on 2D shapes. • Count vertices on 2D shapes. • Draw 2D shapes. • Lines of symmetry. • Sort 2D shapes. • Make patterns with 2D shapes. <p>OMS ;</p> <ul style="list-style-type: none"> • Counting 2,5,10 	<ul style="list-style-type: none"> • Add a 2-digit and 1-digit number – crossing ten. • Subtract a 1-digit number from a 2-digit number – crossing 10. • Add two 2-digit numbers – not crossing ten – add ones and add tens. • Add two 2-digit numbers – crossing ten – add ones and add tens. <p>OMS;</p> <ul style="list-style-type: none"> • Counting in 3's • Counting in 2's • 2d shape recall • Number bonds 		<ul style="list-style-type: none"> • Recognise equal groups. • Make equal groups. • Add equal groups recognising multiplication as repeated addition. • Multiplication sentences using the x symbol. • Multiplication sentences from pictures. • Use arrays. <p>OMS-</p> <ul style="list-style-type: none"> • Singing times tables x 10 x 5 	<p>OMS</p> <ul style="list-style-type: none"> • Recap on time from year 1 – telling the time to the nearest 15 minutes. • 2d shape. • Singing times tables. 	<ul style="list-style-type: none"> • Count money – pence. • Count money – pounds (notes and coins). • Count money – notes and coins. • Select money. • Make the same amount. • Compare money. <p>OMS –</p> <ul style="list-style-type: none"> • Number bonds. • 2D shape recall • Adding one more/one less • Singing times tables x10 x5. 	

						forwards and back. • One more/one less. • Doubling			• 10 more / 10 less • Adding /subtracting 2 digit and 1 digit number. • Partitioning in different ways			
Spring Week	1	2	3	4	5	6	7	8	9	10	11	12
	Place value / Addition and subtraction/Money	Multiplication	Statistics		Geometry – Shape	Addition and subtraction	Multiplication and division	Fractions	Assessment	Time	Measurement - Length	
	<ul style="list-style-type: none"> • (Revisit)partitioning in different ways • Add three 1-digit numbers. • (Revisit)Adding /subtracting 2 digit and 1 digit number. • (Revisit) counting money. • Find the total - money • Find the difference Inc. money • Find change. • Two-step problems. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5. 	<p>Revisit multiplication from Autumn term.</p> <p>Introduce singing 2 times-table.</p> <p>OMS :</p> <ul style="list-style-type: none"> • 10 more/10 less. • Adding and subtracting 10's • 2D shape 	<ul style="list-style-type: none"> • Make tally charts. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Block diagrams <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Number bonds • Doubling and halving. 		<ul style="list-style-type: none"> • Count faces on 3D shapes. • Count edges on 3D shapes. • Count vertices on 3D shapes. • Sort 3D shapes. • Make patterns with 3D shapes. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Partitioning • 1 more/1 less • Arrays 	<ul style="list-style-type: none"> • Bonds to 100 (tens and ones). • Adding /subtracting 2 digit and 1 digit number. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Money • Odd and even numbers 	<ul style="list-style-type: none"> • Make equal groups – sharing. • Make equal groups – grouping. • Divide by 2. • Divide by 5. • Divide by 10. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Adding and subtracting 2 digit numbers. 	<ul style="list-style-type: none"> • Make equal parts. • Recognise half. • Find half. • Recognise quarter. • Find a quarter. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Recap lengths/compare. • 1 / 10 more or less. 	<p>Between assessments continue to recap prior learning and calculation skills.</p> <p>+Singing times tables.</p> <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Fractions halves and quarters. • 2D shape 	<ul style="list-style-type: none"> • O'clock and half past. • Quarter past and quarter to. • Telling time to 5 minutes. • Minutes in an hour, hours in a day. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Money • Number bonds 	<ul style="list-style-type: none"> • Measure length (cm). • Measure length (m). • Compare lengths. • Order lengths. • Four operations with lengths. <p>OMS;</p> <ul style="list-style-type: none"> • 3D shape recall • 2/5/10 singing times tables. • Number bonds Adding 3 one digit numbers. 	
Summer Week	1	2	3	4	5	6	7	8	9	10	11	12
	Geometry – position and direction	Addition and subtraction	Multiplication and division	Measurement: Mass, Capacity and temperature		Fractions		End of year assessment	Time	All four operations and end of year assessment.		
	<ul style="list-style-type: none"> • Describing movement. • Describing turns. • Describing movement and turns. • Making patterns with shapes. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Time 	<p>Revisit and apply to problem solving and efficient methods</p> <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times 	<ul style="list-style-type: none"> • Make equal groups – sharing. • Make equal groups – grouping. • Divide by 2. • Divide by 5. • Divide by 10. <p>Application to solving problems</p> <p>OMS ;</p>		<ul style="list-style-type: none"> • Compare mass. • Measure mass in grams. • Measure mass in kilograms. • Compare capacity. • Millilitres. • Litres. • Temperature <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2 • Time 	<p>Revisit half and quarter +</p> <ul style="list-style-type: none"> • Recognise a third. • Find a third. • Unit fractions. • Non-unit fractions. • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. • Find three quarters. • Count in fractions. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2 	<p>+</p> <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Daily calculations of all four operation. 	<p>Recap prior +</p> <ul style="list-style-type: none"> • Find durations of time. • Compare durations of time. <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2. • Division 	<p>Application to solving and efficient methods</p> <p>OMS ;</p> <ul style="list-style-type: none"> • Singing times tables x10 x5 x2 • Fractions 			

<ul style="list-style-type: none"> Partitioning and place value. 	<ul style="list-style-type: none"> tables x10 x5 x2. 3D shape Fractions 	<ul style="list-style-type: none"> Singing times tables x10 x5 x2. Adding and subtracting 2 digit numbers. 	<ul style="list-style-type: none"> 2d/3d shape 	<ul style="list-style-type: none"> Daily addition and subtraction calculations / place value in calculations books 	<ul style="list-style-type: none"> Money
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Year 2 Maths National Curriculum							
NUMBER - Number and place value.	NUMBER - Addition and Subtraction	NUMBER - Multiplication and Division	NUMBER - Fractions	MEASUREMENT	GEOMETRY - Properties of Shape	GEOMETRY - Position and direction	STATISTICS - Data
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and count 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> solve simple one-step 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 solve missing number problems. 	<p>Pupils should be taught to:</p> <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 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, and of a 31 41 42 43 length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$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 = read relevant scales to the nearest numbered unit recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money of the same unit, including giving change solve simple problems in a practical context involving addition and subtraction of money 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line 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 compare and sort common 2-D and 3-D shapes and everyday objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. 	<p>Pupils should be taught to:</p> <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 compare categorical data.