

Woodlands Infant School



Maths curriculum

Long term plan and Yearly overviews

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Maths Long Term Plan

	Autumn	Spring	Summer
Nursery	Block 1 – Comparison 1 Block 2 – Shape, Space and Measure 1 Block 3 – Pattern 1 Block 4 – Counting 1 Block 5 – Counting 2 Block 6 – Subitising 1 Block 7 – Pattern 2 Block 8 – Shape, Space and Measure 2	Block 9 – Subitising 2 Block 10 – Counting 3 Block 11 – Shape, Space and Measure 3 Block 12 – Pattern 3 Block 13 – Counting 4 Block 14 – Shape, Space and Measure 4 Block 15 – Subitising 3 Block 16 – Comparison 2	Block 17 – Pattern 4 Block 18 – Shape, Space and Measure 5 Block 19 – Pattern 5 Block 20 – Subitising 4 Block 21 – Counting 5 Block 22 – Pattern 6 Block 23 – Counting 6 Block 24 – Comparison 3
Reception	Block 1 – Match, Sort and Compare Block 2 – Talk about Measure and Pattern Block 3 – It's Me 1, 2, 3 Block 4 – Circles and Triangles Block 5 – 1, 2, 3, 4, 5 Block 6 – Shapes with 4 Sides	Block 1 – Alive in 5 Block 2 – Mass and Capacity Block 3 – Growing 6, 7, 8 Block 4 – Length, Height and Time Block 5 – Building 9 and 10 Block 6 – Explore 3-D Shape	Block 1 – To 20 and Beyond Block 2 – How Many Now? Block 3 – Manipulate, Compose and Decompose Block 4 – Sharing and Grouping Block 5 – Visualise, Build and Map Block 6 – Make Connections
Year One	Block 1 – Place Value (within 10) Block 2 – Addition and Subtraction (within 10) Block 3 – Shape	Block 1 – Place Value (within 20) Block 2 – Addition and Subtraction (within 20) Block 3 – Place Value (within 50) Block 4 – Length and Height Block 5 – Mass and Volume	Block 1 – Multiplication and Division Block 2 – Fractions Block 3 – Position and Direction Block 4 – Place Value (within 100) Block 5 – Money Block 6 – Time
Year Two	Block 1 – Place Value Block 2 – Addition and Subtraction Block 3 – Shape	Block 1 – Money Block 2 – Multiplication and Division Block 3 – Length and Height Block 4 – Mass, Capacity and Temperature	Block 1 – Fractions Block 2 – Time Block 3 – Statistics Block 4 – Position and Direction

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Nursery – Yearly Overview

In Nursery, pupils develop early mathematical awareness through comparison, pattern, counting and spatial exploration. Mathematical understanding is rooted in practical play, talk and sensory experiences. Pupils learn to notice differences, sort objects, join in with repeated patterns and begin counting small quantities with increasing accuracy. Subitising to 3 and exploring collections lay the foundations for number sense. Shape, position and measure are explored through movement, construction and everyday routines. The focus is on building confidence, language and early conceptual understanding rather than formal recording.

Autumn

Block 1: Comparison 1 – More than, fewer than, same

Key Mathematical Idea: Quantities can be compared. Children begin to notice when groups are larger, smaller or the same.

- Step 1: Collect objects to compare amounts
- Step 2: Make simple comparisons of amounts
- Step 3: Look for collections of large and small amounts
- Step 4: Compare and talk about large and small amounts
- Step 5: Make large and small collections
- Step 6: Make collections the same

Block 2: Shape, Space and Measure 1 – Explore and build with shapes and objects

Key Mathematical Idea: Shapes and objects can be explored, positioned and selected for a purpose.

- Step 1: Explore and play with shapes
- Step 2: Show interest in simple differences between shapes
- Step 3: Put shapes and blocks into position
- Step 4: Select shapes for a reason
- Step 5: Begin to explore and describe natural shapes and objects
- Step 6: Find and collect objects for a purpose

Block 3: Pattern 1 – Explore repeats

Key Mathematical Idea: Patterns are made by repeating a unit. Children explore and begin to create simple repeats through songs, movement and objects.

- Step 1: Listen to repeats in songs and stories
- Step 2: Start to join in songs with repeats
- Step 3: Start to join in with repeats from stories
- Step 4: Clap along to songs
- Step 5: Make line patterns with own sequences
- Step 6: Choose blocks to build roads and towers

Block 4: Counting 1 – Hear and say number names

Key Mathematical Idea: Number names follow a stable order and can be heard and spoken in sequence.

- Step 1: Hear some number names
- Step 2: Join in saying some number names
- Step 3: Model saying number names in order
- Step 4: Practise saying number names in order
- Step 5: Join in stable order counting forwards
- Step 6: Join in stable order counting backwards

Block 5: Counting 2 – Begin to order number names

Key Mathematical Idea: Number names can be ordered and linked to actions and objects.

- Step 1: Model saying 1, 2 and 3 in play
- Step 2: Copy the sequence of 1, 2 and 3
- Step 3: Copy fingers to represent 1, 2 and 3
- Step 4: Begin to count actions
- Step 5: Say number names in order
- Step 6: Begin to recognise that anything can be counted

Block 6: Subitising 1 – I see 1, 2, 3

Key Mathematical Idea: Small quantities can be recognised without counting.

- Step 1: Notice images in books
- Step 2: Respond to "I see 1, 2, 3"
- Step 3: Recognise "I see 1, 2, 3"
- Step 4: Copy "I see 1, 2, 3"
- Step 5: Point to 1, 2, 3
- Step 6: Recognise 1, 2, 3 in well-known tales

Block 7: Pattern 2 – Join in with repeats

Key Mathematical Idea: Repeated actions and sequences support early pattern recognition.

- Step 1: Join in with repeated actions in songs
- Step 2: Join in with repeats in songs and stories
- Step 3: Sing some refrains independently
- Step 4: Have a sense of daily routines
- Step 5: Say what happens next
- Step 6: Make arrangements in art

Block 8: Shape, Space and Measure 2 – Explore position and space

Key Mathematical Idea: Position and space can be explored using everyday language.

- Step 1: Respond to simple language of position
- Step 2: Arrange blocks in a chosen position
- Step 3: Select shapes for a space
- Step 4: Recognise when 2 objects are the same shape
- Step 5: Explore and describe shapes and objects
- Step 6: Sort shapes and objects into simple categories

Spring

Block 9: Subitising 2 – Show me 1, 2, 3

Key Mathematical Idea: Quantities to 3 can be shown using fingers and actions.

- Step 1: Copy fingers to show 1
- Step 2: Copy fingers to show 2
- Step 3: Copy fingers to show 3
- Step 4: Show 1 finger when seeing 1 item in

Block 11: Shape, Space and Measure 3 – Explore position and routes

Key Mathematical Idea: Children explore movement, direction and spatial awareness.

- Step 1: Explore shape resources
- Step 2: Explore more complex inset jigsaws
- Step 3: Talk about simple positions

Block 13: Counting 4 – Take and give 1, 2, 3

Key Mathematical Idea: Counting supports sharing and giving quantities accurately.

- Step 1: Choose a group to count
- Step 2: Take out 2 from a group
- Step 3: Take out 3 from a group
- Step 4: Give others 2 items

Block 15: Subitising 3 – Talk about dots

Key Mathematical Idea: Dot patterns support conceptual subitising.

- Step 1: Become familiar with dot patterns
- Step 2: Say when there is 1 dot
- Step 3: Say when there are 2 dots
- Step 4: Recognise 1 and 2 in different

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Summer	stories Step 5: Show 2 or 3 fingers when seeing 2 or 3 in stories Step 6: Show 1, 2, 3 on fingers when asked Block 10: Counting 3 – Move and label 1, 2, 3 Key Mathematical Idea: Counting links words, movement and quantity. Step 1: Make actions when saying counting words Step 2: Move fingers when saying counting words Step 3: Count out up to 3 objects from rhymes Step 4: Notice number symbols as labels Step 5: Label amounts as 1 and not 1 Step 6: Label amounts as 1, 2 or 3	Step 4: Move into simple positions Step 5: Move through positions Step 6: Follow simple small-world routes Block 12: Pattern 3 – Explore own first patterns Key Mathematical Idea: Children begin creating their own simple patterns. Step 1: Explain simple pattern arrangements Step 2: Make roads and bridges with intent Step 3: Choose blocks to copy simple creations Step 4: Make simple line patterns with objects Step 5: Make simple pattern arrangements Step 6: Show an interest in patterns and shapes	Step 5: Give others 3 items Step 6: Count 3 objects with one-to-one correspondence Block 14: Shape, Space and Measure 4 – Match, talk, push and pull Key Mathematical Idea: Movement, matching and positional language develop spatial reasoning. Step 1: Match simple shapes Step 2: Push some shapes and blocks together Step 3: Make simple arrangements Step 4: Talk about arrangements Step 5: Follow simple routes outside Step 6: Follow toys around a simple route	arrangements Step 5: Say when there are 3 dots Step 6: Recognise 1, 2 and 3 in different arrangements Block 16: Comparison 2 – Compare and sort collections Key Mathematical Idea: Collections can be matched, sorted and made equal. Step 1: Notice when two collections are the same Step 2: Make collections of small objects the same Step 3: Make collections of large objects the same Step 4: Recognise two collections are the same using large and small objects Step 5: Make collections the same using large and small objects Step 6: Sort and talk about their own collections
	Block 17: Pattern 4 – Lead on own repeats Key Mathematical Idea: Children begin leading and creating repeating patterns. Step 1: Join in fully with sequences and songs Step 2: Sing rhymes independently Step 3: Lead sequences and songs Step 4: Read on in familiar repeating stories Step 5: Copy art-based simple patterns Step 6: Explore own line and repeating patterns in art Block 18: Shape, Space and Measure 5 – Starting to puzzle Key Mathematical Idea: Matching and spatial reasoning develop through puzzles and routes. Step 1: Complete shape-match puzzles Step 2: Complete simple jigsaws Step 3: Match objects to pictures Step 4: Match objects to shadows Step 5: Explore objects and small world from different positions Step 6: Make simple routes in small world with lines and curves	Block 19: Pattern 5 – Making patterns together Key Mathematical Idea: Patterns can be created collaboratively and extended. Step 1: Sing their own songs independently Step 2: Clap in time to a beat Step 3: Make and talk about movement patterns Step 4: Talk about objects in patterns and arrangements Step 5: Copy AB patterns with support Step 6: Continue AB patterns with support Block 20: Subitising 4 – Make games and actions Key Mathematical Idea: Subitising develops through play, games and sound patterns. Step 1: Match dot patterns Step 2: Be introduced to subitising games Step 3: Play subitising games Step 4: Copy sets of sounds Step 5: Listen to and represent sounds with fingers Step 6: Listen to and represent sounds with resources	Block 21: Counting 5 – Show me 5 Key Mathematical Idea: Counting extends to 5 with increasing one-to-one correspondence. Step 1: Sing rhymes to 5 and join in with movements Step 2: Move props to 5 Step 3: Move props back from 5 Step 4: Show fingers to 5 Step 5: Begin to count 5 objects with one-to-one correspondence Step 6: Match numerals to quantities when acting out songs Block 22: Pattern 6 – My own pattern Key Mathematical Idea: Children independently create and identify pattern rules. Step 1: Continue AB patterns Step 2: Create their own AB patterns Step 3: Notice an error in a pattern Step 4: Build constructions with simple enclosures Step 5: Copy simple repeated constructions Step 6: Begin to sequence some events	Block 23: Counting 6 – Stop at 1, 2, 3, 4, 5 Key Mathematical Idea: Counting to 5 becomes increasingly secure and represented in different ways. Step 1: Count out up to 5 objects from a larger group Step 2: Explore counting to 5 in different ways Step 3: Verbally count to a given number Step 4: Label objects with numerals Step 5: Independently show fingers to 5 Step 6: Begin to make marks to represent quantities Block 24: Comparison 3 – Match, sort, compare Key Mathematical Idea: Children compare, match and sort up to 5 objects using attributes. Step 1: Compare up to 5 different objects Step 2: Compare by matching Step 3: Make the same set by matching Step 4: Match by type Step 5: Recognise attributes of objects Step 6: Begin to sort some objects to a type

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Reception – Yearly Overview						
	In Reception, mathematical understanding becomes more structured and explicit. Pupils deepen number sense to 10 through composition, comparison and conceptual subitising. They explore doubling, sharing and combining groups, building secure foundations for calculation. Place value emerges through understanding teen numbers as ‘ten and some more’. Spatial reasoning develops through composing and decomposing shapes, mapping and visualising. By the end of Reception, pupils move from exploratory mathematics towards increasingly systematic reasoning, preparing them for formal calculation and written methods in Year 1.					
Autumn	Block 1: Match, Sort and Compare Key Mathematical Idea: Objects can be grouped, sorted and compared based on shared attributes and quantity. Comparing amounts develops early number sense. Step 1: Match objects Step 2: Match pictures and objects Step 3: Identify a set Step 4: Sort objects to a type Step 5: Explore sorting techniques Step 6: Create sorting rules Step 7: Compare amounts	Block 2: Talk about Measure and Pattern Key Mathematical Idea: Objects can be compared by size, mass and capacity. Patterns follow a rule and can be copied, continued and created. Step 1: Compare size Step 2: Compare mass Step 3: Compare capacity Step 4: Explore simple patterns Step 5: Copy and continue simple patterns Step 6: Create simple patterns	Block 3: It's Me – 1, 2, 3 Key Mathematical Idea: Small numbers can be recognised without counting, represented in different ways and composed from parts. Step 1: Find 1, 2 and 3 Step 2: Subitise 1, 2 and 3 Step 3: Represent 1, 2 and 3 Step 4: 1 more Step 5: 1 less Step 6: Composition of 1, 2 and 3	Block 4: Circles and Triangles Key Mathematical Idea: 2D shapes can be identified and described by their properties. Position can be described using mathematical language. Step 1: Identify and name circles and triangles Step 2: Compare circles and triangles Step 3: Shapes in the environment Step 4: Describe position	Block 5: 1, 2, 3, 4, 5 Key Mathematical Idea: Numbers to 5 can be subitised, compared and composed flexibly, building secure number sense. Step 1: Find 4 and 5 Step 2: Subitise 4 and 5 Step 3: Represent 4 and 5 Step 4: 1 more Step 5: 1 less Step 6: Composition of 4 and 5 Step 7: Composition of 1–5	Block 6: Shapes with 4 Sides Key Mathematical Idea: Shapes with four sides can be identified, compared and combined. Mathematical understanding is applied to time and daily sequence. Step 1: Identify and name shapes with 4 sides Step 2: Combine shapes with 4 sides Step 3: Shapes in the environment Step 4: My day and night
	Block 1: Alive in 5 Key Mathematical Idea: Numbers to 5 are deeply understood through composition, comparison and conceptual subitising, including understanding zero. Step 1: Introduce zero Step 2: Find 0 to 5 Step 3: Subitise 0 to 5 Step 4: Represent 0 to 5 Step 5: 1 more Step 6: 1 less Step 7: Composition Step 8: Conceptual subitising to 5	Block 2: Mass and Capacity Key Mathematical Idea: Mass and capacity can be explored and compared through practical investigation using informal language. Step 1: Compare mass Step 2: Find a balance Step 3: Explore capacity Step 4: Compare capacity	Block 3: Growing 6, 7, 8 Key Mathematical Idea: Numbers beyond 5 are composed of smaller numbers. Combining groups and doubling strengthen additive and early multiplicative understanding. Step 1: Find 6, 7 and 8 Step 2: Represent 6, 7 and 8 Step 3: 1 more Step 4: 1 less Step 5: Composition of 6, 7 and 8 Step 6: Make pairs – odd and even Step 7: Double to 8 (find a double)	Block 4: Length, Height and Time Key Mathematical Idea: Length and height can be compared and ordered. Time can be discussed and sequenced through daily routines. Step 1: Explore length Step 2: Compare length Step 3: Explore height Step 4: Compare height Step 5: Talk about time Step 6: Order and sequence time	Block 5: Building 9 and 10 Key Mathematical Idea: 9 and 10 are composed from smaller numbers. Ten acts as a key benchmark for number relationships, bonds and doubling. Step 1: Find 9 and 10 Step 2: Compare numbers to 10 Step 3: Represent 9 and 10 Step 4: Conceptual subitising to 10 Step 5: 1 more Step 6: 1 less Step 7: Composition to 10 Step 8: Bonds to 10 (2 parts) Step 9: Make arrangements of 10 Step 10: Bonds to 10 (3 parts) Step 11: Doubles to 10 (find a double)	Block 6: Explore 3-D Shape Key Mathematical Idea: 3-D shapes can be recognised and explored through building and pattern, strengthening spatial reasoning. Step 1: Recognise and name 3-D shapes Step 2: Find 2-D shapes within 3-D shapes Step 3: Use 3-D shapes for tasks Step 4: 3-D shapes in the environment Step 5: Identify more complex patterns Step 6: Copy and continue patterns
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			Step 8: Double to 8 (make a double) Step 9: Combine two groups Step 10: Conceptual subitising		Step 12: Doubles to 10 (make a double) Step 13: Explore even and odd	Step 7: Patterns in the environment
Summer	Block 1: To 20 and Beyond Key Mathematical Idea: Teen numbers are structured as 'ten and some more'. Counting patterns extend beyond 10. Step 1: Build numbers beyond 10 (10–13) Step 2: Continue patterns beyond 10 (10–13) Step 3: Build numbers beyond 10 (14–20) Step 4: Continue patterns beyond 10 (14–20) Step 5: Verbal counting beyond 20 Step 6: Verbal counting patterns	Block 2: How Many Now? Key Mathematical Idea: Quantities change when objects are added or taken away. Early addition and subtraction describe these changes. Step 1: Add more Step 2: How many did I add? Step 3: Take away Step 4: How many did I take away?	Block 3: Manipulate, Compose and Decompose Key Mathematical Idea: Shapes can be composed and decomposed in different ways, developing flexible spatial reasoning. Step 1: Select shapes for a purpose Step 2: Rotate shapes Step 3: Manipulate shapes Step 4: Explain shape arrangements Step 5: Compose shapes Step 6: Decompose shapes Step 7: Copy 2-D shape pictures Step 8: Find 2-D shapes within 3-D shapes	Block 4: Sharing and Grouping Key Mathematical Idea: Equal sharing and grouping introduce early multiplicative thinking and doubling. Step 1: Explore sharing Step 2: Sharing Step 3: Explore grouping Step 4: Grouping Step 5: Even and odd sharing Step 6: Play with and build doubles	Block 5: Visualise, Build and Map Key Mathematical Idea: Spatial reasoning develops through visualising, constructing, mapping and describing position. Step 1: Identify units of repeating patterns Step 2: Create own pattern rules Step 3: Explore own pattern rules Step 4: Replicate and build scenes and constructions Step 5: Visualise from different positions Step 6: Describe positions Step 7: Give instructions to build Step 8: Explore mapping Step 9: Represent maps with models Step 10: Create own maps from familiar places Step 11: Create own maps and plans from story situations	Block 6: Make Connections Key Mathematical Idea: Mathematical understanding deepens through recognising relationships, patterns and connections across number and shape. Step 1: Deepen understanding Step 2: Patterns and relationships

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Year 1 – Yearly Overview					
In Year 1, pupils move from early number sense to formal number and calculation. Place value within 100 establishes secure understanding of tens and ones. Addition and subtraction are developed through part-whole relationships and number bonds, moving towards increasingly efficient strategies. Multiplication begins through equal groups and repeated addition, while fractions introduce the idea of equal parts of a whole. Measurement becomes standardised, and geometric understanding is refined through naming and sorting shapes. Mathematical thinking becomes increasingly structured and precise.					
Autumn	Block 1: Place Value (within 10) Key Mathematical Idea: Numbers represent quantity and can be counted, compared, ordered and represented in different ways. Step 1: Sort objects Step 2: Count objects Step 3: Count objects from a larger group Step 4: Represent objects Step 5: Recognise numbers as words Step 6: Count on from any number Step 7: 1 more Step 8: Count backwards within 10 Step 9: 1 less Step 10: Compare groups by matching Step 11: Fewer, more, same Step 12: Less than, greater than, equal to Step 13: Compare numbers Step 14: Order objects and numbers Step 15: The number line	Block 2: Addition and Subtraction (within 10) Key Mathematical Idea: Addition and subtraction describe relationships between parts and wholes. Step 1: Introduce parts and wholes Step 2: Part-whole model Step 3: Write number sentences Step 4: Fact families – addition facts Step 5: Number bonds within 10 Step 6: Systematic number bonds within 10 Step 7: Number bonds to 10 Step 8: Addition – add together Step 9: Addition – add more Step 10: Addition problems Step 11: Find a part Step 12: Subtraction – find a part Step 13: Fact families – the eight facts Step 14: Subtraction – take away/cross out (How many left?) Step 15: Subtraction – take away (How many left?) Step 16: Subtraction on a number line Step 17: Add or subtract 1 or 2	Block 3: Shape Key Mathematical Idea: 2-D and 3-D shapes can be recognised, named and sorted according to their properties. Step 1: Recognise and name 3-D shapes Step 2: Sort 3-D shapes Step 3: Recognise and name 2-D shapes Step 4: Sort 2-D shapes Step 5: Patterns with 2-D and 3-D shapes		
	Block 4: Place Value (within 20) Key Mathematical Idea: Ten is a unit. Numbers beyond 10 are composed of ten and some more. Step 1: Count within 20 Step 2: Understand 10 Step 3: Understand 11, 12 and 13 Step 4: Understand 14, 15 and 16 Step 5: Understand 17, 18 and 19 Step 6: Understand 20 Step 7: 1 more and 1 less Step 8: The number line to 20 Step 9: Use a number line to 20 Step 10: Estimate on a number line to 20	Block 5: Addition and Subtraction (in 20) Key Mathematical Idea: Efficient calculation builds on number bonds and understanding relationships between numbers. Step 1: Add by counting on within 20 Step 2: Add ones using number bonds Step 3: Find and make number bonds to 20 Step 4: Doubles Step 5: Near doubles Step 6: Subtract ones using number bonds Step 7: Subtraction – counting back	Block 6: Place Value (within 50) Key Mathematical Idea: Two-digit numbers are composed of tens and ones. Place value determines magnitude. Step 1: Count from 20 to 50 Step 2: 20, 30, 40 and 50 Step 3: Count by making groups of tens Step 4: Groups of tens and ones Step 5: Partition into tens and ones Step 6: The number line to 50 Step 7: Estimate on a number line to 50 Step 8: 1 more, 1 less	Block 7: Length and Height Key Mathematical Idea: Length and height can be compared and measured using standard and non-standard units. Step 1: Compare lengths and heights Step 2: Measure length using objects Step 3: Measure length in centimetres	Block 8: Mass and Volume Key Mathematical Idea: Objects can be compared and measured by mass and capacity. Step 1: Heavier and lighter Step 2: Measure mass Step 3: Compare mass Step 4: Full and empty Step 5: Compare volume Step 6: Measure capacity Step 7: Compare capacity
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	Step 11: Compare numbers to 20 Step 12: Order numbers to 20	Step 8: Subtraction – finding the difference Step 9: Related facts Step 10: Missing number problems				
Summer	Block 9: Multiplication and Division Key Mathematical Idea: Multiplication and division describe equal groups and repeated addition. Step 1: Count in 2s Step 2: Count in 10s Step 3: Count in 5s Step 4: Recognise equal groups Step 5: Add equal groups Step 6: Make arrays Step 7: Make doubles Step 8: Make equal groups – grouping Step 9: Make equal groups – sharing	Block 10: Fractions Key Mathematical Idea: Fractions describe equal parts of a whole or a quantity. Step 1: Recognise a half of an object or a shape Step 2: Find a half of an object or a shape Step 3: Recognise a half of a quantity Step 4: Find a half of a quantity Step 5: Recognise a quarter of an object or a shape Step 6: Find a quarter of an object or a shape Step 7: Recognise a quarter of a quantity Step 8: Find a quarter of a quantity	Block 11: Position and Direction Key Mathematical Idea: Position and movement can be described precisely using mathematical language. Step 1: Describe turns Step 2: Describe position – left and right Step 3: Describe position – forwards and backwards Step 4: Describe position – above and below Step 5: Ordinal numbers	Block 12: Place Value (within 100) Key Mathematical Idea: Two-digit numbers are composed of tens and ones and can be compared and ordered. Step 1: Count from 50 to 100 Step 2: Tens to 100 Step 3: Partition into tens and ones Step 4: The number line to 100 Step 5: 1 more, 1 less Step 6: Compare numbers with the same number of tens Step 7: Compare any two numbers	Block 13: Money Key Mathematical Idea: Coins and notes represent value and can be combined to make amounts. Step 1: Unitising Step 2: Recognise coins Step 3: Recognise notes Step 4: Count in coins	Block 14: Time Key Mathematical Idea: Time is measured in consistent units and can be read on analogue clocks. Step 1: Before and after Step 2: Days of the week Step 3: Months of the year Step 4: Hours, minutes and seconds Step 5: Tell the time to the hour Step 6: Tell the time to the half hour

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Year 2 – Yearly Overview				
In Year 2, pupils consolidate and extend their understanding of number and place value to support increasingly complex calculation. Written methods for addition and subtraction are developed alongside secure recall of multiplication facts for 2, 5 and 10. Multiplicative reasoning strengthens through grouping, sharing and arrays. Fractions are explored as equal parts and linked to equivalence. Measurement is calculated with increasing accuracy, and data handling is introduced formally through statistics. By the end of Year 2, pupils demonstrate greater fluency, flexibility and independence in mathematical reasoning, preparing them for Key Stage 2.				
Autumn	Block 1: Place Value Key Mathematical Idea: Two-digit numbers are composed of tens and ones. Place value determines magnitude and supports flexible partitioning. Step 1: Numbers to 20 Step 2: Count objects to 100 by making 10s Step 3: Recognise tens and ones Step 4: Use a place value chart Step 5: Partition numbers to 100 Step 6: Write numbers to 100 in words Step 7: Flexibly partition numbers to 100 Step 8: Write numbers to 100 in expanded form Step 9: 10s on the number line to 100 Step 10: 10s and 1s on the number line to 100 Step 11: Estimate numbers on a number line Step 12: Compare objects Step 13: Compare numbers Step 14: Order objects and numbers Step 15: Count in 2s, 5s and 10s Step 16: Count in 3s	Block 2: Addition and Subtraction Key Mathematical Idea: Additive relationships rely on number bonds, place value and understanding of inverse operations. Step 1: Bonds to 10 Step 2: Fact families – addition and subtraction bonds within 20 Step 3: Related facts Step 4: Bonds to 100 (tens) Step 5: Add and subtract 1s Step 6: Add by making 10 Step 7: Add three 1-digit numbers Step 8: Add to the next 10 Step 9: Add across a 10 Step 10: Subtract across 10 Step 11: Subtract from a 10 Step 12: Subtract a 1-digit number from a 2-digit number (across 10) Step 13: 10 more, 10 less Step 14: Add and subtract 10s Step 15: Add two 2-digit numbers (not across a 10) Step 16: Add two 2-digit numbers (across a 10) Step 17: Subtract two 2-digit numbers (not across a 10) Step 18: Subtract two 2-digit numbers (across a 10) Step 19: Mixed addition and subtraction Step 20: Compare number sentences Step 21: Missing number problems		Block 3: Shape Key Mathematical Idea: 2-D and 3-D shapes can be described using properties such as sides, vertices, faces and symmetry. Step 1: Recognise 2-D and 3-D shapes Step 2: Count sides on 2-D shapes Step 3: Count vertices on 2-D shapes Step 4: Draw 2-D shapes Step 5: Lines of symmetry on shapes Step 6: Use lines of symmetry to complete shapes Step 7: Sort 2-D shapes Step 8: Count faces on 3-D shapes Step 9: Count edges on 3-D shapes Step 10: Count vertices on 3-D shapes Step 11: Sort 3-D shapes Step 12: Make patterns with 2-D and 3-D shapes
	Block 1: Money Key Mathematical Idea: Money represents value and can be counted, compared and calculated with. Step 1: Count money – pence Step 2: Count money – pounds (notes & coins) Step 3: Count money – pounds and pence Step 4: Choose notes and coins Step 5: Make the same amount Step 6: Compare amounts of money Step 7: Calculate with money Step 8: Make a pound	Block 2: Multiplication and Division Key Mathematical Idea: Multiplication and division describe equal groups and build on repeated addition and sharing. Step 1: Recognise equal groups Step 2: Make equal groups Step 3: Add equal groups Step 4: Introduce the multiplication symbol Step 5: Multiplication sentences Step 6: Use arrays Step 7: Make equal groups – grouping Step 8: Make equal groups – sharing	Block 3: Length and Height Key Mathematical Idea: Length and height can be measured using standard units and calculated with. Step 1: Measure in centimetres Step 2: Measure in metres Step 3: Compare lengths and heights Step 4: Order lengths and heights Step 5: Four operations with lengths and heights	Block 4: Mass, Capacity and Temperature Key Mathematical Idea: Mass and capacity can be measured in standard units and compared quantitatively. Step 1: Compare mass Step 2: Measure in grams Step 3: Measure in kilograms Step 4: Four operations with mass Step 5: Compare volume and capacity Step 6: Measure in millilitres Step 7: Measure in litres

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	Step 9: Find change Step 10: Two-step problems	Step 9: The 2 times-table Step 10: Divide by 2 Step 11: Doubling and halving Step 12: Odd and even numbers Step 13: The 10 times-table Step 14: Divide by 10 Step 15: The 5 times-table Step 16: Divide by 5 Step 17: The 5 and 10 times-tables		Step 8: Four operations with volume and capacity Step 9: Temperature
Summer	Block 1: Fractions Key Mathematical Idea: Fractions represent equal parts of a whole and can describe quantity and equivalence. Step 1: Introduction to parts and whole Step 2: Equal and unequal parts Step 3: Recognise a half Step 4: Find a half Step 5: Recognise a quarter Step 6: Find a quarter Step 7: Recognise a third Step 8: Find a third Step 9: Find the whole Step 10: Unit fractions Step 11: Non-unit fractions Step 12: Recognise equivalence of a half and two-quarters Step 13: Recognise three-quarters Step 14: Find three-quarters Step 15: Count in fractions up to a whole	Block 2: Time Key Mathematical Idea: Time is measured in consistent units and read on analogue clocks to increasing precision. Step 1: O'clock and half past Step 2: Quarter past and quarter to Step 3: Tell the time past the hour Step 4: Tell the time to the hour Step 5: Tell the time to 5 minutes Step 6: Minutes in an hour Step 7: Hours in a day	Block 3: Statistics Key Mathematical Idea: Data can be collected, represented and interpreted using charts and diagrams. Step 1: Make tally charts Step 2: Tables Step 3: Block diagrams Step 4: Draw pictograms (1–1) Step 5: Interpret pictograms (1–1) Step 6: Draw pictograms (2, 5 and 10) Step 7: Interpret pictograms (2, 5 and 10)	Block 4: Position and Direction Key Mathematical Idea: Position, movement and turns can be described using precise mathematical language. Step 1: Language of position Step 2: Describe movement Step 3: Describe turns Step 4: Describe movement and turns Step 5: Shape patterns with turns