

Mathematics Long Term Overview 2026 to 2027

Year 2			
Counting, properties of numbers and number sequences	Place Value and Ordering and rounding	Understanding addition and subtraction	Rapid recall of addition and subtraction facts
Count on and back in steps of 2, 3 and 5 from 0, then from and back to any given small number. Count on in 10s from any given number, forward and backward. Count reliably up to 100 objects by grouping them: for example, in tens, then in fives or twos. Describe and extend simple number sequences: count on or back in ones or tens, starting from any two-digit number. Count in hundreds from and back to zero; count on in twos from and back to zero or any small number, and recognise odd and even numbers to at least 30. Begin to recognise two-digit multiples of 2, 5 or 10.	Read and write numbers to at least 100 in numerals and words. Recognises the place value of each digit in a two-digit number, including 0 as a place holder, and partition two-digit numbers into a multiple of ten and ones (TU). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers, from 0 to 100. Use the <, > and = sign to represent equality. Use place value and number facts to solve problems. Compare two given two-digit numbers, say which is more or less, and give a number which lies between them. Say the number that is 1 or 10 more or less than any given two-digit number to 100 Use and begin to read the vocabulary of estimation and approximation; give a sensible estimate of at least 50 objects. Begin to round numbers less than 100 to the nearest 10.	Add and subtract numbers using concrete objects and 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 Solve problems with addition and subtraction; - using concrete objects and pictorial representations, including those involving number, quantities and measures - applying their increasing knowledge of mental and written methods. Show that addition of two numbers can be done in any order, but subtraction of one number from another cannot: for example, $3 + 21 = 21 + 3$, but $21 - 3 \neq 3 - 21$. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Understand that more than two numbers can be added.	Recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100 Recall doubles and halves of numbers to 100 mentally

Year 2			
Understanding multiplication and division	Reasoning and generalising about numbers or shapes	Measurement	Geometry - properties of shapes - position and direction
Understand the operation of multiplication as repeated addition or as describing an array, and begin to understand division as grouping (repeated subtraction) or sharing. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication $\times$, division $\div$ 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 Recognise the use of a symbol such as $\blacksquare$ or $\blacktriangle$ to stand for an unknown number. Know and use halving as the inverse of doubling. Rapid recall of multiplication and division facts Recall and use multiplication and division facts for the 2, 5 and 10 times-tables including odd and even numbers, doubles and halves of numbers to 100. Use known number facts and place value to carry out mentally simple multiplications and divisions. Fractions: Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Begin to recognise that two halves or four quarters make one whole and that two quarters and one half are equivalent. Recognise, find, name and write fractions ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$) of a length, shape, set of objects or quantity.	Reasoning and generalising about numbers or shapes: Solve mathematical problems or puzzles, recognise simple patterns and relationships, generalise and predict. Suggest extensions by asking ‘What if...?’ or ‘What could I try next’ Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it. Explain how a problem was solved orally and, where appropriate, in writing. Problems involving ‘real life’, money and measures: Use mental addition and subtraction, simple multiplication and division, to solve simple word problems involving numbers in ‘real life’, money or measures, using one or two steps. -Explain how the problem was solved. 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. Find totals, give change, and work out which coins to pay. Solving Problems - Making Decisions Choose and use appropriate operations and efficient calculation strategies (e.g. mental, mental with jottings) to solve problems.	Measurement: Compare and order lengths, mass, volume/ capacity and record the results using $>$, $<$ and $=$ 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. Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre, recording estimates and measurements as ‘3 and a bit metres long’ or ‘about 8 centimetres’ or ‘nearly 3 kilograms heavy’. 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, including giving change. Tell and write the time to the hour, half hour or quarter hour and then to 5 minutes including quarter past /to the hour and draw the hands in a clock face to show these times. Know the number of minutes in an hour, and hours in a day. Compare and sequence intervals of time. Statistics: Solve a given problem by sorting, classifying and organising information in simple ways, such as: in a list or simple table; in a pictogram; in a block graph. Interpret and construct simple pictograms, tally chars, block diagrams and 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	Identify and describe the properties of 2-D shapes, including the number of sides and lines of 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 (e.g. a circle on a cylinder and a triangle on a pyramid) Compare and sort common 2-D and 3-D shapes and everyday objects, such as the number of sides and corners, symmetry (2-D shapes), or the shapes of faces and number of faces, edges and corners (3-D shapes). Use mathematical vocabulary to describe position, direction and movement: for example, describe, place, tick, draw or visualise objects in given positions. Organise and arrange combinations of mathematical objects in patterns and sequences. Recognise whole, half, quarter, three quarter and full turns, to the left or right, clockwise or anti-clockwise. Know that a right angle is a measure of a quarter turn, and recognise right angles in squares and rectangles. Give instructions for moving along a route in straight lines and round right-angled corners: for example, to pass through a simple maze, including programming robots.