

Seahorses	Year 2/3		
Autumn Term	Spring Term	Summer Term	
<p>Number, place value and rounding.</p> <ul style="list-style-type: none"> ➤ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (Y2) ➤ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (Y3) ➤ Recognise the place value of each digit in a two-digit number (Y2) ➤ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3) ➤ Compare and order numbers from 0 - 100; use <, > and = signs (Y2) ➤ Compare and order numbers up to 1000 (Y3) ➤ Identify, represent and estimate numbers using different representations, including number lines (Y2, Y3) ➤ Read and write numbers to at least 100 in numerals and in words (Y2) up to 1000 (Y3) <p style="text-align: center;">On-going.</p> <ul style="list-style-type: none"> ➤ Use place value and number facts to solve problems (Y2) ➤ Solve number problems and practical problems involving these ideas (Y3) 	<p>Number, place value and rounding</p> <ul style="list-style-type: none"> ➤ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (Y2) ➤ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (Y3) ➤ Compare and order numbers from 0 - 100; use <, > and = signs (Y2) ➤ Compare and order numbers up to 1000 (Y3) ➤ Identify, represent and estimate numbers using different representations, including number lines (Y2, Y3) ➤ Read and write numbers to at least 100 in numerals and in words (Y2) up to 1000 (Y3) <p style="text-align: center;">On-going.</p> <ul style="list-style-type: none"> ➤ Use place value and number facts to solve problems (Y2) ➤ Solve number problems and practical problems involving these ideas (Y3) 	<p>Number, place value and rounding</p> <ul style="list-style-type: none"> ➤ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (Y2) ➤ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (Y3) ➤ Recognise the place value of each digit in a two-digit number (Y2) ➤ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3) ➤ Compare and order numbers from 0 - 100; use <, > and = signs (Y2) ➤ Compare and order numbers up to 1000 (Y3) ➤ Identify, represent and estimate numbers using different representations, including number lines (Y2, Y3) ➤ Read and write numbers to at least 100 in numerals and in words (Y2) up to 1000 (Y3) <p style="text-align: center;">On-going.</p> <ul style="list-style-type: none"> ➤ Use place value and number facts to solve problems (Y2) ➤ Solve number problems and practical problems involving these ideas (Y3) 	
<p style="text-align: center;">Fractions and Decimals</p> <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 (Y2) ➤ Write simple fractions eg $\frac{1}{2}$ of 6 = 3 and recognise the equivalent of $\frac{2}{4}$ and $\frac{1}{2}$ (Y2) ➤ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators (Y3) ➤ Compare and order unit fractions, and fractions with the same denominators (Y3) 	<p style="text-align: center;">Fractions and Decimals</p> <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 (Y2) ➤ Write simple fractions eg $\frac{1}{2}$ of 6 = 3 and recognise the equivalent of $\frac{2}{4}$ and $\frac{1}{2}$ (Y2) ➤ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 (Y3) ➤ Recognise and show, using diagrams, equivalent fractions with small denominators (Y3) ➤ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit 	<p style="text-align: center;">Fractions and Decimals</p> <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 (Y2) ➤ Write simple fractions eg $\frac{1}{2}$ of 6 = 3 and recognise the equivalent of $\frac{2}{4}$ and $\frac{1}{2}$ (Y2) ➤ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 (Y3) ➤ Recognise and show, using diagrams, equivalent fractions with small denominators (Y3) ➤ Add and subtract fractions with the same denominators (Y3) 	

<p style="text-align: center;">On-going</p> <ul style="list-style-type: none"> ➤ Solve problems that involve use of all of the above (Y3) 	<p style="text-align: center;">On-going</p> <p style="text-align: center;">fractions with small denominators (Y3)</p> <ul style="list-style-type: none"> ➤ Compare and order unit fractions, and fractions with the same denominators (Y3) ➤ Solve problems that involve use of all of the above (Y3) 	<p style="text-align: center;">On-going</p> <ul style="list-style-type: none"> ➤ Solve problems that involve use of all of the above (Y3)
<p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> ➤ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Y2) ➤ Add and subtract numbers using concrete objects, pictorial, representations, and mentally, including: <ul style="list-style-type: none"> • Two-digit number and ones • Two-digit numbers and tens • Two two-digit numbers • Adding 3 one-digit numbers (Y2) • Three digit number and ones • Three digit numbers and tens • Three digit numbers and hundreds (Y3) ➤ Add and subtract numbers with up to three-digits, using formal written methods of columnar addition and subtraction (Y3) ➤ Estimate the answer to a calculation and use inverse operations to check answers (Y2) <p style="text-align: center;">On-going</p> <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 number, quantities and measures (Y2) • Applying their increasing knowledge of mental and written methods (Y2) ➤ Solve problems, including missing numbers, using number facts, place value, and more complex addition and subtractions (Y3) ➤ Show that addition of two numbers can be done in any order (commutative) subtraction of one number from another cannot (Y2) ➤ Recognise and use the inverse relationship 	<p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> ➤ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Y2) ➤ Add and subtract numbers using concrete objects, pictorial, representations, and mentally, including: <ul style="list-style-type: none"> • Two-digit number and ones • Two-digit numbers and tens • Two two-digit numbers • Adding 3 one-digit numbers (Y2) • Three digit number and ones • Three digit numbers and tens • Three digit numbers and hundreds (Y3) ➤ Add and subtract numbers with up to three-digits, using formal written methods of columnar addition and subtraction (Y3) ➤ Estimate the answer to a calculation and use inverse operations to check answers (Y2) <p style="text-align: center;">On-going</p> <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 number, quantities and measures (Y2) • Applying their increasing knowledge of mental and written methods (Y2) ➤ Solve problems, including missing numbers, using number facts, place value, and more complex addition and subtractions (Y3) 	<p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> ➤ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Y2) ➤ Add and subtract numbers using concrete objects, pictorial, representations, and mentally, including: <ul style="list-style-type: none"> • Two-digit number and ones • Two-digit numbers and tens • Two two-digit numbers • Adding 3 one-digit numbers (Y2) • Three digit number and ones • Three digit numbers and tens • Three digit numbers and hundreds (Y3) ➤ Add and subtract numbers with up to three-digits, using formal written methods of columnar addition and subtraction (Y3) <p style="text-align: center;">On-going</p> <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 number, quantities and measures (Y2) • Applying their increasing knowledge of mental and written methods (Y2) ➤ Solve problems, including missing numbers, using number facts, place value, and more complex addition and subtractions (Y3) ➤ Show that addition of two numbers can be done in any order (commutative) subtraction of one number from another cannot (Y2) ➤ Recognise and use the inverse relationship

<p>between addition and subtraction and use this to check calculations and solve missing number problems (Y2)</p>		<p>between addition and subtraction and use this to check calculations and solve missing number problems (Y2)</p>
<p>Multiplication and Division</p> <ul style="list-style-type: none"> ➤ Recall use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) ➤ Recall use multiplication and division facts for the 3, 4 and 8 multiplication tables (Y3) ➤ Calculate mathematical statements for X and ÷ within the multiplication tables and write them using the multiplication (X), division (÷) and equals (=) signs (Y2) ➤ Write and calculate mathematical statements for X and ÷ using the multiplication tables that they know, including for two-digit numbers times one-digit number. Using mental and progressing to formal written methods (Y3) <p>On-going</p> <ul style="list-style-type: none"> ➤ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in all contexts (Y2) ➤ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2) ➤ Solve problems, including missing number problems, involving multiplication and division, include positive integer scaling problems and correspondence problems in which n objects are connected to m objects (Y3) 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> ➤ Recall use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) ➤ Recall use multiplication and division facts for the 3, 4 and 8 multiplication tables (Y3) ➤ Calculate mathematical statements for X and ÷ within the multiplication tables and write them using the multiplication (X), division (÷) and equals (=) signs (Y2) ➤ Write and calculate mathematical statements for X and ÷ using the multiplication tables that they know, including for two-digit numbers times one-digit number. Using mental and progressing to formal written methods (Y3) <p>On-going</p> <ul style="list-style-type: none"> ➤ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in all contexts (Y2) ➤ Solve problems, including missing number problems, involving multiplication and division, include positive integer scaling problems and correspondence problems in which n objects are connected to m objects (Y3) 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> ➤ Recall use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) ➤ Recall use multiplication and division facts for the 3, 4 and 8 multiplication tables (Y3) ➤ Calculate mathematical statements for X and ÷ within the multiplication tables and write them using the multiplication (X), division (÷) and equals (=) signs (Y2) ➤ Write and calculate mathematical statements for X and ÷ using the multiplication tables that they know, including for two-digit numbers times one-digit number. Using mental and progressing to formal written methods (Y3) <p>On-going</p> <ul style="list-style-type: none"> ➤ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in all contexts (Y2) ➤ Solve problems, including missing number problems, involving multiplication and division, include positive integer scaling problems and correspondence problems in which n objects are connected to m objects (Y3)
<p>Measures</p> <ul style="list-style-type: none"> ➤ Compare and order lengths, mass, volume/ capacity and record their results using <, > and = (Y2) ➤ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (c°); 	<p>Measures</p> <p><u>Money</u></p> <ul style="list-style-type: none"> ➤ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (Y2) ➤ Find different combinations of coins that equal the same amounts of money (Y2) 	<p>Measures</p> <ul style="list-style-type: none"> ➤ Compare and order lengths, mass, volume/ capacity and record their results using <, > and = (Y2) ➤ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (c°);

volume/capacity (L/ml) to the nearest appropriate unit, using rulers, thermometers and measuring vessels (Y2)

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (L/ml) (Y3)
- Measure the perimeter of simple 2D shapes (Y3)

Time

- Compare and sequence intervals of time (Y2)
- Tell and write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times (Y2)
- Know the number of minutes in an hour and the number of hours in a day (Y2)
- Tell and write the time from an analogue clock, including using Roman numerals from 1 to X11, and 12-hour and 24-hour clocks (Y3)
- Estimate and read time with increasing accuracy to the nearest minute; record and compare times in terms of seconds, minutes and hours; use vocabulary such as o'clock, am./p.m, morning, afternoon, noon and midnight (Y3)
- Know the number of seconds in a minute and the number of days in each month, year and leap year (Y3)
- Compare durations of events, (for example to calculate the time taken by particular events or tasks) (Y3)

Money

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (Y2)
- Find different combinations of coins that equal the same amounts of money (Y2)
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (Y2)
- Add and subtract amounts of money to give change, using both £ and p in practical contexts (Y3)

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- Know the number of seconds in a minute and the number of days in each month, year and leap year (Y3)
- Compare durations of events, (for example to calculate the time taken by particular events or tasks) (Y3)

volume/capacity (L/ml) to the nearest appropriate unit, using rulers, thermometers and measuring vessels (Y2)

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (L/ml) (Y3)
- Measure the perimeter of simple 2D shapes (Y3)

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- Add and subtract amounts of money to give change, using both £ and p in practical contexts (Y3)

<p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> ➤ Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line (Y2) ➤ Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces (Y2) ➤ Identify 2D shapes on the surface of 3D shapes (for example a circle on a cylinder and a triangle on a pyramid) (Y2) ➤ Compare and sort common 2D and 3D shapes and everyday objects (Y2) ➤ Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them (Y3) ➤ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines (Y3) ➤ Recognise angles as a property of shape or a discipline of a turn (Y3) ➤ Identify right angles, recognise that two right angles make a half turn, three makes three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle (Y3) 	<p>Geometry: properties of shapes</p>	<p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> ➤ Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line (Y2) ➤ Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces (Y2) ➤ Identify 2D shapes on the surface of 3D shapes (for example a circle on a cylinder and a triangle on a pyramid) (Y2) ➤ Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them (Y3) ➤ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines (Y3) ➤ Recognise angles as a property of shape or a discipline of a turn (Y3) ➤ Identify right angles, recognise that two right angles make a half turn, three makes three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle (Y3)
<p>Geometry: position, direction, motion.</p> <ul style="list-style-type: none"> ➤ Order and arrange combinations of mathematical objects in patterns and sequences (Y2) ➤ Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) (Y2) 	<p>Geometry: position, direction, motion.</p>	<p>Geometry: position, direction, motion.</p> <ul style="list-style-type: none"> ➤ Order and arrange combinations of mathematical objects in patterns and sequences (Y2) ➤ Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) (Y2)
<p>Statistics</p>	<p>Statistics</p> <ul style="list-style-type: none"> ➤ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Y2) ➤ Ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity (Y2) ➤ Ask and answer questions about totalling and 	<p>Statistics</p> <ul style="list-style-type: none"> ➤ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Y2) ➤ Ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity (Y2) ➤ Ask and answer questions about totalling and

	<p>compare categorical data (Y2)</p> <ul style="list-style-type: none"> ➤ Interpret and present data using bar charts, pictograms and tables (Y3) <p style="text-align: center;">On-going</p> <ul style="list-style-type: none"> ➤ Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms (Y3) 	<p>compare categorical data (Y2)</p> <ul style="list-style-type: none"> ➤ Interpret and present data using bar charts, pictograms and tables (Y3) <p style="text-align: center;">On-going</p> <ul style="list-style-type: none"> ➤ Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms (Y3)
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Old curriculum – rounding two-digit numbers to the nearest 10, halving and doubling, using lists/tables and diagrams to sort objects – no longer included.

- Identify and record the number sentence involved in a problem (now in Y1)
- Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals to 100 (now in Y1)