

Greenfields Academy (Primary) - Long Term Planning – NUMERACY FRAMEWORK

Academic Year Overview 2020/21 – Primary 2

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	Number: Place Value	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division	Statistics and Geometry	Number: Fractions incl Decimals	Measure
Weekly Sequence	KEY: C = Coverage N = New Learning R = Recall of prior learning A = Assessment					
1	C – Place Value N – I can identify the value of digits in 4-digit numbers. N - I can count in 10s 100s and 1000s. N – I can partition 4-digit numbers.	C – Addition and Subtraction N – I can add and subtract 2 4-digit numbers without crossing 10. N – I can add and subtract 2 4-digit numbers crossing 10.	C – Multiplication and Division R - I know 6, 7 and 9-times tables multiplication and division facts. (Some children may need to revisit 2s, 3s, 4s, 5s, 10s) N – I can solve multiplication problems using known multiplication facts.	C – Shape N – I can draw and recognise 2D and 3D shapes. N – I can group 2D and 3D shapes based on their number of vertices, faces and sides. N – I can find lines of symmetry.	C – Fractions N – I know what fractions are and when they can be used. N – I can identify the numerator and denominator. N – I can add and subtract 2 or more fractions with the same denominator.	C – Money N – I know there are 100p in £1. N – I know the value of different coins. N – I can add together different amounts of money. N – I can compare and order combinations of money using <, > and =.
2	C – Place Value R – I can identify the value of digits in 4-digit numbers	C – Addition and Subtraction R – I can add and subtract 2 4-digit numbers crossing 10.	C – Multiplication and Division N – I can use multiply a 1-digit number by a 2-digit	C – Shape N – I can identify right angles in shapes.	C – Fractions N – I can simplify fractions.	C – Money R – I can add together different amounts of money.

	<p>R – I can partition 4-digit numbers. N - I can round large number to the nearest 10s 100s and 1000s.</p>	<p>N – I can estimate my answers to addition and subtraction questions. N – I can check my answers using the inverse operation.</p>	<p>number using partitioning/expanded method. N – I can use multiply a 1-digit number by a 3-digit number using partitioning/expanded method.</p>	<p>N – I can recognise turns (clockwise and anti-clockwise). N – I can rotate shapes using angles and turns.</p>	<p>N – I can use multiplication skills to find equivalent fractions. N – I can convert between proper and improper fractions (greater than 1).</p>	<p>N – I can use subtraction to calculate change.</p>
3	<p>C – Place Value R – I can identify the value of digits in 4-digit numbers R – I can partition 4-digit numbers. R - I can round large number to the nearest 10s 100s and 1000s.</p>	<p>C – Addition and Subtraction A – I can solve 2 step addition and subtraction problems.</p>	<p>C – Multiplication and Division N – I can check my answers using the inverse operation. N – I can solve 2 step multiplication problems.</p>	<p>C – Shape N – I recognise, compare and draw acute and obtuse angles. N – I can recognise and draw horizontal, vertical, perpendicular and parallel lines.</p>	<p>C – Fractions N – I can compare and order fractions on a number line and using <, > and + symbols. N – I can find fractions of amounts. N – I can count in fractions.</p>	<p>C – Perimeter N – I can measure length in mm, cm and m. N – I can convert between mm, cm and m. N – I can calculate perimeter ore regular and irregular shapes.</p>
4	<p>C – Place Value N – I can find 1,00 more or less than a given number. N – I can estimate missing numbers on a number line to 10,000. N – I can compare and order numbers to 1000 using <, > and = symbols.</p>	<p>C – Multiplication and Division N – I can multiply by 0 and divide by 1. N – I can multiply and divide by 10 and 100. N – I can double and half large numbers.</p>	<p>C – Multiplication and Division N – I can identify factor pairs. N – I can use venn diagrams to show factors.</p>	<p>C – Statistics N – I can interpret information using tables and pictograms. N – I can present data using tables and pictograms. N – I can solve problems using pictograms and tables.</p>	<p>C – Decimals N – I can recognise the relationship between fractions and decimals. N – I can divide 1 and 2-digit numbers by 10 and 100. N – I can recognise tenths and hundredths as decimals. N – I can represent hundredths and tenths on a place value grid.</p>	<p>C – Area N – I can use multiplication skills to calculate area of regular shapes. N – I can solve problems involving area and perimeter.</p>
5	<p>C – Place Value R – I can estimate missing numbers on a number line to 10,000. A – I can solve problems involving place value.</p>	<p>C – Multiplication and Division N – I know 6- and 9-times tables multiplication and division fact.</p>	<p>C – Multiplication and Division N – I can divide a 2 digit-number by a 1-digit number using short division.</p>	<p>C – Statistics N – I can interpret information using bar charts. N – I can present data using bar charts.</p>	<p>C – Decimals N – I can round decimals to 1 decimal place. N – I can order decimals between 0 and 1 on a number line.</p>	<p>Enrichment and Transitions</p>

		(Some children may need to revisit 2s, 3s, 4s, 5s, 10s)		N – I can solve problems using bar charts.	N – I can compare decimals using $<$ and $>$ symbols.	
6	C – Place Value N – I can count in negative numbers. N – I can order negative numbers.	C – Multiplication and Division R - I know 6- and 9-times tables multiplication and division fact. N – I know 7 times tables multiplication and division facts. (Some children may need to revisit 2s, 3s, 4s, 5s, 10s)	C – Multiplication and Division R – I can divide a 2 digit-number by a 1-digit number using short division. A – I can solve multiplication and division problems.		C – Decimals N – I know basic decimal and fraction equivalents. A – I can solve problems involving decimals and fractions.	Enrichment and Transitions
7	C – Place Value N – I can solve number problems involving negative numbers.	Enrichment				

