3.2	Fluency Focus	NC Objectives	Remember (Prior knowledge)	Know (New knowledge)	Mathematics Guidance June 2020 Ready-to-progress criteria
1 5th – 7th Jan Fluency	number bonds of 10		know number bonds of 10	LO: To know number bonds of 20 LO: To know number bonds of 100 (multiples of 10) LO: To know number bonds of 100 (non-multiples of 10)	

2 10th – 14th Jan Multiplication and Division	5 and 10 times tables 2 times table doubling	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Maths Guidance Year 2 conceptual prerequisite Recognise repeated addition contexts and represent them with multiplication equations. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	LO: To know the 2 times tables LO: To know the 4 times tables LO: To know the 8 times tables LO: To know how to compare statements LO: To know related calculations	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.

3 17th – 21st Jan Multiplication and Division	100 addition questions in 5 minutes of 1 digit + 1 digit daily 2, 4 and 8 times tables and corresponding division facts	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Maths Guidance Year 2 conceptual prerequisite Recognise repeated addition contexts and represent them with multiplication equations. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	LO: To know how to multiply 2-digits by 1-digit (1) LO: To know how to multiply 2-digits by 1-digit (2) LO: To know how to multiply 2-digits by 1-digit LO: To know how to answer scaling problems LO: To know how to work systematically to solve 'How many ways?'	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.

4 24th – 28th Jan Multiplication and Division	100 addition questions in 5 minutes of 1 digit + 1 digit daily 3, 5 and 10 times tables and corresponding division facts	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Maths Guidance Year 2 conceptual prerequisite Recognise repeated addition contexts and represent them with multiplication equations. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	LO: To know how to divide 2-digits by 1-digit (1) LO: To know how to divide 2-digits by 1-digit (2) LO: To know how to divide 2-digits by 1-digit (3)	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.

5 31st – 4th Feb Money	100 addition questions in 5 minutes of 1 digit + 1 digit daily Number bonds of 100	add and subtract amounts of money to give change, using both £ and p in practical contexts	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 of the same unit, including giving change	LO: To know how to count money (pence and pounds) LO: To know pounds and pence and how to convert pounds and pence LO: To know how to add money LO: To know how to subtract money LO: To know to how to give change	
6 7th – 11th Feb Statistics	100 addition questions in 5 minutes of 1 digit + 1 digit daily 2, 5 and 10 times tables and corresponding division facts	interpret and present data using bar charts, pictograms and tables 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 and tables	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 comparing categorical data	LO: To know how to make Tally Charts LO: To know how to draw pictograms (2, 5 and 10) LO: To know how to interpret pictograms (2, 5 and 10) LO: To know how to read and interpret information from pictograms	
7 14th – 18th Feb Statistics	100 addition questions in 5 minutes of 1 digit + 1 digit daily 'How many more' and 'how many fewer' questions with numbers up to 20	interpret and present data using bar charts, pictograms and tables 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 and tables	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 comparing categorical data	LO: To know how to read and interpret information from bar charts LO: To know how to read and interpret information from tables	

8 28th – 4th Mar Length and Perimeter	100 addition questions in 5 minutes of 1 digit + 1 digit daily Times and divide by 10 and 100	measure, compare, add and subtract: lengths (m/cm/mm) measure the perimeter of simple 2-D shapes	compare and order lengths, and record the results using >, < and = choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers	LO: To know how to measure length LO: To know how to measure length (m) LO: To know how to find equivalent lengths – m and cm LO: To know how to find equivalent lengths – mm and cm	
9 7th – 11th Mar Length and Perimeter	Addition and subtraction of multiples of 10 Comparing 2-digit and 3-digit numbers	measure, compare, add and subtract: lengths (m/cm/mm) measure the perimeter of simple 2-D shapes	compare and order lengths, and record the results using >, < and = choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers	LO: To know how to compare lengths LO: To know how to compare lengths LO: To know how to add lengths LO: To know how to subtract lengths	
10 14th – 18th Mar Length and Perimeter	100 addition questions in 5 minutes of 1 digit + 1 digit daily Addition of 3, 4, and 5 single digit numbers	measure, compare, add and subtract: lengths (m/cm/mm) measure the perimeter of simple 2-D shapes	compare and order lengths, and record the results using >, < and = choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers	LO: To know how to measure perimeter LO: To know how to calculate perimeter	

11 21st – 25th Mar Moderation week Fractions	Divide by 2	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 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example 5/7 + 1/7 = 6/7] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above	recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Maths Guidance Year 2 conceptual prerequisite Reason about the location of whole numbers in the linear number system. Automatically recall addition and subtraction facts within 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.	Arithmetic test NFER Spring test 1 NFER Spring test 2 LO: To know how to make equal parts LO: To know how to recognise a half LO: To know how to find a half	3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F–3 Reason about the location of any fraction within 1 in the linear number system. 3F–4 Add and subtract fractions with the same denominator, within 1.

12 28th – 1st Apr Fractions	100 addition questions in 5 minutes of 1 digit + 1 digit daily Divide by 2 and 4 Half Divide by 3	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 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example 5/7 + 1/7 = 6/7] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above	recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Maths Guidance Year 2 conceptual prerequisite Reason about the location of whole numbers in the linear number system. Automatically recall addition and subtraction facts within 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.	LO: To know how to recognise a quarter LO: To know how to find a quarter LO: To know how to recognise a third LO: To know how to find a third	3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F–3 Reason about the location of any fraction within 1 in the linear number system. 3F–4 Add and subtract fractions with the same denominator, within 1.

13 4th – 8th Apr Fractions	100 addition questions in 5 minutes of 1 digit + 1 digit daily sequences	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 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example 5/7 + 1/7 = 6/7] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above	recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Maths Guidance Year 2 conceptual prerequisite Reason about the location of whole numbers in the linear number system. Automatically recall addition and subtraction facts within 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.	LO: To know what unit fractions are LO: To know what non-unit fractions are LO: To know how to find the equivalence of ½ and 2/4 LO: To know how to count in fractions	3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F–3 Reason about the location of any fraction within 1 in the linear number system. 3F–4 Add and subtract fractions with the same denominator, within 1.