Year 2 Curriculum Coverage

Below is the coverage for the Year 2 Maths curriculum. Ongoing objectives across the year are highlighted in red.

Number and place value

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Number - addition and subtraction

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s
  - a two-digit number and 10s
  - 2 two-digit numbers
  - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number - multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 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

Number - fractions

- 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
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- 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
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Geometry - properties of shapes

- identify and describe the properties of 2-D shapes, including the number of sides, and line 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, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

Geometry – position and direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

- interpret and construct simple pictograms, tally charts, 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

Year 2 Rapid Recall

Listed below are the number facts that we expect year 2 children to learn by heart. We track children's assessments in these facts on a half termly basis. This data informs our number focus for the next half term for whole class starters and afternoon intervention groups.

Number facts, number bonds	Counting	Addition and subtraction facts	Times tables and division facts	Doubles and halves
Recall number bonds to 20 (making 20) Recall compositions of numbers within 20 (Make 15 etc) Recall number bonds to 100 in multiples of 10	Count forwards in steps of 3 to 36 Count backwards in steps of 3 from 36 Count forwards in steps of 2 from any number up to 100 Count backwards in steps of 2 from any number up to 100 Count forwards in steps of 5 from any number up to 100 Count backwards in steps of 5 from any number up to 100 Count forwards in steps of 10 from any number up to 100 Count backwards in steps of 10 from any number up to 100	Know 10 more and 10 less than any number within 100	Know the multiplication facts for 2 times tables Know the division facts for 2 times tables Know the multiplication facts for 5 times tables Know the division facts for 5 times tables Know the multiplication facts for 10 times tables Know the division facts for 10 times tables	Know double 11-20 Know double 10, 20, 30, 40, 50 Know half of 10, 20, 40, 60, 80 and 100

Teaching sequence - Starter tasks

We have carefully planned our curriculum so that some key concepts are revisited throughout the year.

	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
A1	Naming 2d and 3d shapes	Read and write numbers to 20 in numerals and words Count in 10s from any number forwards and backwards	Compositions within 10 Odd and even numbers	One more, one less & ten more, ten less	O'clock and half past	Compare and order numbers up to 100 < > Odd and even numbers	Doubles and halves Count in 10s from any number forwards and backwards	Quarter past, quarter to
A2	Interpret simple pictograms, tally chart, block diagrams and tables.	Naming 2d and 3d shapes and properties	Doubles and halves One more, one less & ten more, ten less	Compare and order numbers up to 100 < > Read and write numbers to 100 in numerals and words Odd and even numbers	Quarter past, quarter to	Compositions within 20 & Number bonds to 20 Count in 10s from any number forwards and backwards	Interpret simple pictograms, tally chart, block diagrams and tables.	
Sp1	Quarter past, quarter to	Compositions within 20. Number bonds to 100 in multiples of 10 Count in 10s from any number forwards and backwards	Doubles and halves One more, one less & ten more, ten less Odd and even numbers	Interpret simple pictograms, tally chart, block diagrams and tables.	Naming 2d and 3d shapes and properties	Time to the nearest 5 minutes		
Spr2	Doubles and halves One more, one less & ten more, ten less Odd and even numbers	Interpret simple pictograms, tally chart, block diagrams and tables.	Time to the nearest 5 minutes	Naming 2d and 3d shapes and properties	Compare and order numbers up to 100 < > Read and write numbers to 100 in numerals and words Count in 10s from any number forwards and backwards	Compositions within 20. Number bonds to 100 in multiples of 10 Count in 10s from any number forwards and backwards		
Su1	Time to the nearest 5 minutes	Compositions within 20. Number bonds to 100	Naming 2d and 3d shapes and properties	Interpret simple pictograms, tally chart, block	Compare and order numbers up to 100 < >			

		in multiples of 10 Count in 10s from any number forwards and backwards		diagrams and tables.	Read and write numbers to 100 in numerals and words			
Su2	Compositions within 20. Number bonds to 100 in multiples of 10 Count in 10s from any number forwards and backwards	Doubles and halves One more, one less & ten more, ten less Odd and even numbers	Interpret simple pictograms, tally chart, block diagrams and tables.	Naming 2d and 3d shapes and properties	Time to the nearest 5 minutes	Read and write numbers to 100 in numerals and words Count in 10s from any number forwards and backwards	Compare and order numbers up to 100 < > Odd and even numbers	

Mastering number

Children in year 2 also follow the mastering number programme which aims to strengthen the understanding of number. These sessions are extra to the maths lesson and are done 3 times a week.

Teaching sequence – Daily counting

Counting will be an essential element to each daily maths lesson.

Teaching sequence – Main Maths Lesson Coverage

We have carefully planned our curriculum so that some key concepts are revisited throughout the year.

Autumn 1	Place value	Measure	Addition & subtraction	Fractions	Position & direction
Autumn 2	Shape	Measure	Position & direction	Multiplication & Division	Statistics
Spring 1	Place value	Measure	Addition & subtraction	Fractions	Measure
Spring 2	Multiplication & Division	Fractions	Statistics	Measure	
Summer 1	Addition & subtraction	Multiplication & Division	Position & direction	Fractions	
Summer 2	Place value	Measure	Shape	Statistics	

Autumn 1	**Place value** • read and write numbers to at least 100 in numerals and in words Y1- read and write numbers to at least 100 in numerals read and write numbers from 1 to 20 in numerals and words • count in steps of 2, and 5 from 0, and in 10s from any number, forward and backward Y1- Count in steps of 2, 5, 10 from 0 to 12 x forwards and backwards • recognise the place value of each digit in a two-digit number (10s, 1s) Y1- Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens. • identify, represent and estimate numbers to 100 using tens frames, part-part whole, bar model, 100 square, number line, base 10

Y1-identify, represent and estimate numbers to 20 using tens frames, part-part whole, number line

- compare and order numbers from 0 up to 100; use <, > and = signs

  Y1-use the language of: equal to, more than, less than (fewer), most, least and introduce greater then, less than and equal to symbols

Measure – Place value

- compare, with numbers to 100, and order lengths, mass, volume/capacity and record the results using >, < and =

  Y1-use the language of: equal to, more than, less than (fewer), most, least and introduce greater than, less than and equal to symbols

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

  Y1 - compare, describe and solve practical problems for:
  - lengths and heights using this language: long/short, longer/shorter, tall/short, double/half
  - mass/weight using this language: heavy/light, heavier than, lighter than
  - capacity and volume using this language: full/empty, more than, less than, half, half full, quarter full
  - time using this language: quicker, slower, earlier, later

  measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)

Addition and subtraction

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 in multiples of 10

  Y1 - represent and use number bonds and related subtraction facts within 20

- add numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s within 100 using number lines, mental strategies:

Number bonds
number bonds to 10
number bonds to 100 in multiples of 10
Bridging
Making the next 10

Y1 - add one-digit and two-digit numbers to 20, including zero

Bridging
Making the next 10
Number lines

Tens frames

- adding 3 one-digit numbers

Number bonds
number bonds to 10
Bridging
Making the next 10

- subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s within 100 using number lines, mental strategies:

Number bonds
number bonds to 10
number bonds to 100 in multiples of 10
Bridging
Making the next 10

Y1 - subtract one-digit and two-digit numbers to 20, including zero

Bridging
Making the next 10
Number lines

Tens frames

	• 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 Y1 - recognise and know the value of different denominations of coins and notes **Fractions** • 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 Y1 - recognise, find and name a half as one of two equal parts of an object, shape or quantity Y1 - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • write simple fractions, for example $\frac{1}{2}$ of 6 = 3 • recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ **Position & direction** • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe **position** (left, right, above, below, between, in front, behind), **direction** (up, down, backwards, forwards, left, right) and **movement**, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns, full turn (clockwise and anti-clockwise,)
Autumn 2	**Geometry - properties of shapes** • identify and describe the properties of 2-D shapes, including the number of sides, and line 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, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects **Measure** • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times **Multiplication & division** • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 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 **Position & directions** • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) **Statistics** • interpret and construct simple pictograms, tally charts, 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
Spring 1	**Place value** • recognise the place value of each digit in a two-digit number (10s, 1s)

	• identify, represent and estimate numbers using different representations, including the number line **Measure – Place value** • 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 (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels **Addition and subtraction** • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and 10s • 2 two-digit numbers **Near doubles** • using doubles to 20 • using double 10, 20, 30, 40, 50 **Number bonds** • number bonds to 20 • number bonds to 100 in multiples of 10 **Bridging** • Making the next 10 **Partition and combine** • Tens and ones **Compensating** • Adding 9 **Place value knowledge** 60 + 30 using 6 + 3 • 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 • show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems **Fractions** • 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 • write simple fractions, for example $\frac{1}{2}$ of 6 = 3 • recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ **Measure** • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
Spring 2	**Multiplication & division** • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 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 **Fractions** • 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 • write simple fractions, for example $\frac{1}{2}$ of 6 = 3

	• recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ **Statistics** • interpret and construct simple pictograms, tally charts, 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 **Measure** • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Summer 1	**Addition and subtraction**
	• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
	  • a two-digit number and 1s
	  • a two-digit number and 10s
	  • 2 two-digit numbers
	• 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
	• show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
	• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
	Multiplication & division
	• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
	• show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 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
	Position & directions
	• order and arrange combinations of mathematical objects in patterns and sequences
	• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
	Fractions
	• 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
	• write simple fractions, for example $\frac{1}{2}$ of 6 = 3
	• recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Summer 2	**Place value** • recognise the place value of each digit in a two-digit number (10s, 1s) • identify, represent and estimate numbers using different representations, including the number line **Measure – Place value** • 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 (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels **Geometry - properties of shapes** • identify and describe the properties of 2-D shapes, including the number of sides, and line 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, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects **Statistics** • interpret and construct simple pictograms, tally charts, 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