

Key Learning in Mathematics – Year 2

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<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. ▪ Read and write numbers to at least 100 in numerals and in words. ▪ <u>Recognise the place value of each digit in a two-digit number (tens, ones).</u> ▪ <u>Identify, represent and estimate numbers using different representations, including the number line.</u> ▪ <u>Partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$).</u> ▪ <u>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.</u> ▪ <u>Find 1 or 10 more or less than a given number.</u> ▪ <u>Round numbers to at least 100 to the nearest 10.</u> ▪ <u>Understand the connection between the 10 multiplication table and place value.</u> ▪ <u>Describe and extend simple sequences involving counting on or back in different steps.</u> ▪ Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> ▪ <u>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting).</u> ▪ <u>Select a mental strategy appropriate for the numbers involved in the calculation.</u> ▪ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. ▪ <u>Understand subtraction as take away and difference (how many more, how many less/fewer).</u> ▪ <u>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (bonds totalling 5, 10 and 20).</u> ▪ <u>Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes).</u> ▪ <u>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</u> <ul style="list-style-type: none"> - <u>a two-digit number and ones.</u> - <u>a two-digit number and tens.</u> - <u>two two-digit numbers.</u> - <u>adding three one-digit numbers.</u> ▪ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. ▪ <u>Solve problems with addition and subtraction including with missing numbers:</u> <ul style="list-style-type: none"> - <u>using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</u> - applying their increasing knowledge of mental and written methods. 	<ul style="list-style-type: none"> ▪ <u>Understand multiplication as repeated addition and arrays.</u> ▪ <u>Understand division as sharing and grouping and that a division calculation can have a remainder.</u> ▪ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. ▪ <u>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</u> ▪ <u>Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).</u> ▪ <u>Derive and use halves of simple two-digit even numbers (numbers in which the tens are even).</u> ▪ <u>Calculate mathematical statements for multiplication using repeated addition and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</u> ▪ Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Key Learning in Mathematics – Year 2

Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▪ <u>Understand and use the terms numerator and denominator.</u> ▪ <u>Understand that a fraction can describe part of a set.</u> ▪ <u>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</u> ▪ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a <u>length, shape, set of objects or quantity.</u> ▪ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. ▪ <u>Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$.</u> 	<ul style="list-style-type: none"> ▪ <u>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</u> ▪ <u>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</u> ▪ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. <p style="text-align: center;">Geometry – position and direction</p> <ul style="list-style-type: none"> ▪ Order/arrange combinations of mathematical objects in patterns/sequences. ▪ <u>Use mathematical vocabulary to describe position, direction and movement</u>, 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). 	<ul style="list-style-type: none"> ▪ Choose and use appropriate standard units to estimate and measure <u>length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (within children's place value competence).</u> ▪ 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. ▪ <u>Find different combinations of coins that equal the same amounts of money.</u> ▪ Compare and sequence intervals of time. ▪ <u>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.</u> ▪ <u>Know the number of minutes in an hour and the number of hours in a day.</u> ▪ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <i>and measures (including time).</i>
		<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> ▪ Compare and sort <i>objects, numbers and</i> common 2-D and 3-D shapes and everyday objects. ▪ 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. ▪ <u>Ask and answer questions about totalling and comparing categorical data.</u>