

## Key Learning Coverage – Year 2

This table shows where the Key Learning is explicitly taught.

Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Wk 2	Wk 1	Wks 1, 2 + 4		Wk 1	
• Read and write numbers to at least 100 in numerals and in words	Wk 1		Wk 1	Ongoing		
• Recognise the place value of each digit in a two-digit number (tens, ones)	Wk 1		Wk 1		Wk 1	
• Identify, represent and estimate numbers using different representations, including the number line	Wks 1 + 2		Wk 1		Wk 1	
• <i>Partition numbers in different ways (e.g. <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>)</i>	Wk 2				Wk 1	
• Compare and order numbers from 0 up to 100; use <, > and = signs	Wk 1		Wk 1		Wk 1	
• <i>Find 1 or 10 more or less than a given number</i>	Wk 2		Wk 1		Wk 1	
• <i>Round numbers to at least 100 to the nearest 10</i>	Wk 1		Wk 1		Wk 1	
• <i>Understand the connection between the 10 multiplication table and place value</i>			Wk 5			Wk 2
• <i>Describe and extend simple sequences involving counting on or back in different steps</i>	Ongoing					
• Use place value and number facts to solve problems	Wks 1 + 2				Wk 1	
Key Learning: Number - Addition and Subtraction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting)</i>	Ongoing when calculating					
• <i>Select a mental strategy appropriate for the numbers involved in the calculation</i>	Ongoing when calculating					
• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Wk 4			Wk 2	Wk 2	
• <i>Understand subtraction as take away and difference (how many more, how many less/fewer)</i>	Wk 5	Wk 2				Wk 3
• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Wks 4 + 5			Wk 2	Wk 2	Wk 3
• <i>Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes)</i>				Wk 2		
• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers	Wks 4 + 5			Wk 2	Wk 2	Wk 3
• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Wk 5	Ongoing when calculating				Wk 3
• Solve problems with addition and subtraction <i>including with missing numbers</i> : - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods	Wks 4 + 5			Wk 2	Wk 2	

Key Learning: Number - Multiplication and Division	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Understand multiplication as repeated addition</li> </ul>		Wk 1	Wk 5			Wk 2
<ul style="list-style-type: none"> <li>Understand division as sharing and grouping and that a division calculation can have a remainder</li> </ul>			Wk 6			Wk 2
<ul style="list-style-type: none"> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>		Wk 1	Wk 5			Wk 2
<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>		Wk 1 x	Wk 5 x Wk 6 ÷			Wk 2
<ul style="list-style-type: none"> <li>Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10)</li> </ul>	Ongoing mainly through Starters					
<ul style="list-style-type: none"> <li>Derive and use halves of simple two-digit even numbers (numbers in which the tens are even)</li> </ul>	Ongoing mainly through Starters					
<ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication (using repeated addition) and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> </ul>		Wk 1 x	Wk 5 x Wk 6 ÷			Wk 2
<ul style="list-style-type: none"> <li>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</li> </ul>			Wk 5 x Wk 6 ÷			Wk 2
Key Learning: Number - Fractions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Understand and use the terms numerator and denominator</li> </ul>		Wk 3		Wk 3	Wk 4	
<ul style="list-style-type: none"> <li>Understand that a fraction can describe part of a set</li> </ul>		Wk 3		Wk 3	Wk 4	
<ul style="list-style-type: none"> <li>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be</li> </ul>		Wk 3		Wk 3	Wk 4	
<ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> </ul>		Wk 3		Wk 3	Wk 4	
<ul style="list-style-type: none"> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>				Wk 3	Wk 4	
<ul style="list-style-type: none"> <li>Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></li> </ul>		Wk 3		Wk 3	Wk 4	
Key Learning: Measurement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure 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</li> </ul>	Wk 3 – Length and Mass	Wk 3 – Volume and Capacity	Wk 1 – Mass	Wk 1 – Length and Mass	Wk 3 – Volume, Capacity and Temperature	Wk 4
<ul style="list-style-type: none"> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	Wk 3 – Length and Mass	Wk 3 – Volume and Capacity	Wk 1 – Mass	Wk 1 – Length and Mass	Wk 3 – Volume, Capacity and Temperature	Wk 4
<ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p)</li> </ul>		Wk 4	Wk 4			
<ul style="list-style-type: none"> <li>Combine amounts to make a particular value</li> </ul>		Wk 4	Wk 4			
<ul style="list-style-type: none"> <li>Find different combinations of coins that equal the same amounts of money</li> </ul>		Wk 4	Wk 4			
<ul style="list-style-type: none"> <li>Compare and sequence intervals of time</li> </ul>		Wk 5		Wk 5	Wk 5	Wk 1

• 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		Wk 5		Wk 5	Wk 5	Wk 1
• Know the number of minutes in an hour and the number of hours in a day		Wk 5		Wk 5	Wk 5	Wk 1
• 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>		Wk 4	Wk 4	Wk 5		
<b>Key Learning: Geometry - Properties of Shape</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Wk 6		Wk 3		Wk 6	
• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	Wk 6		Wk 3		Wk 6	
• Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	Wk 6		Wk 3		Wk 6	
<b>Key Learning: Geometry - Position and Direction</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Order/arrange combinations of mathematical objects in patterns/sequences				Wk 4		
• 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)				Wk 4	Wk 5	
<b>Key Learning: Statistics</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Compare and sort <i>objects, numbers and</i> common 2-D and 3-D shapes and everyday objects	Wk 6	Wk 1	Wk 3		Wk 6	Wk 5
• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables		Wk 2				Wk 3
• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity		Wk 2				Wk 3
• Ask and answer questions about totalling and comparing categorical data		Wk 2				Wk 3