

MATHEMATICS CURRICULUM – YEAR 2

| AREA OF MATHS | KNOWLEGDE/SKILLS | APPLYING |
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| <p>Number, place value, approximation & estimation</p> | <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Use place value and number facts to solve problems</p> | |
| <p>Number - Addition & Subtraction</p> | <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>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</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> | <p>Solve one-step 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</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> |
| <p>Number - Multiplication & Division</p> | <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> | <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> |

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| | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | |
| Number - Fractions (including decimals) | <p>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</p> <p>Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half</p> | |
| Measurement | <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Compare and sequence intervals of time</p> <p>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.</p> <p>Know the number of minutes in an hour and the number of hours in a day</p> | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| Geometry – properties of shapes | <p>Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> | |

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| | <p>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> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p> | |
| Geometry- position, direction, | <p>Order and arrange combinations of mathematical objects in patterns</p> <p>Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line</p> | |
| Statistics | <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and compare categorical data.</p> | |