

Year 2 – Mathematics Programme of Study

Number – number and place value	Date	Number – addition and subtraction	Date	Number – multiplication and division	Date
- 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 - Recognise the place value of each digit in a two-digit number (tens, ones) - Identify, represent and estimate numbers using different representations, including the number line <i>Partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$)</i> - Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs - Find 1 or 10 more or less than a given number - Round numbers to at least 100 to the nearest 10 <i>Understand the connection between the 10 multiplication table and place value</i> <i>Describe and extend simple sequences involving counting on or back in different steps</i> - Use place value and number facts to solve problems		- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting) - Select a mental strategy appropriate for the numbers involved in the calculation - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - Understand subtraction as take away and difference (how many more, how many less/fewer) - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes) - 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 - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems - Solve problems with addition and subtraction including with missing numbers: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods		- Understand multiplication as repeated addition <i>Understand division as sharing and grouping and that a division calculation can have a remainder</i> - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10) - Derive and use halves of simple two-digit even numbers (numbers in which the tens are even) - Calculate mathematical statements for multiplication <i>using repeated addition</i>) and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs - Solve problems involving multiplication and division <i>(including those with remainders)</i>, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	

Year 2 – Mathematics Programme of Study

Number – fractions	Date	Geometry – properties of shapes	Date	Measurement	Date
- Understand and use the terms <i>numerator</i> and <i>denominator</i> - Understand that a fraction can describe part of a set - Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be - 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 $\frac{1}{2}$ - Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$		- 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]		- 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 - 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 - 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 - 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>	
		Geometry – position and direction	Date		
		- Order/arrange combinations of mathematical objects in patterns/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	Date		
		- Compare and sort <i>objects, numbers</i> and 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 - Ask and answer questions about totalling and comparing categorical data			