

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. ▪ 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. ▪ Partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$). ▪ 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. ▪ Understand the connection between the 10 multiplication table and place value. ▪ Describe and extend simple sequences involving counting on or back in different steps. ▪ Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods. 	<ul style="list-style-type: none"> ▪ Understand multiplication as repeated addition. ▪ Understand division as sharing and grouping and that a division calculation can have a remainder. ▪ 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 using repeated addition) and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. ▪ 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"> ▪ Understand and use the terms numerator and denominator. ▪ 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 $\frac{1}{4}$. 	<ul style="list-style-type: none"> ▪ 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]. <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. ▪ 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). 	<ul style="list-style-type: none"> ▪ 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>.
		<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. ▪ Ask and answer questions about totalling and comparing categorical data.