AUTUMN – YEAR 2

NATIONAL CURRICULUM

NUMBER - NUMBER AND PLACE VALUE

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (A1)

Read and write numbers to at least 100 in numerals and in words (A1)

Identify, represent and estimate numbers using different representations, including the number line (A1)

Recognise the place value of each digit in a two-digit number (tens, ones) (A1)

Compare and order numbers from 0 up to 100; use and = signs (A1)

Use place value and number facts to solve problems (A1)

NUMBER - ADDITION AND SUBTRACTION

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 (A2)

Solve 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 (A2)

Note – although formal algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the 'missing number' objectives from Y1/2/3

GEOMETRY – PROPERTIES OF SHAPES

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line (A3)

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] (A3)

Compare and sort common 2-D shapes and everyday objects (A3)

Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres] (A3)

Compare and sort common 3-D shapes and everyday objects (A3)

READY TO PROGRESS

NUMBER AND PLACE VALUE - NPV

2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. (A1 Steps 3,4,5,7,8)

2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10 (A1 Steps 9, 10, 11)

NUMBER FACTS - NF

2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. (A2 Steps 1, 6, 8, 11)

ADDITION AND SUBTRACTION - AS

2AS-1 Add and subtract across 10 (A2 Steps 9, 10, 11 12)

2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. (A2 Steps 9, 10, 11, 12, 13, 14)

2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. (A2 Steps 15, 16, 17, 18, 18)

GEOMETRY – G

2G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. (A3 Steps 1, 2, 3, 7, 8, 9 10, 11)

SAINT JOHN'S

SPRING – YEAR 2

NATIONAL CURRICULUM

NUMBER – MULTIPLICATION AND DIVISION

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (S2)

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (S2)

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs (S2)

solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts (S2)

MEASUREMENT

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (S3/4)

Compare and order lengths, mass, volume/capacity and record the results using >, < and = (S3/4)

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (S1)

Find different combinations of coins that equal the same amounts of money (S1)

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (S1)

READY TO PROGRESS

ADDITION AND SUBTRACTION – AS

2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". (S1 Step 9)

2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. (S1 Steps 8, 9 and S3 Step 5)

MULTIPLICATION AND DIVISION – MD

2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. (S1 Steps 4, 5, 9, 13, 15, 17 / S4 Step 8)

2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division) (S2 Steps 2, 7, 8, 10, 14, 16)

SAINT JOHN'S

SUMMER – YEAR 2

NATIONAL CURRICULUM

FRACTIONS

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{3}$ of a length, shape, set of objects or quantity (S1)

Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (S1)

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 (S1)

MEASUREMENT

Compare and sequence intervals of time (S2)

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 (S2)

Know the number of minutes in an hour and the number of hours in a day (S2)

GEOMETRY – POSITION AND DIRECTION

Order and arrange combinations of mathematical objects in patterns and sequences (S4)

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 anticlockwise) (S4)

STATISTICS

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (S3)

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (S3)

Ask and answer questions about totalling and comparing categorical data (S3)

READY TO PROGRESS

MULTIPLICATION AND DIVISION - MD

2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. (S2 – steps to follow)