

| Year 2 - Autumn | Year 2 - Spring | Year 2 - Summer |
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| Expected Standard | | |
| Number: Place Value | Statistics | Geometry: Position and Direction |
| <ul style="list-style-type: none"> 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 a number line. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. Compare and order numbers from 0 up to 100; use <, > and = signs. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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). Order and arrange combinations of mathematical objects in patterns and sequences |
| Number: Addition and Subtraction | Geometry: Properties of Shape | Problem Solving and Efficient Methods |
| <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract any 2 digit numbers using an efficient strategy. Solve problems using concrete objects and pictorial representations, applying their increasing knowledge of both mental and written methods. Show that the addition of two numbers can be done in any order and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | <ul style="list-style-type: none"> Name, identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Name, identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces and the shape of those faces. | <ul style="list-style-type: none"> Solve problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of both mental and written methods. |
| Measurement: Money | Number: Fractions | Measurement: Time |
| <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Solve problems using concrete objects and pictorial representations, applying their increasing knowledge of both mental and written methods. Find different combinations of coins that equal the same amounts of money. Give change. | <ul style="list-style-type: none"> Know that all parts must be equal parts of the whole. Recognise, find, name and write fractions $1/2$, $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantities. Recognise the equivalence of $2/4 = 1/2$. | <ul style="list-style-type: none"> 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. Compare and sequence intervals of time. Solve problems using concrete objects and pictorial representations, applying their increasing knowledge of both mental and written methods. |
| Number: Multiplication and Division | Measurement: Length and Height | Measurement: Mass, Capacity and Temperature |
| <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. Solve problems using concrete objects and pictorial representations, applying their increasing knowledge of both mental and written methods. Compare and order lengths and record the results using >, < and = | <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. Solve problems using concrete objects and pictorial representations, applying their increasing knowledge of both mental and written methods. Compare and order mass, volume/capacity and record the results using >, < and = |
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| Greater Depth | | |
| <ul style="list-style-type: none"> 'Higher score' in standardised tests. Reasoning and explain using age appropriate Mathematical vocabulary precisely (eg, if I know $12 \times 2 = 24$ I know $13 \times 2 = 26$ because it is 1 lot of 2 more). Make connections between different aspects of the curriculum (eg, make connections between missing numbers on a scale and a number line). Independently use a systematic approach to problem solving. Solve problems of greater complexity, where the problem has more than one step. Explain their thinking to others. Represent answers clearly in a variety of ways. | <ul style="list-style-type: none"> 'Higher score' in standardised tests. Reasoning and explain using age appropriate Mathematical vocabulary precisely (eg, if I know $12 \times 2 = 24$ I know $13 \times 2 = 26$ because it is 1 lot of 2 more). Make connections between different aspects of the curriculum (eg, make connections between missing numbers on a scale and a number line). Independently use a systematic approach to problem solving. Solve problems of greater complexity, where the problem has more than one step. Explain their thinking to others. Represent answers clearly in a variety of ways. | <ul style="list-style-type: none"> 'Higher score' in standardised tests. Reasoning and explain using age appropriate Mathematical vocabulary precisely (eg, if I know $12 \times 2 = 24$ I know $13 \times 2 = 26$ because it is 1 lot of 2 more). Make connections between different aspects of the curriculum (eg, make connections between missing numbers on a scale and a number line). Independently use a systematic approach to problem solving. Solve problems of greater complexity, where the problem has more than one step. Explain their thinking to others. Represent answers clearly in a variety of ways. |