**Federation of Golden Flatts and Lynnfield Primary Schools**

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| **Year 2 - Autumn** | **Year 2 -Spring** | **Year 2 - Summer** |
| **Expected Standard** |
| **Number: Place Value** | **Statistics** | **Geometry: Position and Direction** |
| * 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.
 | * 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.
 | * 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
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| **Number: Addition and Subtraction** | **Geometry: Properties of Shape** | **Problem Solving and Efficient Methods** |
| * Add and subtract numbers using concrete objects and pictorial representations and mentally , **including a 2digit number and ones**.
* Add and subtract numbers using concrete objects and pictorial representations and mentally , **including a 2digit number and tens.**
* Add and subtract numbers using concrete objects and pictorial representations and mentally , including **2, 2digit numbers**.
* Add and subtract numbers using concrete objects and pictorial representations and mentally , **including adding 3 one digit numbers.**
* Solve problems using concrete objects and pictorial representations, applying their increasing knowledge of both mental and written methods.
* 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.
* 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.
 | * 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.
* Compare and sort common 2-D and 3-D shapes and everyday objects.
* Order and arrange combinations of mathematical objects in patterns and sequences
 | * Use place value and number facts to solve problems.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
* 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.
* 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.
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| **Measurement: Money** | **Number: Fractions** | **Measurement: Time** |
| * 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.
* Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
 | * Recognise, find, name and write fractions 1/3, 1/4 ,2/4, and 3/4 of a length, shape, set of objects or quantity
* Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2
 | * 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.
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| **Number: Multiplication and Division** |  **Number: Multiplication and Division** | **Measurement: Length, Mass, Volume and Capacity.** |
| * 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.
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 | * Compare and order lengths mass, volume/capacity and record the results using >, < and =
* 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
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| **Greater Depth** |
| * ‘Higher score’ in standardised tests.
* Reasoning and explain using age appropriate mathematical vocabulary precisely (eg, if I know 12 x 2 = 24 I know 13 x 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.
* Eg, ‘I spend £2 on a drink and a sandwich. The sandwich costs 80p more than the drink. How much does the sandwich cost?’
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* 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.
* Eg, ‘Use the pictures to complete the number sentences.’
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* 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.
* Eg, ‘What is the mass of the two red bags? Which is heavier the red bag or the green bag? Explain how you know.’
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