**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 |
| **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. |
| **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. |
| **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. | * 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. | * 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 |
| **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?’ | * ‘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, ‘Use the pictures to complete the number sentences.’ | * ‘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, ‘What is the mass of the two red bags? Which is heavier the red bag or the green bag? Explain how you know.’ |