

Year 2 Maths	Number and place value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry Properties of Shape Position and Direction	Statistics
<i>Pupils should be taught to:</i>	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, forward and backward 	solve problems with addition: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures 	recall and use multiplication and division facts for the 2s (multiplication table), including recognising odd and even numbers	<ul style="list-style-type: none"> 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 	<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 ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels 	<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 	<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables
<i>Pupils should be taught to:</i>	<ul style="list-style-type: none"> count in steps of tens from any number, forward and backward 	solve problems with addition: <ul style="list-style-type: none"> applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 	recall and use multiplication and division facts for the 5s (multiplication table), including recognising odd and even numbers	<ul style="list-style-type: none"> write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using >, < and = 	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
<i>Pupils should be taught to:</i>	<ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) 	solve problems with subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures 	recall and use multiplication and division facts for 10s (multiplication table), including recognising odd and even numbers		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and everyday objects. 	<ul style="list-style-type: none"> ask and answer questions about totalling and comparing categorical data.
<i>Pupils should be taught to:</i>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations, including the number line 	solve problems with subtraction: <ul style="list-style-type: none"> applying their increasing knowledge of mental and written methods 	<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs 		<ul style="list-style-type: none"> solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences 	
<i>Pupils should be taught to:</i>	<ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use <, > and = signs 	solve problems with addition and subtraction: <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 	<ul style="list-style-type: none"> show that 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"> compare and sequence intervals of time know the number of minutes in an hour and the number of hours in a day. 	<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). 	
<i>Pupils should be taught to:</i>	<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words 	add 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 	<ul style="list-style-type: none"> solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 		<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 		
<i>Pupils should be taught to:</i>	<ul style="list-style-type: none"> use place value and number facts to solve problems. 	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 	<ul style="list-style-type: none"> solve problems involving division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 				
<i>Pupils should be taught to:</i>		<ul style="list-style-type: none"> show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot 					
<i>Pupils should be taught to:</i>		<ul style="list-style-type: none"> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 					