Year 2

Number – number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward;
- recognise the place value of each digit in a two-digit number (tens, ones);
- identify, represent and estimate numbers using different representations, including the number line;
- compare and order numbers from 0 up to 100; use <, > and = signs;
- read and write numbers to at least 100 in numerals and in words;
- use place value and number facts to solve problems.

Number – addition and subtraction

Pupils should be taught to:

- 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.
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100;
- 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;
- show that addition of two numbers can be done in any order (commutative) 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.

Number – multiplication and division

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers;
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs;
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot;
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – fractions

- 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 6 = 3 and recognise the equivalence of ½ and 2/4

Measurement

Pupils should be taught to:

- 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;
- compare and order lengths, mass, volume/capacity and record the results using >, < and =;
- 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;
- compare and sequence intervals of time;
- 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.

Geometry – properties of shapes

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- 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]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – position and direction

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- 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).

Statistics

Pupils should be taught to:

- 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.