



## Key Learning in Mathematics – Year 2

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"><li>§ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li><li>§ Read and write numbers to at least 100 in numerals and in words.</li><li>§ Recognise the place value of each digit in a two-digit number (tens, ones).</li><li>§ Identify, represent and estimate numbers using different representations, including the number line.</li><li>§ Partition numbers in different ways (e.g. <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>).</li><li>§ Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li><li>§ Find 1 or 10 more or less than a given number.</li><li>§ Round numbers to at least 100 to the nearest 10.</li><li>§ Understand the connection between the 10 multiplication table and place value.</li><li>§ Describe and extend simple sequences involving counting on or back in different steps.</li><li>§ Use place value and number facts to solve problems.</li></ul>	<ul style="list-style-type: none"><li>§ Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting).</li><li>§ Select a mental strategy appropriate for the numbers involved in the calculation.</li><li>§ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li><li>§ Understand subtraction as take away and difference (how many more, how many less/fewer).</li><li>§ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li><li>§ Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes).</li><li>§ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<ul style="list-style-type: none"><li>- a two-digit number and ones.</li><li>- a two-digit number and tens.</li><li>- two two-digit numbers.</li><li>- adding three one-digit numbers.</li></ul></li><li>§ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li><li>§ Solve problems with addition and subtraction including with missing numbers:<ul style="list-style-type: none"><li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li><li>- applying their increasing knowledge of mental and written methods.</li></ul></li></ul>	<ul style="list-style-type: none"><li>§ Understand multiplication as repeated addition.</li><li>§ Understand division as sharing and grouping and that a division calculation can have a remainder.</li><li>§ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li><li>§ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li><li>§ Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).</li><li>§ Derive and use halves of simple two-digit even numbers (numbers in which the tens are even).</li><li>§ Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</li><li>§ Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li></ul>



## Key Learning in Mathematics – Year 2

Number – fractions	Geometry – properties of shapes	Measurement
<p>§ Understand and use the terms <i>numerator and denominator</i>.</p> <p>§ Understand that a fraction can describe part of a set.</p> <p>§ Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</p> <p>§ Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>§ Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>§ Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</p>	<p>§ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>§ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>§ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</p>	<p>§ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>§ Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p> <p>§ Recognise and use symbols for pounds (£) and pence (p).</p> <p>§ Combine amounts to make a particular value.</p> <p>§ Find different combinations of coins that equal the same amounts of money.</p> <p>§ Compare and sequence intervals of time.</p> <p>§ 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.</p> <p>§ Know the number of minutes in an hour and the number of hours in a day.</p> <p>§ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <i>and measures (including time)</i>.</p>
	Geometry – position and direction	
	<p>§ Order/arrange combinations of mathematical objects in patterns/sequences.</p> <p>§ 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).</p>	
		Statistics
		<p>§ Compare and sort <i>objects, numbers and</i> common 2-D and 3-D shapes and everyday objects.</p> <p>§ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>§ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>§ Ask and answer questions about totalling and comparing categorical data.</p>