Year 2

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurements	Properties of Shape
Demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole	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	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
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	
Identify, represent and estimate numbers using different representations, including the number line	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	**Position and Direction** Order and arrange combinations of mathematical objects in patterns and sequences	Find different combinations of coins that equal the same amounts of money	Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid
Compare and order numbers from 0 up to 100; use <, > and = signs	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones	Solve problems involving multiplication and division, using concrete materials and mental methods	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)	Find different combinations of coins that equal the same amounts of money	Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them
Read and write numbers to at least 100 in numerals	Add and subtract an two 2 two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus	Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that 2 × 7 = 14 and 2 × 8 = 16, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left		Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
Read and write numbers to at least 100 in words	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers	Use multiplication facts to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason		Compare and sequence intervals of time	

		that 18 × 5 cannot be 92 as it is not a multiple of 5			
Use place value and number facts to solve problems	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers	Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet		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	
Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10		Remember the number of minutes in an hour and the number of hours in a day	
Use reasoning within addition e.g. reason that the sum of 3 odd numbers will always be odd	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems			Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given e.g. read the temperature on a thermometer or measure capacities using a measuring jug	
Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70	Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9			Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given e.g. a number line with missing labels	
Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 − 3 = 4, then 17 − 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 − 14 = 3 and 17 − 3 = 14)	Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100			Read the time on a clock to the nearest 15 minutes	
	Solve missing number problems using addition and subtraction				