

## Year 2 Mathematics Overview

Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
<p>Pupils should be taught to:</p> <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>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>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction:</li> <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> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</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</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</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>solve problems involving multiplication</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions, a quarter, a third, two quarters, three quarters of</li> <li>length, shape, set of objects or quantity</li> <li>write simple fractions and recognise the equivalence of fractions.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>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).</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul>

	<p>ones</p> <ul style="list-style-type: none"><li>• a two-digit number and tens</li><li>• two two-digit numbers</li><li>• adding three one-digit numbers</li><li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one</li></ul>	<p>and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in</p>		<ul style="list-style-type: none"><li>• find different combinations of coins that equal the same amounts of money</li><li>• solve simple problems in a practical context involving addition</li></ul>			
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