

## **Year 2 programme of study Statutory requirements**

### **Number – number and place value**

- 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 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, subtraction, multiplication and division**

- solve problems with  $+$  and  $-$  using concrete objects and pictorial representations, including those involving numbers, quantities and measures;
- apply their increasing knowledge of mental and written methods;
- recall and use addition and subtraction facts to 20 fluently, and work out and use related facts up to 100;
- add and subtract numbers using concrete objects, pictorial representations, and mentally: a two-digit number and ones; a two-digit number and tens; two two-digit numbers and adding three one-digit numbers;
- show that addition of two numbers can be done in any order (commutative), but 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;
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers;
- calculate statements for multiplication and division 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), but 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:  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity;
- write simple fractions:  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

### **Measurement**

- choose and use appropriate standard units to estimate and measure length/height: (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); 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 value;
- find different combinations of coins that equal the same amounts of money;

- solve problems in a practical context involving + and - 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**

- identify and describe the properties of 2-D shapes: number of sides and line symmetry in a vertical line;
- identify and describe the properties of 3-D shapes: number of edges, vertices and faces;
- identify 2-D shapes on the surface of 3-D shapes, [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**

- 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**

- interpret and construct simple pictograms, tally charts, block diagrams and 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.