Year 2 MATHEMATICS			
Aspect	**Autumn**	**Spring**	**Summer**
Number and Place Value	• I count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. • I read and write numbers to at least 100 in numerals and in words.	• I compare and order numbers from 0 up to 100; use < > and = signs.	• I recognise the place value of each digit in a 2-digit number.
Addition and Subtraction	• I recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • I add and subtract numbers mentally, including: 2-digit numbers and ones; 2-digit numbers and tens; two 2-digit numbers; adding three 1-digit numbers.	• I understand that addition of any two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	• I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplication and Division	• I recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers.	• I calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the x ÷ = signs. • I understand that multiplication of two numbers can be one in any order (commutative) and division of one number by another cannot.	• I recognise that division is the inverse of multiplication and use to check calculations.
Fraction	• I recognise, find, name and write factions 1/3, 1/4, 2/4, 1/2,	• I write simple fractions and recognise the equivalence.	

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Year 2 MATHEMATICS			
Aspect	**Autumn**	**Spring**	**Summer**
	3/4 of a length, shape, set of objects, or quantity.		
Measures	• I compare and order lengths, mass, and record the results using >, < and =. • I recognise and use symbols for pounds (£) and pence (p); combine amounts to make particular values. • I tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times.	• I compare and order volume/capacity and record the results using >, < and =. • I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • I choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales. • I 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.	• I choose and use appropriate standard units to estimate and measure: temperature (°C); capacity (l/ml) to the nearest appropriate unit, using thermometers and measuring vessels. • I compare and sequence intervals of time. • I find different combinations of coins that equal the same amounts of money. • I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Geometry	• I identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. • I identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	• I identify 2D shapes on the surface of 3D shapes. • I order and arrange combinations of mathematical objects in patterns and sequences.	• I 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). • I compare and sort common 2D

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Year 2 MATHEMATICS			
Aspect	**Autumn**	**Spring**	**Summer**
			and 3D shapes and everyday objects.
Statistics	• I interpret and construct: pictograms; tally charts; block diagrams and simple tables.	• I ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • I ask and answer questions about totalling and compare categorical data.	

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Working at a HIGHER STANDARD (Greater Depth)

YEAR 2 MATHEMATICS

Number and Place Value	4 Operations (+, -, x, ÷)	Fractions	Measures	Geometry	Statistics
• I count reliably at speed forwards and backwards up to 100 in 2s, 3s, 5s and 10s.	• I apply my knowledge of number up to 100 to solve a one-step problem involving addition and subtraction. • I understand that if 4 + 5 is 9 then 40 + 50 is 90.	• I explain to others when shapes and numbers are accurately divided into thirds, quarters, halves and three quarters.	• I measure, compare, add and subtract using common metric measures. • I tell the time to 5 minute intervals in both analogue and digital and relate one to the other. • I know when it is sensible to measure in m or cms.; kg or gms.; l or ml.; hours or minutes.	• I know about right angles and where they can be seen in the environment.	• I know when it is sensible to show information in a graph.

- I rarely make a mistake when working to the Year 2 national expectations.
- I can explain all Year 2 number operations to others in my class.
- I cope with reasoning and thinking problems related to the Year 2 expectations for number, measurement, geometry and statistics.
- When it is appropriate, I apply all mathematical operations I know to other areas of the curriculum.
- I explain to others how I have arrived at an answer to a mathematical problem the same time deepen my own understanding.
- I work independently and reach a conclusion without referring to my teacher.
- I can explain my thinking using age appropriate mathematical vocabulary.
- I listen to others' explanations, try to make sense of them and compare and make simple evaluations.

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