



Year 2 Mathematics Curriculum

Numeracy and mathematics

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

| Number and place value | Number addition and subtraction | Number multiplication and division | Number Fractions | Measurement | Geometry | Statistics |
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| 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: -using concrete objects and pictorial representations, including those involving numbers, quantities and measures -applying their increasing knowledge of mental and written methods | 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 $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity | choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 | interpret and construct simple pictograms, tally charts, block diagrams and simple tables |
| recognise the place value of each digit in a two-digit number (tens, ones) | recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 | calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs | write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. | compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ | identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces | ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity |
| identify, represent and estimate numbers using different | add and subtract numbers using concrete objects, pictorial | show that multiplication of two numbers can be done in any order | | recognise and use symbols for pounds (£) and pence (p); combine amounts to | identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder | ask and answer questions about totalling and comparing |

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| representations, including the number line | representations, and mentally, including: -a two-digit number and ones -a two-digit number and tens -two two-digit numbers -adding three one-digit numbers | (commutative) and division of one number by another cannot | | make a particular value | and a triangle on a pyramid] | categorical data. |
| compare and order numbers from 0 up to 100; use <, > and = signs | show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot | solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | | 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. | |
| read and write numbers to at least 100 in numerals and in words | recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | | | solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | order and arrange combinations of mathematical objects in patterns and sequences | |
| use place value and number facts to solve problems. | | | | compare and sequence intervals of time | 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 | |

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| | | | | | quarter, half and three-quarter turns (clockwise and anti-clockwise). | |
| | | | | 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. | | |

Guidance

Number:

Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third.

As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.

Number Addition and Subtraction:

Pupils should partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.

Pupils extend their understanding of the language of addition and subtraction to include sum and difference.

Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate

$30 + 70 = 100$; $100 - 70 = 30$ and $70 = 100 - 30$. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$). This establishes commutativity and associativity of addition.

Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.

Multiplication and Division:

Pupils use a variety of language to describe multiplication and division.

Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.

Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$).

Fractions:

Pupils use fractions as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet $\frac{3}{4}$ as the first example of a non-unit fraction.

Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.

Measurements:

Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.

Comparing measures includes simple multiples such as ‘half as high’; ‘twice as wide’.

They become fluent in telling the time on analogue clocks and recording it.

Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.

Geometry:

Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.

Pupils read and write names for shapes that are appropriate for their word reading and spelling.

Pupils draw lines and shapes using a straight edge.

Pupils should work with patterns of shapes, including those in different orientations.

Pupils use the concept and language of angles to describe ‘turn’ by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).

Statistics:

Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).