

National Curriculum for Mathematics - Objectives - Year 2

	Number				Geometry & Measurement			
POS	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Properties of shapes	Position and direction	Statistics
LO	<p>-count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.</p> <p>- recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>-identify, represent and estimate numbers using different representations, including the number line.</p> <p>-compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</p> <p>-read and write numbers to at least 100 in numerals and in words.</p> <p>-use place value and number facts to solve problems.</p>	<p>solve problems with addition and subtraction:</p> <p>-using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>-applying their increasing knowledge of mental and written methods.</p> <p>-recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>-a two-digit number and ones - a two-digit number and tens -two two-digit numbers -adding three one-digit numbers</p> <p>-show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>-recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p>	<p>-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>-calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>-show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>-solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>-recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>-write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of two quarters and one half.</p>	<p>-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.</p> <p>-compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p>-recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>-find different combinations of coins to equal the same amounts of money</p> <p>-solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>-compare and sequence intervals of time.</p> <p>-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.</p> <p>-know the number of minutes in an hour and the number of hours in a day.</p>	<p>-identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.</p> <p>-identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>-identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.</p> <p>-compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>-order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>-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).</p>	<p>-interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>-ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>-ask and answer questions about totalling and comparing categorical data.</p>

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