Year 2 Curriculum Expectations - Maths

Number
Numbers and Place Value I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.
I can recognise the place value of each digit in a two-digit number (tens, ones).
I can identify, represent and estimate numbers using different representations, including the number line.
I can compare and order numbers from 0 up to 100; use <, > and = signs.
I can read and write numbers to at least 100 in numerals and in words.
I can use place value and number facts to solve problems.
Addition and Subtraction I can solve problems with addition & subtraction using concrete objects and pictures, including those involving numbers, quantities and measures
I can solve problems with addition & subtraction applying increasing knowledge of mental and written methods.
I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
• I can add and subtract numbers using concrete objects, pictures, and mentally, including: *a two-digit number and ones,* *a two-digit number and tens,* *two two-digit numbers,* *adding three one-digit numbers,*
I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
I can recognise and use the inverse relationship between addition & subtraction and use this to check calculations and missing number problems.
Multiplication and Division I can recall & use multiplication & division facts for 2, 5 & 10 tables, including recognising odd and even numbers.
I can calculate mathematical statements for multiplication and division within the multiplication tables; write them using multiplication (x), division (÷) & equals (=) signs.
I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Fractions I can recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ & $^{3}/_{4}$ of a length, shape, set of objects or quantity.
I can write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½.

Measurement

• I can choose and use appropriate standard units to estimate and measure:
  ○ length/height in any direction (m/cm);
  ○ mass (kg/g);
  ○ capacity (litres/ml) - temperature (°C);
to the nearest appropriate unit *using rulers, scales, thermometers and measuring vessels.*

I can compare and order lengths, mass, volume / capacity and record the results using >, < and =
I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
I can find different combinations of coins that equal the same amounts of money
I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
I can compare and sequence intervals of time.
I can 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 know the number of minutes in an hour and the number of hours in a day.
Geometry
Properties of Shape I can identify & describe the properties of 2-D shapes, including the number of sides & line symmetry in a vertical line.
I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
I can identify 2-D shapes on the surface of 3-D shapes, [e.g. a circle on a cylinder & a triangle on a pyramid.]
I can compare and sort common 2-D and 3-D shapes and everyday objects.
Position and Direction I can order and arrange combinations of mathematical objects in patterns and sequences.
I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line, distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Statistics
I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
I can ask and answer questions about totaling and comparing categorical data.