

Year 2 National Curriculum Maths objectives

Place value:

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| 1. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. |
| 2. Recognise the place value of each digit in a two-digit number (tens, ones). |
| 3. Identify, represent and estimate numbers using different representations, inc. the number line. |
| 4. Compare and order numbers from 0 up to 100; use <, > and = signs. |
| 5. Read and write numbers to at least 100 in numerals and in words. |

Addition and subtraction

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| 6. Solve problems with addition and subtraction: using concrete objects and pictorial representations; applying their increasing knowledge of mental and written methods. |
| 7. Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100. |
| 8. Add and sub nos using concrete objects, pictorial representations, and mentally, including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers. |
| 9. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. |
| 10. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |

Multiplication and division

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| 11. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. |
| 12. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. |
| 13. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. |
| 14. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |

Fractions

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| 15. Recognise/find/name/write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity. |
| 16. Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. |

Measure

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| 19. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. |
| 20. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. |
| 21. Compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day. |
| 22. 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. |

Geometry

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| 23. Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. |
| 24. Identify and describe the properties of 3D shapes, inc the no. of edges, vertices and faces. |
| 25. Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder; a triangle on a pyramid. |
| 26. Compare and sort common 2D and 3D shapes and everyday objects. |
| 27. Order and arrange combinations of mathematical objects in patterns and sequences. |
| 28. Use math vocab to describe pos', dir' & movement inc in a straight line and distinguishing rotation as a turn & in terms of right angles for $\frac{1}{4}$, $\frac{1}{2}$, & $\frac{3}{4}$ turns (clock/anti-clockwise). |

Statistics

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| 29. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. |
| 30. Ask and answer simple qu's by counting the number of objects in each category&sorting the categories by quantity; ask and answer qus about totalling and comparing categorical data. |