

ST. EDWARD'S SCHOOL

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UPTON PARK

Year 2 - Maths



Autumn 1	Autumn 2
Number, place value and rounding	Geometry: properties of shapes
 count in steps of 2 and 5 from 0 and in tens from any 	• identify and describe the properties of 2-D shapes, including the number of sides and line
number, forward and backward	symmetry in a vertical line
 recognise the place value of each digit in a two-digit 	 identify and describe the properties of 3-D shapes,
number (tens, ones)	including the number of edges, vertices and faces
 identify, represent and estimate numbers using different 	 identify 2-D shapes on the surface of 3-D shapes, [for
representations, including the number line	example, a circle on a cylinder and a triangle on a pyramid]
compare and order numbers from 0 up to 100	 compare and sort common 2-D and 3-D shapes and
 read and write numbers to at least 100 in numerals 	everyday objects
 use place value and number facts to solve problems 	
	Geometry: position and direction
Measurement	 order and arrange combinations of mathematical objects in patterns and sequences
 compare and order lengths, mass, volume / capacity 	Success criteria
compare and sequence intervals of time	Pupils can recognise and identify shapes in their
	environment and explain the properties of the shapes including lines of symmetry.
Statistics	Number and place value
ask and answer simple questions by counting the number of objects in each category and sorting the	 count in steps of 2 and 5 from 0 and in tens from any
categories by quantity	number, forward and backward
Success criteria	 recognise the place value of each digit in a two-digit
Pupils can represent and explain what happens	number (tens, ones)
when counting forwards and backwards in tens	 identify, represent and estimate numbers using different
and can compare and order two-digit numbers in different contexts.	representations, including the number line
Number and place value	• compare and order numbers from 0 up to 100; use <, >
 count in tens from any number, forward and backward 	and = signs
 recognise the place value of each digit in a two-digit 	read and write numbers to at least 100 in numerals
number (tens, ones)	 use place value and number facts to solve problems
use place value and number facts to solve problems	
·	Measurement
Addition and subtraction	 compare and order lengths, mass, volume / capacity and
 solve problems with addition and subtraction: 	record the results using >, < and =
 using concrete objects and pictorial representations, 	 compare and sequence intervals of time
including those involving numbers, quantities and measures	
 applying their increasing knowledge of mental methods 	Statistics
 recall and use addition and subtraction facts to 20 fluently 	ask and answer simple questions by counting the number of objects in each category an
• add and subtract numbers using concrete objects, pictorial representations, and mentally,	sorting the categories by quantity
including:	



St Edward's Maths Curriculum Map

Year 2 - Maths



- a two-digit number and ones
- a two-digit number and tens
- adding three one-digit numbers

Measurement

- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- ask and answer questions about totalling and comparing categorical data

Success criteria

Pupils can represent and solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting.

Success criteria

Pupils can represent and explain how they know ten more and ten less than any given number and read, compare and record comparison of numbers up to 100. Number and place value

- count in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- use place value and number facts to solve problems

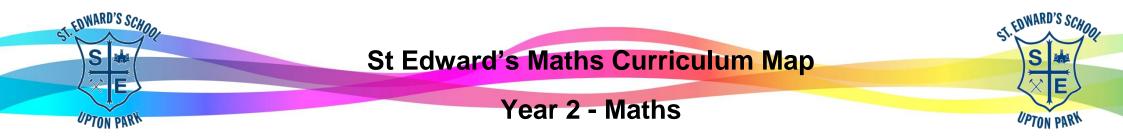
Addition and subtraction

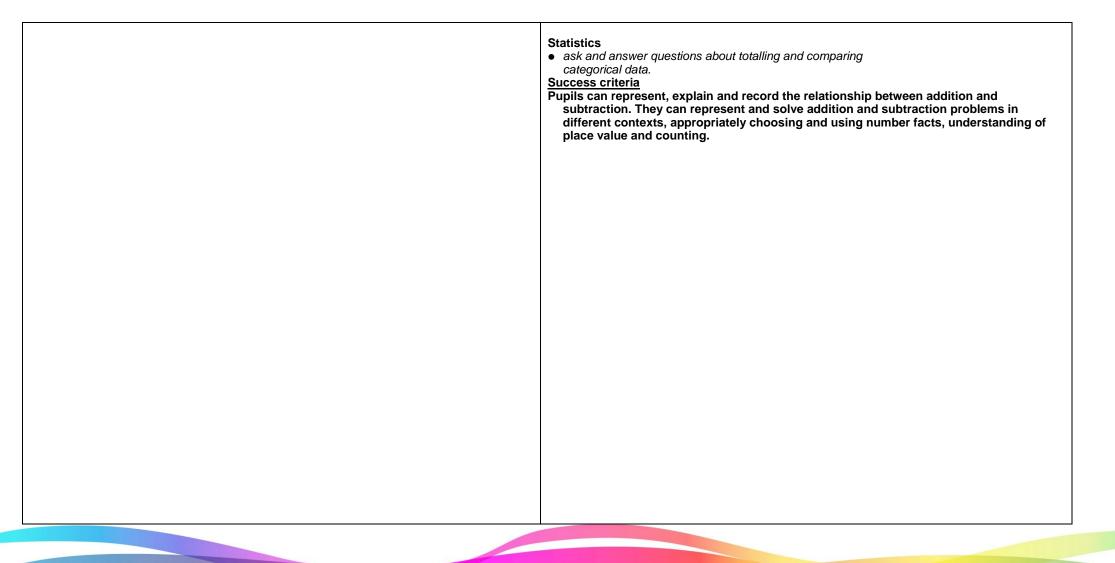
• solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Measurement

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins to equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change





St Edward's Maths Curriculum Map

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Spring 1	Spring 2
Number and place value	Number and place value
 count in steps of 2, 3 and 5 from 0 and in tens from any 	 count in steps of 2, 3 and 5 from 0 and in tens from any
number, forward and backward	number, forward and backward
	recognise the place value of each digit in a two-digit
Multiplication and division	number (tens, ones)
 recognise odd and even numbers 	identify, represent and estimate numbers using different
Statistics	representations, including the number line
 interpret and construct simple pictograms, tally charts, 	 compare and order numbers from 0 up to 100; use <, > and = signs
block diagrams and simple tables	 read and write numbers to at least 100 in numerals
 ask and answer simple questions by counting the number of objects in each category and 	 use place value and number facts to solve problems
sorting the categories by quantity.	
Success criteria	Measurement
Pupils can use their understanding of counting in twos, fives and tens to interpret data.	choose and use appropriate standard units to estimate
They can represent and explain the difference between odd and even numbers and use	and measure length / height in any direction (m / cm);
this understanding to identify large multiples of two.	mass (kg / g); temperature (°C); capacity (litres / ml)
	to the nearest appropriate unit, using rulers, scales,
Number and place value	thermometers and measuring vessels
• count in steps of 2, 3 and 5 from 0 and in tens from any	 compare and order lengths, mass, volume / capacity and
number, forward and backward	record the results using >, < and =
	compare and sequence intervals of time
Multiplication and division	Success criteria
• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,	Pupils can measure in different contexts, choosing the appropriate unit and equipment
including recognising odd and even numbers	and reading the scales to the nearest number.
• calculate mathematical statements for multiplication and	Number and place value
division within the multiplication tables and write them using the multiplication (x), division	 count in tens from any number, forward and backward
 (÷) and equals (=) signs show that multiplication of two numbers can be done in 	 recognise the place value of each digit in a two-digit
any order (commutative) and division of one number by	number (tens, ones)
another cannot	 use place value and number facts to solve problems
 solve problems involving multiplication and division, using materials, arrays, repeated 	Addition and automation
addition, mental methods, and multiplication and division facts, including problems in	Addition and subtraction
contexts	solve problems with addition and subtraction:
	 using concrete objects and pictorial representations, including these involving numbers, quantities and
	including those involving numbers, quantities and



Year 2 - Maths



Measurement

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- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a
 particular value
- find different combinations of coins to equal the same amounts of money
- tell and write the time to five minutes
- know the number of minutes in an hour and the number of hours in a day.

Success criteria

Pupils can represent and explain how to use their multiplication facts to solve division problems. They can represent and solve multiplication and division problems in different contexts.

measures

- applying their increasing knowledge of mental methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial 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
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Measurement

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a
 particular value
- find different combinations of coins to equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Statistics

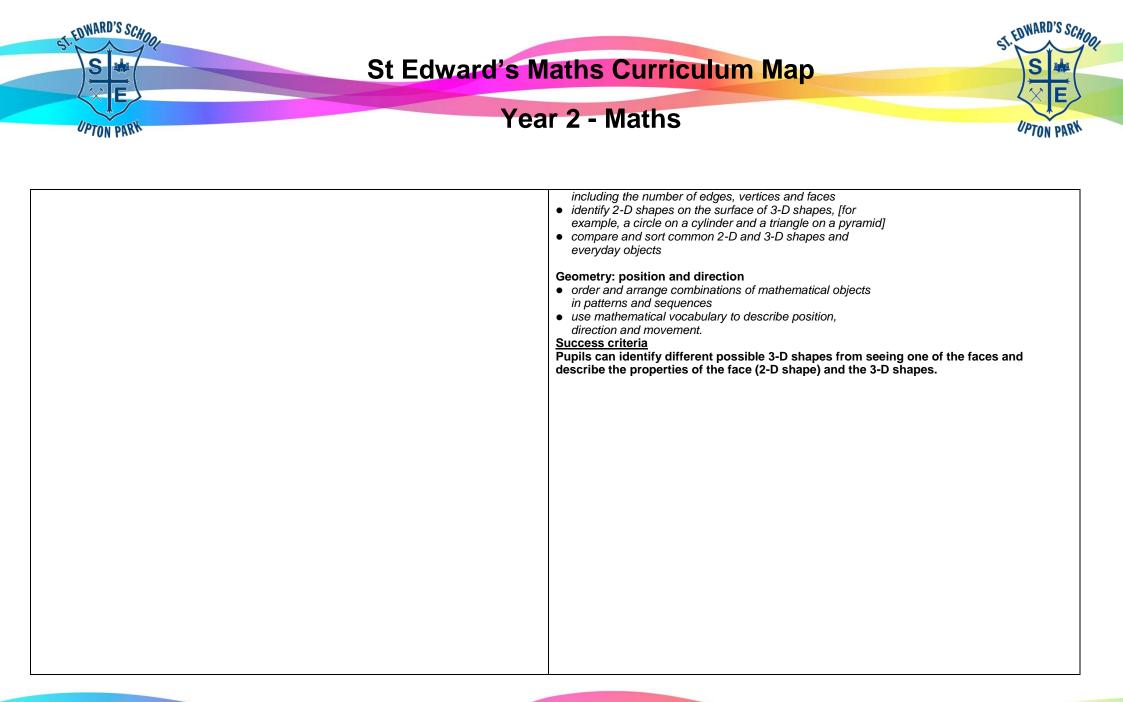
 ask and answer questions about totalling and comparing categorical data.

Success criteria

Pupils can represent and solve addition and subtraction problems involving two two-digit numbers in different contexts, appropriately choosing and using number facts, understanding of place value and counting.

Geometry: properties of shape

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes,





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Year 2 - Maths



Summer 1	Summer 2
Number and place value	Number and place value
 count in steps of 2, 3 and 5 from 0 and in tens from any 	• count in steps of 2, 3 and 5 from 0 and in tens from any
number, forward and backward	number, forward and backward
 recognise the place value of each digit in a two-digit 	
number (tens, ones)	Multiplication and division
 identify, represent and estimate numbers using different 	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,
representations, including the number line	including recognising odd and even numbers
 compare and order numbers from 0 up to 100; use <, > 	calculate mathematical statements for multiplication and
and = signs	division within the multiplication tables and write them using the multiplication (\underline{x}), division (-
 read and write numbers to at least 100 in numerals and in words 	and equals (=) signs
 use place value and number facts to solve problems 	show that multiplication of two numbers can be done in
	any order (commutative) and division of one number by
Measurement	another cannot
• choose and use appropriate standard units to estimate and measure length / height in any	solve problems involving multiplication and division, using
direction (m / cm); mass (kg / g); temperature (°C); capacity (litres / m l) to the nearest	materials, arrays, repeated addition, mental methods, and
appropriate unit, using rulers, scales, thermometers and measuring vessels	multiplication and division facts, including problems in contexts
 compare and order lengths, mass, volume / capacity and 	
record the results using >, < and =	Fractions
compare and sequence intervals of time	• 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 of
	quantity
Statistics	• write simple fractions for example $\frac{1}{2}$ of 6 = 3 and
 interpret and construct simple pictograms, 	recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
• tally charts,	
block diagrams and simple tables	Measurement
 ask and answer simple questions by counting the 	• tell and write the time to five minutes, including quarter
number of objects in each category and sorting the	past / to the hour and draw the hands on a clock face to
categories by quantity.	show these times
Success criteria	know the number of minutes in an hour and the number
Pupils can measure in different contexts, choosing the appropriate unit and equipment	of hours in a day.
and reading the scales to the nearest number.	Success criteria
	Pupils can represent and explain how to find halves, thirds and quarter in the context of
	both discrete objects and continuous measures. They can show and tell the time, on an
Number and place value	analogue clock, including quarter past and quarter to the hour.
 count in tens from any number, forward and backward 	
 recognise the place value of each digit in a two-digit 	
number (tens, ones)	



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 use place value and number facts to solve problems Addition and subtraction 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 methods and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 	 Geometry: properties of shape identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects
 add and subtract numbers using concrete objects, pictorial 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 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Statistics ask and answer questions about totaling and compare categorical data Success criteria Pupils can represent and solve addition and subtraction problems involving two, two-digit numbers in different contexts, appropriately choosing and using number facts, understanding place value and counting.	 Geometry: position and direction order and arrange combinations of mathematical objects in patterns and sequences 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) Fractions recognise, find, name and write fractions ¹/₃, ¹/₄, ²/₄ and ³/₄ of a length, shape, set of objects or quantity write simple fractions for example, ¹/₂ of 6 = 3 and recognise the equivalence of ²/₄ and ¹/₂. Success criteria Pupils can use their understanding of fractions to talk about shapes and movement (turns) and solve related problems.