St Edward's Maths Curriculum Map

Year 2 - Maths

Autumn 1	Autumn 2
Number, place value and rounding ● count in steps of 2 and 5 from 0 and in tens from any number, forward and backward ● recognise the place value of each digit in a two-digit number (tens, ones) ● identify, represent and estimate numbers using different representations, including the number line ● compare and order numbers from 0 up to 100 ● read and write numbers to at least 100 in numerals ● use place value and number facts to solve problems **Measurement** ● compare and order lengths, mass, volume / capacity ● compare and sequence intervals of time **Statistics** ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity **Success criteria** ***Pupils can represent and explain what happens when counting forwards and backwards in tens and can compare and order two-digit numbers in different contexts.*** **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 ● add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	**Geometry: properties of shapes** ● 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 **Geometry: position and direction** ● order and arrange combinations of mathematical objects in patterns and sequences **Success criteria** **Pupils can recognise and identify shapes in their environment and explain the properties of the shapes including lines of symmetry.** **Number and place value** ● *count in steps of 2 and 5 from 0 and in tens from any number, forward and backward* ● *recognise the place value of each digit in a two-digit number (tens, ones)* ● *identify, represent and estimate numbers using different representations, including the number line* ● *compare and order numbers from 0 up to 100;* use <, > and = signs ● *read and write numbers to at least 100 in numerals* ● *use place value and number facts to solve problems* **Measurement** ● *compare and order lengths, mass, volume / capacity* and record the results using >, < and = ● *compare and sequence intervals of time* **Statistics** ● *ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity*

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

Year 2 - Maths

	Statistics ● *ask and answer questions about totalling and comparing categorical data.* **<u>Success criteria</u>** **Pupils can represent, explain and record the relationship between addition and subtraction. They can represent and solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting.**

St Edward's Maths Curriculum Map

Year 2 - Maths

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

St Edward's Maths Curriculum Map

Year 2 - Maths

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*
- 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,*

St Edward's Maths Curriculum Map

Year 2 - Maths

	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* **Geometry: position and direction** ● *order and arrange combinations of mathematical objects in patterns and sequences* ● *use mathematical vocabulary to describe position, direction and movement.* **Success criteria** **Pupils can identify different possible 3-D shapes from seeing one of the faces and describe the properties of the face (2-D shape) and the 3-D shapes.**

St Edward's Maths Curriculum Map

Year 2 - Maths

Summer 1	Summer 2
Number and place value ● *count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward* ● *recognise the place value of each digit in a two-digit number (tens, ones)* ● *identify, represent and estimate numbers using different representations, including the number line* ● *compare and order numbers from 0 up to 100; use <, > and = signs* ● *read and write numbers to at least 100 in numerals* and in words ● *use place value and number facts to solve problems* **Measurement** ● *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* ● *compare and order lengths, mass, volume / capacity and record the results using >, < and =* ● *compare and sequence intervals of time* **Statistics** ● *interpret and construct simple pictograms,* ● *tally charts, block diagrams and simple tables* ● *ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.* **<u>Success criteria</u>** **Pupils can measure in different contexts, choosing the appropriate unit and equipment and reading the scales to the nearest number.** **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)*	**Number and place value** ● *count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward* **Multiplication and division** ● *recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers* ● *calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs* ● *show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot* ● *solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts* **Fractions** ● 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 ● write simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. **Measurement** ● *tell and write the time to five minutes*, <u>including quarter</u> 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.* **<u>Success criteria</u>** **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 analogue clock, including quarter past and quarter to the hour.**

St Edward's Maths Curriculum Map

Year 2 - Maths

- *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*
- *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*

<u>Success criteria</u>

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: 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*

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 $^{1}/_{2}$.

<u>Success criteria</u>

Pupils can use their understanding of fractions to talk about shapes and movement (turns) and solve related problems.