



## Year 2 Autumn Curriculum Goals - Maths

Number and Place Value: I can read and write numbers to at least 100 in numerals and in words.
Number and Place Value: I can recognise the place value of each digit in a two-digit number (tens, ones)
Number and Place Value: I can identify, represent and estimate numbers using different representations including the number line.
Number and Place Value: I can compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs.
Number and Place Value: I can use place value and number facts to solve problems.
Number and Place Value: I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
Number (Addition and Subtraction): I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
Number (Addition and Subtraction): I can 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.
Number (Addition and Subtraction): I can show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
Number (Addition and Subtraction): I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
Number (Addition and Subtraction): I can recognise and use the inverse relationship between addition and subtraction
Measurement (Money): I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
Measurement (Money): I can find different combinations of coins that equal the same amounts of money.
Measurement (Money): I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.



## Year 2 Spring Curriculum Goals - Maths

Number (Fractions):

I can 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.

Number (Fractions):

I can write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

Statistics:

I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Statistics:

I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Statistics:

I can ask and answer questions about totaling and comparing categorical data.

Geometry (Properties of Shape):

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

Geometry (Properties of Shape):

I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Geometry (Properties of Shape):

I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.

Geometry (Properties of Shape):

I can compare and sort common 2-D and 3-D shapes and everyday objects.

Number (Multiplication and Division):

I can recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.

Number (Multiplication and Division):

I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) sign.

Number (Multiplication and Division):

I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts

Number (Multiplication and Division):

I can show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.



## Year 2 Summer Curriculum Goals - Maths

Geometry (Position and Direction):

I can use mathematical vocabulary to describe position, direction and movement.

Geometry (Position and Direction):

I can order and arrange combinations of mathematical objects in patterns and sequences

Measurement (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.

Measurement (Time):

I know the number of minutes in an hour and the number of hours in a day.

Measurement (Time):

I can compare and sequence intervals of time.

Measurement (Mass, Capacity and Temperature):

I can choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels

Measurement (Mass, Capacity and Temperature):

I can compare and order mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

Measurement (Length and Height):

I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Measurement (Length and Height):

I can compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$