



Year 2 Statutory Maths Expectations

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry: Properties of Shape	Geometry: Position and Direction	Statistics
<p>Children should be able to:</p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>use place value and number facts to solve problems</p>	<p>Children should be able to:</p> <p>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods</p> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>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</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</p>	<p>Children should be able to:</p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Children should be able to:</p> <p>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</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Children should be able to:</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>compare and sequence intervals of time</p> <p>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.</p> <p>know the number of minutes in an hour and the number of hours in a day</p>	<p>Children should be able to:</p> <p>identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes [for example a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>Children should be able to:</p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p>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)</p>	<p>Children should be able to:</p> <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p>