Mathematics Programme of Study – Year 2

Number and Place Value

- I can use place value and number facts to solve problems.
- I can count forwards and backwards in steps of 2, 3 and 5 from 0.
- I can use the <,> and = signs when comparing numbers.
- I can compare and order numbers from 0 up to 100.
- I can identify, represent and estimate numbers in different ways including the number line.
- I can count forwards or backwards in tens from any number.
- I know the place value of each digit in a 2 digit number.
- I can read and write numbers up to at least 100 in numerals and words.

Addition and Subtraction

- I can add 3 one digit numbers.
- I can add and subtract 2 two-digit numbers
- I can show that addition can be done in any order and subtraction cannot and use this to help me solve problems.
- I can add and subtract a 2 digit number and tens
- I can add and subtract a 2 digit number and ones
- I can derive and use number facts to 100.
- I can recall and use + and – facts to 20.
- I can apply my increasing knowledge of written strategies to solving problems.
- I can apply my increasing knowledge of mental strategies to solving problems.
- I can solve problems with subtraction using objects and pictures in different contexts.
- I can solve problems with addition using objects and pictures in different contexts.

Multiplication and Division

- I can solve one step problems involving division using a variety of mental and written methods in different contexts.
- I can solve one step problems involving multiplication using a variety of mental and written methods in different contexts.
- I can show that a multiplication of 2 numbers can be done in any order but that division of one number by another cannot.
- I can calculate mathematical statements for division and use the ÷ sign.
- I can calculate mathematical statements for multiplication and use x sign.
- I can recall and use the x and ÷ facts for the 2, 5 and 10 times tables.
- I can recognise odd and even numbers to 100.

Fractions

- I can solve simple problems involving fractions.
- I can count in ½ and ¼ up to 10 starting from any number.
- I can write simple fractions e.g. ½ of 6 = 3
- I can recognise the equivalence of $^{2}/_{4}$ = ½
- I can recognise, find, name and write simple fractions $^{1}/_{3}$¼, $^{2}/_{4}$ and ¾ of a quantity.
- I can recognise, find, name and write simple fractions $^{1}/_{3}$¼, $^{2}/_{4}$ and ¾ of a set of objects.
- I can recognise, find, name and write simple fractions $^{1}/_{3}$¼, $^{2}/_{4}$ and ¾ of a shape.
- I can recognise, find, name and write simple fractions $^{1}/_{3}$¼, $^{2}/_{4}$ and ¾ of a length.

Measurement

- I know the number of minutes in an hour and hours in a day.
- I can tell and write the time to the nearest 5 minutes, including quarter to and quarter past the hour.
- I can compare and sequence intervals of time.
- I can solve simple problems in a practical context for money and give change.
- I can find different combinations of coins that equal the same amount of money.
- I can combine amounts (£ and p) to make a particular value.
- I can recognise and use symbols for pounds and pence.
- I can compare and order length, mass, volume/ capacity using <,>, =
- I can choose & use the correct standard units to estimate and measure length, mass, capacity and temperature.

Geometry

- I can use mathematical vocabulary to describe position, direction and movement, including rotation as a turn, right angles, clockwise & anti clockwise.
- I can order and arrange combinations of objects in patterns and sequences.
- I can compare and sort common 2-D and 3-D shapes.
- I can identify 2-D shapes on the surface of 3-D shapes.
- I can identify and describe the properties of 3-D shapes.
- I can identify lines of symmetry in 2-D shapes.
- I can identify and describe the properties of 2-D shapes.

Statistics

- I can organise information using "many-to-one" in pictograms using simple ratios (2, 5, and 10)
- I can ask and answer questions when comparing categorical data.
- I can ask and answer questions about totalling.
- I can ask and answer simple questions by sorting categories by quantity.
- I can interpret and construct simple tables.
- I can interpret and construct simple block diagrams.
- I can interpret and construct simple tally charts.
- I can interpret and construct simple pictograms.

Mental Strategies

- I can use knowledge that halving is the inverse of doubling and that doubling is equivalent to x2.
- I can partition to help my calculations.
- I can find half of even numbers up to 40.
- I can halve any multiple of 10 up to 100
- I can double any multiple of 5 up to 50.
- I can add near doubles e.g. 13+14, 39+40
- I can add 9, 19, 29….or 11, 21, 31….
- I can add or subtract any single-digit number to or from any multiple of 10.
- I know doubles of multiples of 10 up to 50 and corresponding halves.
- I know doubles for all numbers up to 20.
- I know what must be added to any 2-digit number to make the next multiple of 10.
- I know all pairs of multiples of 10 with totals up to 100.

Programme of study objectives taken from 'The National Curriculum 2014'

Developed by St Michaels CofE Bamford

Mental Strategies taken from 'Teaching Children to Calculate Mentally'