

Year 2 Primary Curriculum Programme of Study for Mathematics (Draft)



NUMBER: Pupils should be taught to

| Number and place value | | |
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| read and write numbers to at least 100 in numerals and in words | recognise the place value of each digit in a 2-digit number (tens, ones) | |
| count in steps of 2, 3, 5 and 10, count in tens from any number, and give 10 more or less than a given number to 100 | compare and order numbers from 0 up to 100; use <, > and = signs | |
| arrange, read and write numbers in increasing and decreasing order | solve word problems using place value and number facts with increasing precision | |
| Addition and subtraction | | |
| rapidly recall and use addition and subtraction facts to 20 | add and subtract numbers with up to two 2-digits including using column addition without carrying and column subtraction without borrowing | |
| add and subtract numbers mentally including: | | |
| a 2-digit number and ones | a 2-digit number and tens | |
| two 2-digit numbers | | |
| use subtraction in 'take away' and 'find the difference' problems | recognise and show that addition can be done in any order (commutative) and subtraction cannot | |
| recognise and use addition and subtraction as inverse operations including to check calculations | solve word problems with addition and subtraction of numbers with up to 2-digits | |
| Multiplication and division | | |
| recall multiplication and division facts for the 2, 5 and 10 multiplication tables | use the multiplication (x), division (÷) and equals (=) signs to read and write mathematical statements | |
| write and calculate mathematical statements for multiplication and division within the multiplication tables | recognise and use the inverse relationship between multiplication and division to check calculations | |
| ensure pupils can recognise and show that multiplication can be done in any order (commutative) and division cannot | solve word problems involving multiplication and division | |
| Fractions | | |
| recognise, name and write fractions $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$ of a whole | count in halves and quarters to ten | |

GEOMETRY AND MEASURES: Pupils should be taught to

| Properties of shapes | | |
|---|--|--|
| recognise and name common 3-D and 2-D shapes | identify and describe the properties of 2-D shapes, including the number of sides, right angles and line symmetry | |
| identify and describe the properties of polygons and non-polygons | 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 rectangle and square on a cuboid, circle on a cylinder, triangle on a pyramid | compare and sort common 2-D and 3-D shapes and everyday objects | |
| Position, direction, motion | | |
| use mathematical vocabulary to describe position, direction and movement, including rotation as a turn and in terms of right angles for quarter and half turns (clock-wise and anti-clockwise), and movement in a straight line | | |
| Measures | | |
| choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm/mm); mass (kg/g); temperature (°C); volume and 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 = | |
| read relevant scales to the nearest numbered unit | tell and write the time to 5 minutes including quarter past/to the hour and draw hands on a clock face to show these times | |
| recognise and use symbols for pounds (£) and pence (p); recognise coins and notes of different values; combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money of the same unit | | |
| Data | | |
| construct and interpret pictograms, tables and simple graphs | | |