



Year 2 Maths

Application

Ideas, questions and lines of enquiry	<ul style="list-style-type: none">• Selects the mathematics they use in an increasing range of classroom activities<ul style="list-style-type: none">- Adopts a suggested model or systematic approach- Makes connections and applies knowledge to similar situations• Chooses equipment appropriate to the task with support• Asks simple questions relevant to the problem and begins to suggest ways of exploring
Represent and communicate	<ul style="list-style-type: none">• Describes a problem in their own words e.g. acts it out, represents the problems pictorially or with concrete resources• Begins to develop own ways of recording – uses and interprets familiar mathematical symbols and diagrams• Begins to organise work and check results – shows evidence of method in responses• Discusses their mathematical work and begins to explain their thinking using appropriate mathematical vocabulary
Plan an approach and implement it	<ul style="list-style-type: none">• Understands and uses known facts and procedures to solve simple problems• Uses familiar strategies and operation to solve problems within known mathematical concepts and procedures• Tries different approaches and finds ways of overcoming difficulties when solving problems – sometimes with support
Computational complexity	<ul style="list-style-type: none">• Solves problems with one or a small number of steps, where all steps are simple

Problem Solving Strategies

- Sorts information
- Uses 'guess and check' strategies to solve unfamiliar problems
- Begins to look for patterns in results while working and uses them to find other possible outcomes
- Draws simple pictures or diagrams
- Gives examples to match statements and ones that do not
- Finds a starting point

<p>Number and place value</p> <ul style="list-style-type: none"> □ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward □ recognise the place value of each digit and be able to partition 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 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> □ solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods □ recall and use addition and subtraction facts to 20 fluently □ derive and use related facts up to 100 □ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - 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 missing number problems 	<p>Multiplication and division</p> <ul style="list-style-type: none"> □ recall and use multiplication and division facts for the 2, 5 and 10 □ recognise 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 	<p>Fractions</p> <ul style="list-style-type: none"> □ 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 $\frac{1}{2}$. 	<p>Measurement</p> <ul style="list-style-type: none"> □ 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 = □ recognise and use symbols for pounds (£) and pence (p); combine different amounts to make a particular or same value □ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change □ compare and sequence intervals of time □ read the time on a clock to the nearest 15 minutes □ 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. □ know the number of minutes in an hour and the number of hours in a day □ read scales in divisions of 1s, 2s, 5s and 10s. 	<p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> □ identify and describe the properties of 2-D shapes, including the number of sides and 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 	<p>Geometry: position and direction</p> <ul style="list-style-type: none"> □ 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) 	<p>Statistics</p> <ul style="list-style-type: none"> □ 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 □ ask and answer questions about totalling and comparing categorical data
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