

Year Two Maths Curriculum

By the end of year two children should be able to confidently:

- I can find any 2-digit number on a landmarked line and use this to compare numbers; record comparisons using crocodile signs

E.g. $56 > 39$.

- I can identify any number on the 1-100 number grid.
- I know that each number is a multiple of ten and some ones

E.g. 54 is 50 and 4 more.

- I know number pairs for all the numbers up to and including 12

E.g. pairs which make 8 (4+4, 5+3, 6+2, 7+1, 8+0) and bonds to 10 (1+9, 2+8, 3+7, 4+6, 5+5).

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- I can show that addition and subtraction are inverse operations.

E.g. that $10 - 4 = 6$ so $6 + 4 = 10$.

- I can count in steps of 2, 5, and 10 from 0.
- I can count in halves e.g. $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, 3...
- I can use facts I know to solve related facts (not crossing 10) *E.g.* $4 + 3 = 7$
 $14 + 3 = 17$
 $24 + 3 = 27$
- I can add two single digit numbers ($8 + 7$) by counting on.
- I can add two 2-digit numbers which total less than 100 by counting on in tens and ones

E.g. $54 + 37$ as $54 + 30 + 7$.

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- I can count back in ones or tens to take away

E.g. $27 - 3 =$ or $54 - 20 =$.

- I count on to find a difference between two numbers with a small gap

E.g. $42 - 38$.

- I know the 2X, 5X and 10X tables and can say, for example, how many 10s are in 40 or how many 5s are in 30
- I can use X sign correctly and begin to use \div sign.
- I find one half, one quarter and three quarters of different shapes.

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- I can find half, quarter and three-quarters of 'friendly numbers (in real situations).

E.g. $\frac{1}{2}$ of 6 is...? Use models like on a fraction strip or with smarties on a cake.

- I can order objects according to their lengths, weights and capacities (Using suitable units).
- I can find and talk about common 2-D and 3-D shapes.
- I can tell the time on digital and analogue clocks (to the quarter hour)

E.g. Quarter to seven, 6:45, quarter past nine, 9:15.