

Year 2 Autumn

| Number and Place Value (NPV) | Addition and Subtraction (AS) | Multiplication and Division (MD) | Fractions, Decimals, Ratio and Percentages (FDRP) | Measures (MEA) | Geometry (GEO) | Statistics (STA) |
|--|---|--|---|---|--|--|
| <p>Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward.</p> <p>Example: Jack jumps in 10s along the beaded number line. Jack makes three jumps. Where does he land? Jemma jumps in 5s. Where will she land if she makes five jumps? 47, 57, 67; 91, 81, 71, 61; 23, 33, 43</p> | <p>Know all the pairs of numbers which make the numbers up to 10.</p> <p>Example: $5 + 5 = 0, 4 + 3, 3 + 2$ $8 = 8 + 0, 7 + 1, 6 + 2,$ $5 + 3, 4 + 4$ $9 = 9 + 0, 8 + 1, 7 + 2,$ $6 + 3, 5 + 4$</p> | <p>Begin to find doubles and near doubles of numbers to 15.</p> | | <p>Understand the need for a standard unit.</p> <p>Example: We could measure with crayons, but as the crayons are all different lengths, we do not know if the item is 10 long crayons long or 10 short crayons long. We need all the crayons to be the same length.</p> | <p>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Example: Triangle: three straight sides, no right angles, has line symmetry Pentagon: five straight sides, no right angles, has line symmetry.</p> | <p>Sort objects using Venn diagrams and two-way Carroll diagrams and understand the overlap in a Venn diagram.</p> <p>Example: Symmetrical / Triangles / Both / Neither</p> |
| <p>Begin to compare and order numbers from 0 to 100 using <, > and = signs, and work systematically to find all possible inequalities.</p> <p>Example: $85 > 44$ $27 < 51$ Children write the numbers 23, 57, 84 and 75 in order from smallest to largest. They then write as many inequalities as they can using these four numbers.</p> | <p>Begin to understand the inverse relationship between addition and subtraction.</p> <p>Example: $5 + 4 = 9, \text{ so } 9 - 5 = 4$ $2 + 6 = 8, \text{ so } 8 - 2 = 6$ $2 + 5 = 7, \text{ so } 7 - 2 = 5$</p> | <p>Count in 2s, 5s and 10s from 0 to learn multiples of 2, 5 and 10.</p> | | <p>Begin to know whether to measure in cm or m.</p> <p>Example: Do you think it would be good to measure the length of your finger in metres? Why not? What would be better?</p> | <p>Compare and sort common 2D shapes and everyday objects.</p> | |
| <p>Locate and place 1- and 2-digit numbers on a beaded and landmarked line and a 1-100 square.</p> | <p>Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.</p> | | | <p>Begin to estimate and measure in cm.</p> <p>Example: What might be smaller than 1 cm long? Between 1 cm and 5 cm long?</p> | <p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line.</p> <p>Example: Turn a half turn clockwise. Take a step to the left. Move three steps backwards.</p> | |
| <p>Begin to recognise the place value of each digit in a 2-digit number and find and record all possible amounts using a given number of 10p and 1p coins.</p> <p>Example: $45 = 40 + 5$, four 10s and five 1s $36 = 30 + 6$, three 10s and six 1s</p> | <p>Say all bonds to 10 and know them by heart.</p> <p>Example: $10 = 10 + 0, 9 + 1, 8 + 2, 7 + 3, 6 + 4, 5 + 5$</p> | | | <p>Begin to estimate and measure in m.</p> <p>Example: How long do you think the classroom might be? Is the length less than 5 m, between 5 and 10 m or more than 10 m? Is a car more than 1 m long or less than 1 m long?</p> | <p>Distinguish between rotation as a turn and in terms of right angles for quarters, half and three quarter turns (clockwise and anticlockwise).</p> | |
| | <p>Use number facts to solve related subtractions.</p> <p>Example: Use $9 - 4$ to work out $39 - 4$ and $99 - 4$ Use $7 - 5$ to work out $27 - 5$ and $47 - 5$ Use $6 - 3$ to work out $36 - 3$ and $27 - 3$</p> | | | <p>Combine amounts to make a particular value up to £1.00.</p> <p>Example: $10p + 2p + 2p = 14p$ $10p + 10p + 5p = 25p$</p> | | |
| | <p>Begin to write word problems and relate known number bonds to context-based problems.</p> <p>Example: A bird lays 10 eggs. A snake sneaks up to the nest and steals three eggs. How many are left? A superhero has been trapped by her enemy who plans to take all her super powers. The enemy knows six of the superhero's super powers. The hero has ten powers in total. How many more powers does she have?</p> | | | <p>Find different combinations of coins that equal the same amounts of money up to £1.00.</p> | | |
| | <p>Recognise and work out multiple of 10 bonds to 100, using bonds to 10.</p> <p>Example: $10 = 10 + 0, 9 + 1, 8 + 2, 7 + 3, 6 + 4, 5 + 5$ $100 = 100 + 0, 90 + 10, 80 + 20, 70 + 30, 60 + 40, 50 + 50$</p> | | | | | |
| | <p>Show that addition of two numbers can be done in any order (commutative).</p> <p>Example: $5 + 2 = 2 + 5$ $18 + 2 = 2 + 18$ $45 + 21 = 21 + 45$</p> | | | | | |
| | <p>Recall and use addition and subtraction facts to 20 fluently.</p> <p>Example: $20 = 20 + 0, 19 + 1, 18 + 2, 17 + 3, 16 + 4, 15 + 5, 14 + 6, 13 + 7, 12 + 8, 11 + 9, 10 + 10$</p> | | | | | |