The Maths Component Curriculum – Year 2

What do we want our children to know and remember? (Key objectives taken from the National Curriculum)

YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	**Year 1 Recap**	**Number and place value** • Count in steps of 2's and 5's and in tens from any number, forward and backward. • Read and write numbers to at least 100 in numerals and in words. • [KEY} Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.		**Addition and subtraction** • [KEY] Recall all numbers to and within 10 and use these to reason with and calculate bonds to and withing 20, recognising other associated additive relationships (e.g. if 7+3=10, then 17+3=20; if 7-3=4, then 17-3=14; leading to if 14+3=17, then 3+14=17, 17-14=3 and 17-3=14). • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.		**Test week**	**Addition and subtraction** • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.
Autumn 2	**Addition and subtraction** • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	**Shape and position [Spring target included]** • [KEY] Name and describe properties of 2D shapes, including the number of sides, vertices, edges, faces and lines of symmetry. • Compare and sort common 2D and 3D shapes and everyday objects. • [KEY] Name and describe properties of 3D shapes, including the number of sides, vertices, edges, faces and lines of symmetry. • Identify 2D shapes on the surfaces of 3D shapes [for example, a circle on a cylinder and a triangle on a pyramid].		**Measure** • Choose and use appropriate standard units to estimate and measure length/heigh 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. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.		**Statistics [due to other units no stats in Spring therefore longer unit]** • 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.	
Spring 1	**Number and place value** • Compare and order numbers from 0 up to 100. • Use greater than, less than and = signs. • [KEY] Read scales (such as number lines or a graph axis) in division of ones, twos, fives and tens. **Shape and position [include after finishing the above]**		**Addition and subtraction** • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • [KEY] Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g 48+35; 72-17) **Measure (within the above)**		**Multiplication and division** • Calculate mathematical statements for multiplication and division within the multiplication tables and written then using the multiplication (x), division (÷) and equals (=) signs. • [KEY] Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.		

Note – statements are from the expected standard for greater depth standard please see the LAT framework.

	• Order and arrange combinations of mathematical objects in patterns and sequences.		• To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.		• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	
Spring 2	**Fractions** • [KEY] Identify 1/4, 1/3, 1/2, 2/4, 3/4 of a number of shape, and know that all parts must be equal parts of the whole. • Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.		**Test week**	**Measure** • Continue to compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and =. • Continue to know the number of minutes in an hour and the number of hours in a day. • Continue to compare and sequence intervals of time. • [KEY] Continue to read the time on a clock t the nearest 15 minutes.	**Shape and position** • 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) • Symmetry a in line with the Year 2 assessment framework	
Summer 1	**Number and place value** • Continue to compare and order numbers from 0 up to 100. • Continue to use greater than, less than and = signs. • [KEY] Continue to read scales (such as number lines or a graph axis) in division of ones, twos, fives and tens.	**Addition and subtraction** • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and sole missing number problems.	**Multiplication and division** • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.	**Fractions** • [KEY] Continue to identify 1/4, 1/3, 1/2, 2/4, 3/4 of a number of shape, and know that all parts must be equal parts of the whole. • Continue to write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	**Test week**	**Measure** • Continue to solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • [KEY] Continue to use different coins to make the same amount.	
Summer 2	**Measure** • Continue to compare and order lengths, mass, volume/capacity and record the results		**Shape and position** • Continue to identify 2D shapes on the surfaces of 3D shapes [for example, a circle on a cylinder and a triangle on a pyramid].		**Statistics** • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	

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	using symbols for greater than, less than and =. • Continue to know the number of minutes in an hour and the number of hours in a day. • Continue to compare and sequence intervals of time. • [KEY] Continue to read the time on a clock t the nearest 15 minutes.	• Continue to order and arrange combinations of mathematical objects in patterns and sequences. • Continue to 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) • Symmetry a in line with the Year 2 assessment framework	• Ask and answer questions about totalling and comparing categorical data.	

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Autumn 1	**Year 1 Recap**					**Test week**	
Autumn 2							
Spring 1							
Spring 2			**Test week**				
Summer 1					**Test week**		
Summer 2							

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