



Year 2 Maths

During Year 2, children will work towards being able to do the following:

Number/Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics	Use and Apply
- Count forwards and backwards to at least 100 - Count in 2s, 5s, 10s - Count in steps of 3s from 0, and in tens from any number forward and backward - Partition two-digit numbers into different combinations of tens and ones. e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones - Compare and order numbers up to 100 using <, > and = and write in words e.g. write a two-digit number to make the statement $56 > \square$ true. Explain your reasoning.	- Add 3 one digit numbers mentally - Recall and use addition and subtraction facts to 20, and derive related facts to 100. Use to solve missing digit problems. - Add 2 two-digit numbers within 100 (e.g. $48 + 35$) and show method using concrete apparatus or pictorial representations - Subtract a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$) - Use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100). - Recognise the inverse relationships between addition and subtraction. Use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$) - Solve addition/subtraction problems including money and measures	- Recall mentally and use multiplication and division facts for $2\times$, $5\times$ and $10\times$ to solve problems (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins) - Solve and record $\times$ and $\div$ problems by grouping and sharing, arrays, repeated addition/subtraction (empty number line) - Use the inverse to check calculation and solve missing number problems	- Recognise, read and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and know that all parts must be equal - Find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of shape, set of objects or quantity - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. - Memorise fraction facts- $\frac{1}{2}$ and $\frac{1}{4}$ of numbers to 20	- Use correct unit of measurement including $^{\circ}\text{C}$ and explain reasoning when involved in practical situations - Read scales in divisions of ones, twos, fives and tens in a practical situation - Use < and > when comparing measurements - Recognise all coins and notes - Use different coins to make the same amount to £1 - Solve one step word problems involving money, measure and temperature, including giving change - Know time facts and read the time on the clock to the nearest 15 minutes including drawing hands on clocks	- Describe properties of 2D and 3D shapes, including lines of symmetry - Describe position, direction and movement, including understanding turns as right angles (clock-wise/anti-clock-wise) - Solve more complex patterns	- Interpret and construct simple tables, tally charts and pictograms block and bar graphs e.g. with scale of 2s or 5s. Answer questions by gathering data - Compare different ways of representing the same information	- Apply their increasing knowledge of mental and written methods - Select resources, working systematically with support - Talk about what they have done and why - Recognise patterns - Make connections with previous learning - Explain why; use resources to prove it

NB Some children will need more support to work towards these or will need to build up to them with easier activities, and some may quickly grasp them and will then apply their knowledge to lots of other different problems and situations or work on explaining their thinking. Above is adapted from the expectations at the end of Year 2 from the new National Curriculum.

How you can help at home:

- support your child with their maths homework;
- help your child to practise counting forwards and backwards and to read and compare (more/greater/less/fewer) numbers out and about (e.g. on buses, at the shops);
- allow your child to handle money at the shops and help you work out totals, which coins to use and change;
- use any opportunity to ask children to add/subtract mentally (by counting on/back, by adding/subtracting the tens then the ones);
- help them to memorise number facts: the + number pairs that make all the numbers to 10 and 20, and use these to work out facts 100 (e.g. $6+4=10$ helps you know $16+4=20$, $60+40=100$, $46+4=50$ etc.), doubles and halves to at least 20;
- practise counting groups of objects in 2s, 5s and 10s (e.g. pairs of socks, packets 5 or 10 objects);
- practise and learn times tables for 2x, 5x and 10x, and counting in 3s;
- practically share out objects and help your child to explain as division;
- talk to your child about the times that you do different things during the day and read the time together on a watch/clock for o'clock, half past, quarter past and quarter to times (e.g. half past 7 in the morning is time to get up, 9 o'clock is school, 12 o'clock midday is lunchtime, half past 7 in the evening is bedtime, it's 6 o'clock now so how long until bedtime etc.), the week (days of the week and things that they do) and the year (seasons, birthdays);
- play games that involve counting, dice, playing cards, strategy.