

Year 2 Primary Curriculum Programme of Study for Mathematics (Draft)



NUMBER: Pupils should be taught to

Number and place value		
read and write numbers to at least 100 in numerals and in words	recognise the place value of each digit in a 2-digit number (tens, ones)	
count in steps of 2, 3, 5 and 10, count in tens from any number, and give 10 more or less than a given number to 100	compare and order numbers from 0 up to 100; use <, > and = signs	
arrange, read and write numbers in increasing and decreasing order	solve word problems using place value and number facts with increasing precision	
Addition and subtraction		
rapidly recall and use addition and subtraction facts to 20	add and subtract numbers with up to two 2-digits including using column addition without carrying and column subtraction without borrowing	
add and subtract numbers mentally including:		
a 2-digit number and ones	a 2-digit number and tens	
two 2-digit numbers		
use subtraction in 'take away' and 'find the difference' problems	recognise and show that addition can be done in any order (commutative) and subtraction cannot	
recognise and use addition and subtraction as inverse operations including to check calculations	solve word problems with addition and subtraction of numbers with up to 2-digits	
Multiplication and division		
recall multiplication and division facts for the 2, 5 and 10 multiplication tables	use the multiplication (x), division (÷) and equals (=) signs to read and write mathematical statements	
write and calculate mathematical statements for multiplication and division within the multiplication tables	recognise and use the inverse relationship between multiplication and division to check calculations	
ensure pupils can recognise and show that multiplication can be done in any order (commutative) and division cannot	solve word problems involving multiplication and division	
Fractions		
recognise, name and write fractions $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$ of a whole	count in halves and quarters to ten	

GEOMETRY AND MEASURES: Pupils should be taught to

Properties of shapes		
recognise and name common 3-D and 2-D shapes	identify and describe the properties of 2-D shapes, including the number of sides, right angles and line symmetry	
identify and describe the properties of polygons and non-polygons	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 rectangle and square on a cuboid, circle on a cylinder, triangle on a pyramid	compare and sort common 2-D and 3-D shapes and everyday objects	
Position, direction, motion		
use mathematical vocabulary to describe position, direction and movement, including rotation as a turn and in terms of right angles for quarter and half turns (clock-wise and anti-clockwise), and movement in a straight line		
Measures		
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm/mm); mass (kg/g); temperature (°C); volume and 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 =	
read relevant scales to the nearest numbered unit	tell and write the time to 5 minutes including quarter past/to the hour and draw hands on a clock face to show these times	
recognise and use symbols for pounds (£) and pence (p); recognise coins and notes of different values; combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money of the same unit		
Data		
construct and interpret pictograms, tables and simple graphs		