# LOCKERS PARK SCHOOL

# YEAR 2

# KEY OBJECTIVES

*This document provides information for parents on the key objectives taught in each Year group for Maths. All objectives will be worked on throughout the year and will be the focus of direct teaching. If you wish to provide further support at home, then these objectives should be your focus.*

*If you have any queries regarding the content of this document or want support in knowing how best to help your child, then do please contact your child's teacher.*

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| **Number and Place Value** | count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward |
| | compare and order numbers from 0 up to 100; use <, > and = signs |
| | Rounding two-digit numbers to the nearest 10 |
| | identify, represent and estimate numbers using different representations, including the number line |
| | read and write numbers to at least 100 in numerals and in words |
| | recognise the place value of each digit in a two-digit number (tens, ones) |
| | use place value and number facts to solve problems |
| **Addition and Subtraction** | recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |
| | Halve and double 2 digit numbers |
| | add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  a two-digit number and ones  /a two-digit number and tens  / two two-digit numbers / adding three one-digit numbers |
| | show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot |
| | recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. |
| | solve problems with addition and subtraction: using concrete objects and pictorial representations, includingthose involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods |
| | solve simple problems in a practical context involving addition and subtraction of money of the same unit,including giving change |
| **Multiplication and Division** | recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |
| | show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot |
| | calculate mathematical statements for multiplication and division within the multiplication tables and writethem using the multiplication (×), division (÷) and equals (=) signs |
| | solve problems involving multiplication and division, using materials, arrays, repeated addition, mentalmethods, and multiplication and division facts, including problems in contexts |

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| **Fractions** | recognise, find, name and write fractions ½, ⅓, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity |
| | write simple fractions e.g. ½ of 6 = 3 and recognise the simple equivalence |
| **Measurement** | compare and order lengths, mass, volume/capacity and record the results using >, < and = |
| | compare and sequence intervals of time |
| | choose and use appropriate standard units to estimate and measure length/height 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 |
| | find different combinations of coins that equal the same amounts of money |
| | solve simple problems in a practical context involving addition and subtraction of money of the same unit,including giving change |
| **Time** | tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. |
| | know the number of minutes in an hour and the number of hours in a day. |
| **Geometry Shape & Position** | identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line |
| | identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces |
| | compare and sort common 2---D and 3---D shapes and everyday objects |
| | 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) |
| | order and arrange combinations of mathematical objects in patterns and sequences |
| **Statistics** | interpret and construct simple pictograms, tally charts, block diagrams and simple tables |
| | Using lists/tables/diagrams to sort objects |
| | ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity |
| | ask and answer questions about totaling and comparing categorical data |