

## Year 2 Maths

<b>Place value</b>	<ul style="list-style-type: none"> <li>The pupil can partition two-digit numbers into different combinations of tens and ones (<i>E.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones</i>)</li> <li>The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (<i>e.g. <math>74 - 33 = \underline{\quad}</math></i>).</li> </ul>
<b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>The pupil can add 2 two-digit numbers within 100 (<i>E.g. <math>48 + 35</math></i>) and can demonstrate their method using concrete apparatus or pictorial representations</li> <li>The pupil can use estimation to check that their answers to a calculation are reasonable (<i>E.g. knowing that <math>48\text{cm} + 35\text{cm}</math> will be less than 100cm or 1 metre</i>)</li> <li>The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (<i>E.g. <math>\Delta - 14 = 28</math></i>)</li> </ul>
<b>Multiplication and division</b>	<ul style="list-style-type: none"> <li>The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (<i>E.g. knowing they can make 7 groups of 5 from 35 blocks and writing <math>35 \div 5 = 7</math>; sharing 40 cherries between 10 people and writing <math>40 \div 10 = 4</math>; stating the total value of six 5p coins</i>)</li> </ul>
<b>Fractions</b>	<ul style="list-style-type: none"> <li>The pupil can identify <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and knows that all parts must be equal parts of the whole</li> </ul>
<b>Weight and Volume</b>	<ul style="list-style-type: none"> <li>The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (<i>E.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug</i>)</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>The pupil can read the time on the clock to the nearest 15 minutes</li> </ul>
<b>Money</b>	<ul style="list-style-type: none"> <li>The pupil can use different coins to make the same amount (<i>E.g. The pupil uses coins to make 50p in different ways; The pupil can work out how many £2 coins are needed to exchange for a £20 note</i>)</li> </ul>
<b>Geometry – Shape</b>	<ul style="list-style-type: none"> <li>The pupil can describe properties of 2D and 3D shapes (<i>E.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry. E.g. The pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square.</i>)</li> </ul>