KENSINGTON Primary School
Inspiring children for exciting futures

Year 2 Maths Curriculum Overview

Curriculum Strand	Learning Objectives	Areas of Fluency
Number Place Value	• Read numbers to at least 100 in numerals • Write numbers to at least 100 in numerals • Recognise the place value of each digit in a two-digit number (tens, ones) up to 100 • Identify numbers using different representations, including the number line • Represent numbers using different representations, including the number line • Estimate numbers using different representations, including the number line • Order numbers from 0 up to 100 • Compare numbers from 0 up to 100 • Use <>and = signs • Use place value and number facts to solve problems. • Recognise and create repeating patterns with objects and shapes • Recognise patterns within numbers up to 100 • To find missing numbers within number sequences • Count forward in steps of 2 and 3 from 0. • Count forward in steps of tens from any number. • Count backwards in steps of 2 and 3 from 0. • Count backwards in steps of tens from any number. • Read numbers to at least 100 in words • Write numbers to at least 100 in words	• Count forward and backwards in steps of 2, 5 and 10 from any number up to 100 • Count in steps of 3 from 0 up to 36 • Count backwards in steps of 3 from 36 • Compare, read, write and order numbers from 0 to 100 • Recognise the place value of each digit in a two-digit number (tens, ones) up to 100

Number Addition	• Use the vocabulary of: difference • Recall and use addition facts to 20 fluently • Related facts of bonds to 20 to numbers up to 100 • Begin to record addition calculations practically • Add 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) • Solve problems with addition using concrete objects and pictorial representations, including those involving numbers • Use symbols and letters to represent unknown quantities • Use symbols and letters to represent unknown quantities, including two-step problems For example: 5 +*+* = 7 or 5 + a + a =7 Use this to check calculations and solve missing number problems. • Recognise and use the inverse relationship between addition and subtraction	• Recall and use addition facts to 20 fluently • Use the vocabulary of: difference • Add 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
Number Subtraction	• Use the vocabulary of: difference • Recall subtraction facts to 20 fluently • Related facts of bonds to 20 to numbers up to 100 • Begin to record subtraction calculations practically • 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	• Use the vocabulary of: difference • Recall subtraction facts to 20 fluently • Number bonds to 20 and related facts to 100 • 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

	• Solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers • Show that subtraction cannot be done in any order • Recognise and use the inverse relationship between addition and subtraction • Use this to check calculations and solve missing number problems. • Use symbols and letters to represent unknown quantities • Use symbols and letters to represent unknown quantities, including two-step problems For example: 7 - * - * = 5 or 7 - a - a =5	
Number Multiplication	• Double numbers up to the value for 100 • Recall and use multiplication for the 2, 3, 5 and 10 multiplication tables • Calculate mathematical statements for multiplication of the above tables • Group numbers and quantities • Show that multiplication of two numbers can be done in any order (commutative) • Solve problems involving multiplication and division, including problems in contexts, using : • -materials • -arrays • -repeated addition • -mental methods • -multiplication facts • Write statement multiplication (×) and equals (=) signs • Use symbols and letters to represent unknown quantities, including two-step problems For example: 5 + * + * = 7 or 5 + a + a =7	• 2, 5, 3 and 10 timetables • Double numbers up to the value for 100 • Write statement multiplication (×) and equals (=) signs

Number Division	• Half numbers up to the value for 100 • Group and share numbers and quantities • Recall and use division for the 2, 3, 5 and 10 multiplication tables • Calculate mathematical statements for division of the above tables • Show that division of one number by another cannot be done in any order • Solve problems involving multiplication and division, including problems in contexts, using : • -materials • -arrays • -repeated subtraction • -mental methods - division facts • Write statement division (÷) and equals (=) signs • Use symbols and letters to represent unknown quantities, including two-step problems For example: 5 + * + * = 7 or 5 + a + a =7	• Half numbers up to the value for 100 • Group and share numbers and quantities • Recall and use division for the 2, 3, 5 and 10 multiplication tables • Calculate mathematical statements for division of the above tables • Solve problems involving multiplication and division, including problems in contexts, using : --mental methods • Write statement division (÷) and equals (=) signs
Number Algebra	• Use symbols and letters to represent unknown quantities, including two-step problems For example: 5 + ★ +★ = 7 or 5 + a + a =7 – Number Addition and Subtraction and Multiplication and Division • To find missing numbers within number sequences - Number Place Value	•
Number Fractions	• Understand the conceptual meaning of a fraction • Identify the function of a numerator and denominator • Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	

	• Find halves, thirds, fifths and tenths	
Measures	• Know the number of minutes in an hour and the number of hours in a day Compare and order lengths • Choose and use appropriate standard units to measure length/height in any direction (m/cm to the nearest appropriate unit, using rulers, scales)	• Choose and use appropriate standard units to estimate and measure • Know the number of minutes in an hour and the number of hours in a day
Geometry Properties of Shape	• Identify and describe the properties of 2-D shapes, including the number of sides and corners • Identify 3-D shapes • Know the difference between a 2D and 3D shape • Compare and sort common 2-D and 3-D shapes and everyday objects. • Read and write the names of some shapes	• Identify and describe the properties of 2-D shapes, including the number of sides • Identify 3-D shapes • Compare and sort common 2-D and 3-D shapes and everyday objects.