Y2 Maths Curriculum - Parent Guide

The aim of this document is to give an at-a-glance guide to how maths is taught at Chelmondiston and how it progresses through topics. In each of the major topic areas (Number, Measurement, Geometry and Statistics), the curriculum has been broken down into key areas. For each of these areas, you can see which National Curriculum objectives are covered in Year 2 and when this objective is first introduced as well as any prior learning.

<table>
<tr><th colspan="2">Place Value</th><th>Prior Learning</th></tr>
<tr><td>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</td><td>Autumn 1</td><td rowspan="7">Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Count numbers to 100 in numerals; count in multiples of twos, fives and tens
Identify and represent numbers using objects and pictorial representations
Read and write numbers to 100 in numerals
Read and write numbers from 1 to 20 in numerals and words
Given a number, identify one moreand one less</td></tr>
<tr><td>Read and write numbers to at least 100 in numerals and in words</td><td>Autumn 1</td></tr>
<tr><td>Identify, represent and estimate numbers using different representations, including the number line</td><td>Spring 1</td></tr>
<tr><td>Recognise the place value of each digit in a two-digit number (tens, ones)</td><td>Autumn 1</td></tr>
<tr><td>Compare and order numbers from 0 up to 100; use <, > and = signs</td><td>Autumn 1</td></tr>
<tr><td>Use place value and number facts to solve problems</td><td>Autumn 1</td></tr>
<tr><td colspan="2"></td></tr>
<tr><th colspan="2">Addition and Subtraction</th><th>Prior Learning</th></tr>
<tr><td>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</td><td>Autumn 2</td><td rowspan="2">Add and subtract one-digit and two-digit numbers to 20, including zero
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9</td></tr>
<tr><td>Solve problems with addition and subtraction:
using concrete objects and pictorial representations, including those involving numbers, quantities and measures
applying their increasing knowledge of mental and written methods</td><td>Autumn 2</td></tr>
</table>

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Autumn 2	
Multiplication and Division		**Prior Learning**
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Spring 1	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Spring 2	
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Spring 2	
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems	Spring 2	
Fractions		**Prior Learning**
Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Summer 1	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$	Summer 1	
Write simple fractions for example, $\frac{1}{2}$ of 6 = 3	Summer 1	
Measurement		**Prior Learning**
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	Spring 2	Compare, describe and solve practical problems for: • lengths and heights • mass/weight • capacity and volume • Time Measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds)
Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Spring 2	

Money		Prior Learning
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Spring 1	• Recognise and know the value of different denominations of coins and notes
Find different combinations of coins that equal the same amounts of money	Spring 1	
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Spring 1	
Time		**Prior Learning**
Compare and sequence intervals of time	Summer 1	• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
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	Summer 1	
Know the number of minutes in an hour and the number of hours in a day	Summer 1	
Geometry		**Prior Learning**
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Spring 1	• Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] • Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	Spring 1	
Compare and sort common 2-D shapes and everyday objects	Spring 1	
Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	Spring 1	
Compare and sort common 3-D shapes and everyday objects	Spring 1	

Position and Direction		Prior Learning
Order and arrange combinations of mathematical objects in patterns and sequences	Summer 2	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns
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)	Summer 2	
Statistics		
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Summer 2	
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Summer 2	
Ask and answer questions about totalling and comparing categorical data	Summer 2	