



YEAR 2 COVERAGE

Expectations

- Teachers should plan to cover all objectives in a year
- Some objectives may need longer than others based on teacher assessment of children's understanding
- Teachers should plan to teach objectives so children acquire the knowledge needed to be successful, but all children should also be developing their problem-solving skills across the different areas of Maths
- Activities should be context driven – money, measures, real life – where possible

At the end of each half term (minimum) please highlight objectives which have been taught. This will help you monitor your coverage throughout the year. If you are returning to an objective, highlight over it in a different colour or add an asterisk. Note: this is not an assessment document.

REASONING AND PROBLEM SOLVING

Developed Throughout Key Stage One

- Represent work with objects, pictures and labels
- Discuss work using appropriate mathematical vocabulary
- Select the mathematics used in classroom activities
- Apply knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers
- Be able to recall and apply knowledge rapidly and accurately
- Conjecture relationships and generalisations
- Explain why an answer is correct
- Apply mathematics to routine and non-routine problems
- Persevere in seeking solutions
- Follow a line of enquiry
- Collate, organise and compare information
- Read and spell mathematical vocabulary accurately
- Begin to organise work, check results and explain thinking

NUMBER

YEAR	NUMBER & PLACE VALUE	ADDITION & SUBTRACTION	MULTIPLICATION & DIVISION	MONEY	FRACTIONS	STATISTICS
2	2NP1 Count in steps of 2,3 and 5 from 0, forward and backward	2AS1 Recall and use addition and subtraction facts to 20 fluently	2MD1 Solve problems involving \times and \div , using repeated addition	2MY1 Solve problems with addition and subtraction using coins and pictorial representations	2FP1 Connect unit fractions to equal sharing and grouping	2ST1 Record/collate/organise/compare information
	2NP2 Count in tens from any number, forward and backward	2AS2 Add and subtract a two-digit number and ones using concrete objects and pictorial representations	2MD2 Recall/use \times and \div facts for the 2 multiplication table, including recognising odd and even numbers and connect them to each other	2MY2 Recognise/use symbols for pounds (£) and pence (p), recording separately	2FP2 Recognise, find, name and write fractions $1/4$, $2/4$ and $3/4$ of a set of objects [$3/4$ as the first example of a non-unit fraction]	2ST2 Interpret/construct simple pictograms. Ask/answer simple questions by counting the number of objects in each category
	2NP3 Recognise the place value of each digit in a two-digit number (tens, ones)	2AS3 Add and subtract a two-digit number and ones mentally	2MD3 Recall/use \times and \div facts for the 5 and 10 multiplication tables and connect them to each other	2MY3 Combine amounts to make a particular value	2FP3 Recognise, find, name and write fractions $1/3$ of a set of objects	2ST3 Interpret/construct tally charts. Ask/answer simple questions by counting number of objects
	2NP4 Identify and represent numbers using different representations, including the number line	2AS4 Extend understanding of the language of addition and subtraction to include sum/difference	2MD4 Connect the 10 \times table to place value, and the 5 \times table to the divisions on the clock face	2MY4 Find different combinations of coins that equal the same amounts of money	2FP4 Recognise, find, name and write fractions $1/4$, $2/4$ and $3/4$ of a quantity	2ST4 Interpret/construct tally charts. Use many-to-one correspondence with simple ratios 2, 5, 10
	2NP5 Estimate numbers using different representations, including the number line	2AS5 Add and subtract two two-digit numbers using concrete objects and pictorial representations	2MD5 Solve problems involving multiplication and division, using materials and arrays	2MY5 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	2FP5 Recognise, find, name and write fractions $1/3$ of a quantity	2ST5 Interpret/construct block diagrams. Ask/answer questions by sorting categories by quantity
	2NP6 Compare and order numbers from 0 up to 100	2AS6 Solve problems with addition and subtraction using concrete objects and pictorial representations	2MD6 Solve problems in contexts involving \times and \div , using mental methods and multiplication and division facts		2FP6 Write simple fractions [e.g. $1/2$ of 6 = 3]	2ST6 Interpret/construct block diagrams. Ask/answer questions by sorting the categories by quantity. Use many-to-one correspondence
	2NP7 Use $<$, $>$ and $=$ signs	2AS7 Add and subtract three one-digit numbers using concrete objects and pictorial representations	2MD7 Calculate mathematical statements for \times and \div within the 2,5,10 multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs		2FP7 Recognise the equivalence of $2/4$ and $1/2$	2ST7 Interpret/construct simple tables. Ask/answer simple questions by sorting the categories by quantity
	2NP8 Read and write numbers to at least 100 in numerals	2AS8 Add and subtract a two-digit number and tens using concrete objects and pictorial representations	2MD8 Show that multiplication of 2 numbers can be in any order (commutative) and division of 1 number by another cannot [e.g. $4 \times 5 = 20$; $20 \div 5 = 4$]		2FP8 Count in fractions up to 10, starting from any number and using the $1/2$ and $2/4$ equivalence on the number line [e.g. $1/4$, $1 \frac{2}{4}$ (or $1 \frac{1}{2}$), $1 \frac{3}{4}$, 2]	2ST8 Interpret/construct simple tables. Ask/answer simple questions by sorting the categories by quantity. Use many-to-one correspondence
	2NP9 Read and write numbers to at least 100 in words	2AS9 Add and subtract a two-digit number and tens mentally				2ST9 Ask/answer questions about totalling/comparing categorical data
	2NP10 Recognise patterns within the number system	2AS10 Recognise/use the inverse relationship between $+$ and $-$. Use to check calculations and solve missing number problems				
	2NP11 Begin to understand zero as a place holder	2AS11 Use $+$ and $-$ facts to 20 to derive and use related facts up to 100 [e.g. $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$]				
	2NP12 Partition numbers in different ways [e.g. $23 = 20 + 3$; $23 = 10 + 13$]	2AS12 Add and subtract 3 one-digit numbers mentally				
	2NP13 Read/measure temperature ($^{\circ}\text{C}$) using thermometers	2AS13 Add and subtract 2 two-digit mentally				

MEASUREMENT				GEOMETRY		
YEAR	LENGTH	MASS	CAPACITY/VOLUME	TIME	SHAPE	POSITION
2	2LG1 Choose/use appropriate standard units (m/cm) to estimate and measure in any direction to the nearest appropriate unit using rulers	2MS1 Choose/use appropriate standard units (kg/g) to estimate and measure to the nearest appropriate unit using scales	2CV1 Choose/use appropriate standard units (litre/ml) to estimate and measure to nearest appropriate unit using graduated vessels	2TM1 Compare and sequence intervals of time	2SH1 Compare/sort common 2D/3D shapes and everyday objects	2PS1 Order/arrange combinations of mathematical objects in patterns and sequences
	2LG2 Compare and order lengths and record results using <, >, =. Record using standard abbreviations (m/cm)	2MS2 Compare and order mass and record results using <, >, =. Record using standard abbreviations (kg/g)	2CV2 Compare and order volume/capacity and record results using <, >, =	2TM2 Tell/write the time including quarter past/to the hour. Draw hands on clock face to show these times	2SH2 Identify/describe properties of 2D shapes [quadrilaterals and polygons] including number of edges	2PS2 Use mathematical vocabulary to describe position and direction including in a straight line
	2LG3 Measure and draw straight lines in centimetres			2TM3 Tell/write the time to five minutes. Draw hands on clock face to show these times	2SH3 Identify/describe properties of 2D shapes, including line symmetry in a vertical line	2PS3 Use mathematical vocabulary to describe movement including in a straight line and distinguishing between rotation as a turn
				2TM4 Know number of minutes in an hour and number of hours in a day	2SH4 Identify/describe properties of 3D shapes [cuboids, prisms and cones] including number of edges, vertices and faces	2PS4 Order/arrange combinations of mathematical objects in patterns and sequences in different orientations
				2TM5 Begin to write the time as it would show on a 12 hour digital clock	2SH5 Identify 2D shapes on the surface of 3D shapes	2PS5 Use concept and language of angles to instruct and describe turn by applying rotations in practical contexts
					2PS6 Describe rotation as a turn in terms of clockwise and anticlockwise	
					2PS7 Describe rotation as a turn in terms of right angles for quarter, half and three-quarter turns	
					2PS8 Program robots using instructions given in right angles	