



# Maths – Year 2



<u>Honesty</u> Getting something wrong or not understanding something is part of maths		<u>Love</u> Enjoying maths as part of learning	<u>Forgiveness</u> Knowing that making mistakes is part of learning	<u>Respect</u> Knowing that subjects can be tricky.	<u>Cultural Capital Opportunities</u> Cake sales / managing a budget Fundraising for end of year budget Creating data forms using information from P.E lessons (bleep test) Using maths in DT / Art		
<u>A Love Of Language</u> <u>Reading:</u> reading problems in maths, reading new vocabulary  <u>Listening:</u> listening to patterns, rhymes and songs in maths  <u>Speaking:</u> comparing and talking about maths I can see  <u>Writing:</u> recording the maths I have completed.		<u>Aspirations</u> Doctors Teachers Architects etc  We need maths in everyday at some point	<u>Bringing Learning To Life</u>  Using concrete resources Practical / active maths	<u>Emotional Well-Being</u>  Knowing that learning maths can improve our skills in other subjects.	<u>Resilience</u>  Knowing that making mistakes is ok, we can go back and change the work we have completed if we have a mistake.	<u>Valuing Our Diversity</u>  Understanding that there are maths in different context and concepts and we may be better at other areas.	<u>Respect and Responsibility</u>  .Coaching peers through tricky sections  Knowing not to laugh at mistakes  Using presentation promise in work
What will they learn?			In what order?				End points
Key Concepts	Key Skills	Autumn	Spring	Summer			

<p>To know and use numbers</p> <p>To add and subtract</p> <p>To multiply and divide</p> <p>To use fractions</p> <p>To understand the properties of shape</p> <p>To describe position, direction and movement</p> <p>To use measures</p> <p>To use statistics</p>	<p><b>To know and use numbers :</b></p> <p><b>Daily diet of :</b>  <b>Representing</b>  <b>Comparing</b>  <b>Place value</b>  <b>Solving problems</b>  <b>Complexity</b>  <b>Methods</b>  <b>Checking</b>  <b>Using number facts</b></p>	<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations including the number line.</li> <li>Count in steps of 2, 3 and 5 from 0 and in tens from any number.</li> <li>Identify the place value of each digit in a 2 digit number.</li> <li>Read and write numbers to at least 100 in numerals and words.</li> <li>Using &lt; &gt; and = signs</li> </ul>	<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers.</li> <li>Compare and order numbers from 0 up to 100</li> <li>Using &lt; &gt; and = signs</li> </ul>	<ul style="list-style-type: none"> <li>Use place value and number facts to solve problems.</li> </ul>	
	<p><b>Multiplication and division</b></p>	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>show that multiplication of two</li> </ul>	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>solve problems involving</li> </ul>	

		<p>numbers can be done in any order</p>	<ul style="list-style-type: none"> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>	<p>multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	
	<p><b>To add and subtract</b></p>	<ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects,</li> </ul>	<ul style="list-style-type: none"> <li>solve problems with addition and subtraction:</li> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measure</li> </ul>	<ul style="list-style-type: none"> <li>solve problems with addition and subtraction:</li> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measure</li> </ul>	<p><u>Summer:</u></p>

		<p>pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>○ a two-digit number and ones</li> <li>• Add and subtract numbers within 100.</li> <li>• Use the inverse relationship between addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>• applying their increasing knowledge of mental and written methods</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>○ a two-digit number and ones</li> <li>○ two two-digit numbers</li> </ul> </li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>• applying their increasing knowledge of mental and written methods</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>○ a two-digit number and ones</li> <li>• adding three one-digit numbers</li> </ul> </li> </ul>	
	<b>To use fractions</b>	<ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of set of objects and quantities.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple fractions and recognise the equivalence.</li> </ul>	

			of objects and quantities.		
	<b>To use measures</b>	<ul style="list-style-type: none"> <li>• compare and sequence intervals of time</li> <li>• 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</li> <li>• know the number of minutes in an hour and the number of hours in a day.</li> <li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• find different combinations of coins that equal the same amounts of money</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use appropriate standards units to estimate and measure length, height, mass and temperature.</li> <li>• 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</li> <li>• know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>• Find different combinations of coins that equal the same amount.</li> <li>• Solve simple money problems practically e.g. giving change.</li> </ul>	

	<b>To use statistics</b>	<ul style="list-style-type: none"> <li>• Ask and answer simple questions by counting the number of objects in each category.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and construct pictograms, tally charts, block diagrams and simple tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about totalling and comparing categorical data.</li> </ul>	
	<b>To understand the properties of shape</b>	<ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• Compare and sort common 2D and 3D shapes and everyday objects.</li> <li>• Identify and describe the properties of 2D shapes.</li> <li>• Identify and describe the properties of 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• Identify 2D shapes on the surface of 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the position, direction and movement in a straight line.</li> <li>• Identify rotations as a turn and in terms of right angles (clockwise and anticlockwise).</li> </ul>	