

**Year 2 Key Objective Map - New Curriculum- effective from Sept 2015**

<b>Numbers and the Number System</b>	<b>Geometry</b>
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
recognise the place value of each digit in a two-digit number (tens, ones)	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces □ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
identify, represent and estimate numbers using different representations, including the number line □ compare and order numbers from 0 up to 100; use <, > and = signs	compare and sort common 2-D and 3-D shapes and everyday objects.
read and write numbers to at least 100 in numerals and in words	order and arrange combinations of mathematical objects in patterns and sequences
use place value and number facts to solve problems.	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).
<b>Fractions and Decimals</b>	<b>Measurement</b>
recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , and $\frac{3}{4}$ of a length, shape, set of objects or quantity	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	compare and order lengths, mass, volume/capacity and record the results using >, < and =
<b>Addition and Subtraction</b>	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul>	find different combinations of coins that equal the same amounts of money
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	compare and sequence intervals of time

<ul style="list-style-type: none"> <li>• a two-digit number and ones</li> <li>• a two-digit number and tens</li> <li>• two two-digit numbers</li> <li>• adding three one-digit numbers</li> </ul>	
show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	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
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	know the number of minutes in an hour and the number of hours in a day.
<b>Multiplication and Division</b>	<b>Statistics</b>
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	interpret and construct simple pictograms, tally charts, block diagrams and simple tables
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	ask and answer questions about totalling and comparing categorical data
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	