Mathematics Programme of Study - Year 2

|  | 1a. I can count in steps of 2, 3 and 5 from 0 . |  |
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|  | 1b. I can count forwards or backwards in tens from any number. |  |
|  | 2. I know the place value of each digit in a 2 digit number. |  |
|  | 3. I can identify, represent and estimate numbers in different ways including the number line. |  |
|  | 4a. I can compare and order numbers from 0 up to 100. |  |
|  | 4b. I can use the < , > and = signs when comparing numbers. |  |
|  | 5. I can read, write and spell numbers up to at least 100 in numerals and words. |  |
|  | 6. I can use place value and number facts to solve problems. |  |
|  | 7a. I can solve simple one step problems with addition using objects and pictures in different contexts. |  |
|  | 7b. I can solve simple one step problems with subtraction using objects and pictures in different contexts. |  |
|  | 8a. I can apply my increasing knowledge of mental strategies to solving problems. |  |
|  | 8b. I can apply my increasing knowledge of written strategies to solving problems. |  |
|  | 9a. I can recall \& use + and - facts to 20. |  |
|  | 9 b . I can derive and use number facts to 100. |  |
|  | 10. I can add and subtract a 2 digit number \& ones. |  |
|  | 11. I can add and subtract a 2 digit number and tens |  |
|  | 12. I can add and subtract 2 two-digit numbers |  |
|  | 13. I can add 3 one digit numbers. |  |
|  | 14. I can show that addition can be done in any order and subtraction cannot and use this to help me solve problems. |  |
|  | 16 a . I can recall and use the x and $\div$ facts for the 2,5 and 10 times tables. |  |
|  | 16b. I can recognise odd and even numbers to 100. |  |
|  | 17a. I can calculate mathematical statements for multiplication and use $x$ sign. |  |
|  | 17b. I can calculate mathematical statements for division and use the $\div$ sign. |  |
|  | 18. I can show that a multiplication of 2 numbers can be done in any order but that division of one number by another cannot. |  |
|  | 19a. I can solve one step problems involving multiplication using a variety of mental and written methods in different contexts. |  |
|  | 19b. I can solve one step problems involving division using a variety of mental and written methods in different contexts. |  |
|  | 20. I can recognise, find, name and write simple fractions $1 / 31 / 4,2 / 4$ and $3 / 4$ of a length. |  |
|  | 21. I can recognise, find, name and write simple fractions $1 / 31 / 4,2 / 4$ and $3 / 4$ of a shape. |  |
|  | 22. I can recognise, find, name and write simple fractions $1 / 31 / 4,{ }^{2} / 4$ and $3 / 4$ of a set of objects. |  |
|  | 23. I can recognise, find, name and write simple fractions $1 / 31 / 4,2 / 4$ and $3 / 4$ of a quantity. |  |
|  | I can recognise the equivalence of ${ }^{2} / 4=1 / 2$ |  |
|  | I can write simple fractions e.g. $1 / 2$ of $6=3$ |  |


| I can count in $1 / 2$ and $11 / 4$ up to 10 starting from any number. |  |
| :---: | :---: |
| I can solve simple problems involving fractions. |  |
| $24,25,26,27$. I can use the correct standard units to estimate and measure length, mass, capacity and temperature. |  |
| 28, 29, 30. I can compare and order length, mass, volume/ capacity using <, >, = |  |
| 31a. I can recognise and use symbols for pounds and pence. |  |
| 31b. I can combine amounts ( $£$ and p) to make a particular value. |  |
| 32. I can find different combinations of coins that equal the same amount of money. |  |
| 33. I can solve simple problems in a practical context for money and give change. |  |
| 34. I can compare and sequence intervals of time. |  |
| 35. I can tell and write the time to the nearest 5 minutes, including quarter to and quarter past the hour. |  |
| 36. I know the number of minutes in an hour and hours in a day. |  |
| 37a. I can identify and describe the properties of 2-D shapes. |  |
| 37 b . I can identify lines of symmetry in 2-D shapes. |  |
| 38. I can identify and describe the properties of 3-D shapes. |  |
| 39. I can identify 2-D shapes on the surface of 3-D shapes. |  |
| 40. I can compare and sort common 2-D and 3-D shapes. |  |
| 41. I can order and arrange combinations of objects in patterns and sequences. |  |
| 42. I can use mathematical vocabulary to describe position, direction and movement, including rotation as a turn, right angles, clockwise \& anti clockwise. |  |
| 43 a . I can interpret and construct simple pictograms. |  |
| 43b. I can interpret and construct simple tally charts. |  |
| 43c. I can interpret and construct simple block diagrams. |  |
| 43d. I can interpret and construct simple tables. |  |
| 44. I can ask and answer simple questions by sorting categories by quantity. |  |
| 45a. I can ask and answer questions about totalling. |  |
| 45 b . I can ask and answer questions when comparing categorical data. |  |
| I can organise information using "many-to-one" in pictograms using simple ratios ( 2,5 , and 10 ) |  |

