

Year 2 Curriculum	Number and place value	Addition and subtraction	Multiplication and Division	Fractions
<p data-bbox="94 220 264 245">Autumn term</p> 	<ul data-bbox="349 220 797 815" style="list-style-type: none"> Count, read and write numbers from 1-100 in numerals Count forwards and backwards from any 2 digit number in ones and tens To know what each digit represents in two digit numbers (5 tens and 3 ones) To partition 2 digit numbers into tens and ones $54 = 50 + 4$ (To use practical equipment to form these numbers) Count forwards and backwards in multiples of 2, 5 and 10 Find one more/one less and ten more/ten less within and up to 100 Identify and represent numbers using pictorial representations such as a number line Order numbers up to 100 To order and compare numbers using symbols $<$ $>$ stating which number is bigger or smaller 	<ul data-bbox="878 220 1326 1082" style="list-style-type: none"> Record and recall number facts up to 20 for $+$ $-$ To know pairs of number that make 10 and 20 ($20 - 4$) ($17 + 3$) Use place value to add and subtract a one digit number to/from a 2 digit number using place value and known facts ($50 + 6 = 56$, $7 - 3$ helps me find the answer to $57 - 3$) Add and subtract a one digit number from or to a two digit number within 100 using a number line/track or hundred square (crossing tens boundaries) To rearrange addition calculations to start with the larger number ($8 + 46 =$, start with 46) Derive and use related facts up to 100 (I know $6 + 3 = 9$ so $16 + 3 = 19$) To know pairs of multiples of 10 that total 100 ($40 + 60$) To add and subtract multiples of 10 using known facts ($8 - 4 = 4$ so... $80 - 40 = 40$) To add and subtract multiples of ten using place value or by counting in tens ($34 + 40 =$) To solve problems involving measures and money 	<ul data-bbox="1406 220 1742 1082" style="list-style-type: none"> Count on from zero in 2s, 5s and 10s Fill in missing numbers in sequences for 2s, 5s and 10s Recognise odd and even numbers in counting patterns To know that multiples of 5 can end in 0 or 5 and multiples of 10 end in 0 Start to derive the 2 and 10 times tables Use simple arrays when representing multiplication Understand and present multiplication as repeated addition (6×5 'adding 5 six times') Record doubles in number sentences Use objects and pictorial presentations to show answers for a multiplication problem To solve division problems practically by grouping (18 marbles put into 3 groups) To record division statements using the \div sign 	<ul data-bbox="1821 220 2134 1203" style="list-style-type: none"> To recognise halves of shapes To count forwards in halves to 10 using a number line To know that 2 equal halves make one whole $1/2$ To use halves in contexts such as cutting cakes or play dough for sharing Use halves in a measures context such as half a bottle or half the length of a ruler/string To know that 4 quarters make one whole $1/4$ To know that 3 equal parts make one whole $1/3$ To know that $1/2$ is equivalent $2/4$ To recognise three quarters is presented as $3/4$ To recognise what fraction of a shape or length is shaded To write simple fractions ($1/4$ of $8 = 2$) To investigate what numbers to 30 cannot be halved, explaining why To make $1/2$ and $1/4$ turns in PE To solve problems involving fractions

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<p>Spring term</p> 	<ul style="list-style-type: none"> Count, read and write numbers from 1-100 in numerals Count forwards and backwards from any 2 digit number in ones and tens crossing the tens boundary To know what each digit represents in two digit numbers (5 tens and 3 ones) To partition 2 digit numbers into tens and ones $54 = 50 + 4$ (To use practical equipment to form these numbers) To partition 2 digit numbers in different ways ($45 = 30 + 15$) To explain and answer missing number calculations ($64 = _ + 4$) ($53 = 40 + _$) Count forwards and backwards in multiples of 2, 3, 5 and 10 Find one more/one less and ten more/ten less within and up to 100 To add and subtract multiples of ten (What is 30 more than 44?) To round 2 digit numbers to the nearest ten on a number line To estimate and place 2 digit numbers on a number line Order numbers up to 100 To order and compare numbers using symbols $<$ $>$ stating which number is bigger or smaller 	<ul style="list-style-type: none"> Record and recall number facts up to 20 for + - To know pairs of number that make 10 and 20 ($20 - 4$) ($17 + 3$) Use place value to add and subtract a one digit number to/from a 2 digit number using place value and known facts ($50 + 6 = 56$, $7 - 3$ helps me find the answer to $57 - 3$) Add and subtract a one digit number from or to a two digit number within 100 using a number line/track or hundred square (crossing tens boundaries) To know what to add or subtract from a given number to reach the next multiple of ten To rearrange addition calculations to start with the larger number ($8 + 46 =$, start with 46) Derive and use related facts up to 100 (I know $6 + 3 = 9$ so $16 + 3 = 19$) To know pairs of multiples of 10 that total 100 ($40 + 60$) To add and subtract multiples of 10 using known facts ($8 - 4 = 4$ so... $80 - 40 = 40$) To add and subtract multiples of ten using place value or by counting in tens ($34 + 40 =$) To add mentally, 3 one digit numbers To find the difference between two numbers using a number line or practical equipment To solve problems involving measures and money 	<ul style="list-style-type: none"> Count on from zero in 2s, 3s 5s and 10s Fill in missing numbers in sequences for 2s, 5s and 10s Recognise odd and even numbers in counting patterns To know that multiples of 5 can end in 0 or 5 and multiples of 10 end in 0 To know that multiples of 2 are even numbers Start to derive the 2, 5 and 10 times table facts Begin to use multiplication facts to derive the division facts Use simple arrays when representing multiplication Understand and present multiplication as repeated addition (6×5 'adding 5 six times') Record doubles in number sentences and link them to the x2 table Use objects and pictorial presentations to show answers for a multiplication problem To use multiplication facts to answer worded problems To solve division problems practically by grouping (18 marbles put into 3 groups) To record division statements using the \div sign 	<ul style="list-style-type: none"> To recognise halves of shapes To count forwards in halves and quarters to 10 using a number line To know that 2 equal halves make one whole $1/2$ To use halves in contexts such as cutting cakes or play dough for sharing Use halves in a measures context such as half a bottle or half the length of a ruler/string To know that 4 quarters make one whole $1/4$ To know that 3 equal parts make one whole $1/3$ To know that $1/2$ is equivalent $2/4$ To recognise three quarters is presented as $3/4$ To recognise what fraction of a shape or length is shaded To find $1/2$, $1/3$, $1/4$ of amounts by sharing To write simple fractions ($1/4$ of 8 = 2) To investigate what numbers to 30 cannot be halved, explaining why To make $1/2$ and $1/4$ turns in PE To solve problems involving fractions (Harry has 12 pencils. What is $1/4$ of this?)

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<p>Summer term</p> 	<ul style="list-style-type: none"> Count, read and write numbers from 1-100 in numerals Count forwards and backwards from any 2 digit number in ones and tens crossing the tens boundary To know what each digit represents in two digit numbers (5 tens and 3 ones) To partition 2 digit numbers into tens and ones $54 = 50 + 4$ (To use practical equipment to form these numbers) To partition 2 digit numbers in different ways ($45 = 30 + 15$) To explain and answer missing number calculations ($64 = _ + 4$) ($53 = 40 + _$) Count forwards and backwards in multiples of 2, 3, 5 and 10 Find 10, 20, 30, 40 more and less than 2 digit numbers To add and subtract multiples of ten (What is 30 more than 44?) To round 2 digit numbers to the nearest ten on a number line To estimate and place 2 digit numbers on a number line Order 2 digit numbers up to 100 To order and compare numbers using symbols $<$ $>$ stating which number is bigger or smaller To fill in missing numbers in a sequence To begin to use place value beyond 100 To identify properties of number (37 is odd, it has 7 ones and the next ten is 40) To identify the whole number that 1 half way between two numbers (What number is halfway between 40 and 50?) To solve puzzles (How many different ways can you make 13p?) 	<ul style="list-style-type: none"> Record and recall number facts up to 20 for $+$ $-$ To know pairs of number that make 10 and 20 ($20 - 4$) ($17 + 3$) Use place value to add and subtract a one digit number to/from a 2 digit number using place value and known facts ($50 + 6 = 56$, $7 - 3$ helps me find the answer to $57 - 3$) Add and subtract a one digit number from or to a two digit number within 100 using a number line/track or hundred square (crossing tens boundaries) To know what to add or subtract from a given number to reach the next multiple of ten To rearrange addition calculations to start with the larger number ($8 + 46 =$, start with 46) Derive and use related facts up to 100 (I know $6 + 3 = 9$ so $16 + 3 = 19$) To know pairs of multiples of 10 that total 100 ($40 + 60$) To add and subtract multiples of 10 using known facts ($8 - 4 = 4$ so... $80 - 40 = 40$) To add and subtract multiples of ten using place value or by counting in tens ($34 + 40 =$) To add or subtract a multiple of ten to or from a two digit number To add and subtract two digit numbers, crossing tens boundaries To mentally add and subtract two digit numbers without crossing a tens To add mentally, 3 one digit numbers To find the difference between two numbers using a number line or practical equipment boundary To solve missing number problems ($29 + _ = 59$) To apply the inverse to addition and subtraction calculations To solve problems involving measures and money 	<ul style="list-style-type: none"> Count on from zero in 2s, 3s 5s and 10s Fill in missing numbers in sequences for 2s, 5s and 10s Recognise odd and even numbers in counting patterns To know that multiples of 5 can end in 0 or 5 and multiples of 10 end in 0 To know that multiples of 2 are even numbers To know the multiplication facts for the 2, 5 and 10 times tables and the related division facts To solve missing number problems for multiplication and division Use simple arrays when representing multiplication Understand and present multiplication as repeated addition (6 x 5 'adding 5 six times') Record doubles in number sentences and link them to the x2 table To know doubles and corresponding halves to 20 Use objects and pictorial presentations to show answers for a multiplication problem To use multiplication facts to answer worded problems To solve division problems practically by grouping (18 marbles put into 3 groups) To record division statements using the \div sign 	<ul style="list-style-type: none"> To recognise halves of shapes To count forwards in halves, thirds and quarters to 10 using a number line Position halves on a number line To know that 2 equal halves make one whole $1/2$ To use halves in contexts such as cutting cakes or play dough for sharing Use halves in a measures context such as half a bottle or half the length of a ruler/string To know that 4 quarters make one whole $1/4$ To know that 3 equal parts make one whole $1/3$ To know that $1/2$ is equivalent $2/4$ To recognise three quarters is presented as $3/4$ To recognise what fraction of a shape or length is shaded To find $1/2$, $1/3$, $1/4$ of amounts by sharing To write simple fractions ($1/4$ of 8 = 2) To investigate what numbers to 30 cannot be halved, explaining why To make $1/2$ and $1/4$ turns in PE To solve problems involving fractions (Harry has 12 pencils. What is $1/4$ of this?)