Hampton Infant School and Nursery Termly Knowledge and Skills for Maths – Year 2

Autumn Term

		Number: Place Value (Approx 3 weeks)	Number: Addition and Subtraction (Approx 4 Weeks)	Measurement: Money (Approx 1 week)	Number: Multiplication and Division (Approx 2 weeks)
Knowledge and Skills		• Count objects to 100 and read and write numbers in numerals and words. • Represent numbers to 100. • Tens and ones with a part whole model. • Tens and ones using addition. • Use a place value chart. • Compare objects. • Compare numbers. • Order objects and numbers. • Count in 2s, 5s and 10s. • Count in 3s.	• Fact families – Addition and subtraction bonds to 20. • Check calculations. • Compare number sentences. • Related facts. • Bonds to 100 (tens). • Add and subtract 1s. • 10 more and 10 less. • Add and subtract 10s. • Add a 2-digit and 1-digit number – crossing ten. • Subtract a 1-digit number from a 2-digit number – crossing 10. • Add two 2-digit numbers – not crossing ten – add ones and add tens. • Add two 2-digit numbers – crossing ten – add ones and add tens. • Subtract a 2-digit number from a 2-digit number – not crossing ten. • Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens. • Bonds to 100 (tens and ones). • Add three 1-digit numbers.	• Count money – pence. • Count money – pounds (notes and coins). • Count money – notes and coins. • Select money. • Use different coins to make the same amount. • Compare money. • Find the total. • Find the difference. • Find change. • Two-step problems.	• Recognise equal groups. • Make equal groups. • Add equal groups. • Multiplication sentences using the x symbol. • Multiplication sentences from pictures. • Use arrays. • 2 times-table. • 5 times-table. • 10 times-table.
National Curriculum Links		• Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Use place value and number facts to solve problems. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. • Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
TAF Statements	**WTS**	• Read and write numbers in numerals up to 100. • Partition a two-digit number into tens and ones and demonstrate and understanding of place value, though they may use structured resources to support them.	• Add and subtract (one digit numbers) explaining their method verbally in pictures or using apparatus. • Recall at least four of the six number bonds for 10 and reason about associated facts.	• Know the value of different coins.	N/A
	EXS	• Read scales in divisions of ones, twos, fives and tens. • Partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	• Recall all the number bonds to and within 10. and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.	• Use different coins to make the same amount.	• Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating and understanding of commutativity as necessary.
	GDS	• Read scales where not all numbers on the scale are given and estimate points in between. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.

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Spring Term						
		Number: Multiplication and Division (Approx 2 weeks)	Geometry: Properties of Shape (Approx 2 weeks)	Number: Fractions (Approx 3 weeks)	Measurement: Time (Approx 2 weeks)	Measurement: Length and Height (Approx 1 week)
Knowledge and Skills		• Make equal groups – sharing. • Make equal groups – grouping. • Divide by 2. • Odd and even numbers. • Divide by 5. • Divide by 10.	• Recognise 2D and 3D shapes. • Count sides on 2D shapes. • Count vertices on 2D shapes. • Draw 2D shapes. • Lines of symmetry. • Sort 2D shapes. • Make patterns with 2D shapes. • Count faces on 3D shapes. • Count edges on 3D shapes. • Count vertices on 3D shapes. • Sort 3D shapes. • Make patterns with 3D shapes.	• Make equal parts. • Recognise half. • Find half. • Recognise quarter. • Find a quarter. • Recognise a third. • Find a third. • Unit fractions. • Non0unit fractions. • Equivalence of 1/2 and 2/4. • Find three quarters. • Count in fractions.	• O'clock and half past. • Quarter past and quarter to. • Telling time to 5 minutes. • Minutes in an hour, hours in a day. • Find durations of time. • Compare durations of time.	• Measure length (cm). • Measure length (m). • Compare lengths. • Order lengths. • Four operations with lengths.
National Curriculum Links		• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • 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]. • Compare and sort common 2-D and 3-D shapes and everyday objects.	• Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. • Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 .	• 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. • Know the number of minutes in an hour and the number of hours in a day. • Compare and sequence intervals of time.	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
TAF Statements	WTS	N/A	• Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.	N/A	• Read the time on a clock to the nearest half an hour.	N/A
	EXS	• Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating and understanding of commutativity as necessary.	• Name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	• Identify 1/4, 1/3, 1/2, 2/4, 3/4 of a number or shape and know that all the parts must be equal parts of the whole.	• Read the time on a clock to the nearest 15 minutes.	• Read scales in divisions of ones, twos, fives and tens.
	GDS	• Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Describe the similarities and differences of 2D and 3D shapes, using their properties. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read the time on a clock to the nearest 5 minutes. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Read scales where not all numbers on the scale are given and estimate points in between. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.

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		Measurement: Mass, Capacity and temperature (Approx 2 weeks)	Consolidation	Statistics (Approx 2 weeks)	Geometry: Position and Direction (Approx 3 weeks)	Investigations/Problem Solving
Summer Term						
Knowledge and Skills		• Compare mass. • Measure mass in grams. • Measure mass in kilograms. • Compare capacity. • Millilitres. • Litres. • Temperature.	All	• Make tally charts. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Block diagrams.	• Describing movement. • Describing turns. • Describing movement and turns. • Making patterns with shapes	All
National Curriculum Links		• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	All	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparingcategorical data.	• 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). • Order and arrange combinations of mathematical objects in patterns and sequences.	All
TAF Statements	**WTS**	N/A	All	N/A	N/A	All
	EXS	• Read scales in divisions of ones, twos, fives and tens.	All	• Read scales in divisions of ones, twos, fives and tens.	N/A	All
	GDS	• Read scales where not all numbers on the scale are given and estimate points in between. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	All	• Read scales where not all numbers on the scale are given and estimate points in between. • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	• Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involves more than one step.	All