



# CASTLETOWN PRIMARY SCHOOL



## Numeracy – Year 2

Children will work towards achieving the following learning outcomes.

### Number

Number and place value	Addition and subtraction	Multiplication and division	Fractions
<p>Pupils should be taught to:</p> <ol style="list-style-type: none"><li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li><li>Recognise the place value of each digit in a two-digit number (tens, ones).</li><li>Identify, represent and estimate numbers using different representations, including the number line.</li><li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li><li>Read and write numbers to at least 100 in numerals and in words.</li><li>Use place value and number facts to solve problems.</li></ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"><li>Solve problems with addition and subtraction:<ol 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></ol></li><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, pictorial representations, and mentally, including:<ol 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></ol></li><li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li><li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li></ol>	<p>Pupils should be taught to:</p> <ol 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>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 (<math>=</math>) 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><li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li></ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"><li>Recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math>, <math>3/4</math> of a length, shape, set of objects or quantity.</li><li>Write simple fractions for example, <math>1/2</math> of 6 = 3 and recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</li></ol>

Continued on Page 2.

Measure	Geometry		Statistics
	Properties of Shape	Position and Direction	
<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</li> <li>3. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>4. Find different combinations of coins that equal the same amounts of money.</li> <li>5. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>6. Compare and sequence intervals of time.</li> <li>7. 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>8. Know the number of minutes in an hour and the number of hours in a day.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>2. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>3. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</li> <li>4. Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>2. 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).</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>2. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>3. Ask and answer questions about totalling and comparing categorical data.</li> </ol>