

Year 2 Weekly Objectives

	WEEK 1:	WEEK 2:	WEEK 3:	WEEK 4:	WEEK 5:	WEEK 6:
TERM ONE	<p><u>Numbers and the number system:</u> To be able to explain the value of each digit in a two-digit number To be able to read and write numbers to 100 in numerals and word To be able to partition numbers into tens and ones To be able to read and write numbers to 100 in numerals and word</p>	<p><u>Numbers and the number system:</u> To be able to read and write numbers up to 500 To be able to represent and estimate numbers using a number line To be able to represent numbers in different ways using partitioning. To be able to use place value and number facts to solve problems</p>	<p><u>Counting and comparing: To be able to</u> To be able to compare numbers from 0-100 To be able to compare numbers using the < and > symbols To be able to order numbers from the lowest to the greatest To be able to order numbers from the greatest to the lowest To be able to count on in steps of 2 from 0</p>	<p><u>Counting and comparing:</u> To be able to count on in steps of 2 from 0 To be able to count on and back in steps of 3 from 0 To be able to count on and back in steps of 5 from 0 To be able to count on and back in tens from any number</p>	<p><u>Investigating properties of shape</u> To be able to identify and name the properties of 2-D shapes, including the number of sides To be able to identify symmetry in 2-D shapes using vertical lines. To be able to compare 2D shapes and explain how they are similar or different. To be able to sort 2D shapes</p>	<p><u>Investigating properties of shape</u> To be able to identify and describe 3D shapes, including the number of edges, vertices and faces To be able to identify and describe 3D shapes, including the number of edges, vertices and faces To be able to compare 3D shapes and explain how they are similar or different To be able to sort 3D shapes and everyday objects</p>
TERM TWO	<p><u>Calculating: Addition and subtraction</u> To be able to recall and use addition facts within 20 To be able to derive addition facts within 100 To understand why addition is commutative To be able to add a 2 digit number and ones using concrete objects, pictorial representations and mentally</p>	<p><u>Calculating: Addition and subtraction</u> To be able to add a 2 digit number and tens using concrete objects, pictorial representations and mentally To be able to add two 2 digit numbers and ones using concrete objects, pictorial representations and mentally To be able to add three one-digit numbers using concrete objects, pictorial representations and mentally To be able to recall and use subtraction facts within 20</p>	<p><u>Calculating: Addition and subtraction</u> To understand why subtraction is not commutative To understand why subtraction is not commutative To be able to subtract ones from a two digit number using concrete objects, pictorial representations and mentally. To be able to subtract tens from a two digit number using concrete objects, pictorial representations and mentally.</p>	<p><u>Calculating: Addition and subtraction</u> To be able to subtract two 2 digit numbers using concrete objects, pictorial representations and mentally. To be able to solve problems involving addition or subtraction using concrete objects and pictorial representations. To be able to solve missing number problems To be able to check calculations using the correct inverse operation.</p>	<p><u>Exploring money</u> To be able to recognise and use the symbols for pounds (£) and pence (p) To be able to read and say amounts of money combining the coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 To be able to count, say and record amounts of money combining the coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 To be able to find different combinations of coins that equal the same amounts of money.</p>	<p><u>Exploring money</u> To be able to solve, practically simple problems involving addition of money. To be able to solve practically simple problems of money, including giving change</p>

TERM THREE	<p><u>Exploring time:</u> To know that there are 60 minutes in one hour To know that there are 24 hours in one day To be able to tell the time using quarter past/to the hour on an analogue clock To be able to write the time using quarter past/to the hour on an analogue clock</p>	<p><u>Exploring time:</u> To be able to tell the time to five minute intervals on an analogue clock To be able to write the time to five minute intervals on an analogue clock To be able to draw the hands on a clock face to show times to five minutes, including quarter past/to the hour To be able to compare and order a selection of times from earliest to latest or vice versa</p>	<p><u>Calculating: Multiplication and division:</u> To be able to recall and use multiplication facts for the 2 times tables To be able to recall and use multiplication facts for the 5 times tables To be able to recall and use multiplication facts for the 10 times tables, linking multiplying by 10 to place value To understand that multiplication is commutative</p>	<p><u>Calculating: Multiplication and division:</u> To be able to recall and use division facts for the 2 times tables To be able to recall and use division facts for the 5 times tables To be able to recall and use division facts for the 10 times tables To understand that division is not commutative</p>		
TERM FOUR	<p><u>Calculating: Multiplication and division:</u> To be able to create mathematical statements for multiplication To be able to create mathematical statements for division To be able to recognise odd and even numbers To be able to use knowledge of commutativity when multiplying and dividing mentally</p>	<p><u>Calculating: Multiplication and division</u> To understand the connection between multiplication and repeated addition To be able to identify the correct operation(s) required in order to solve a problem To be able to solve missing number problems involving multiplication To be able to solve missing number problems involving division</p>	<p><u>Exploring fractions:</u> To recognise one quarter as one of four equal parts of an object, shape or quantity and use fraction notation To recognise two quarters as two of four equal parts, or two of one quarter, of an object, shape or quantity and use fraction notation To recognise three quarters as three of four equal parts, or three of one quarter of an object, shape or quantity and use fraction notation Recognise one third as one of three equal parts of an object, shape or</p>	<p><u>Exploring fractions:</u> To be able to find one quarter of an object, shape or set of objects To be able to find two quarters of an object, shape or set of objects To be able to find three quarters of an object, shape or set of objects To be able to find one third of an object, shape or set of objects</p>	<p><u>Exploring fractions</u> To recognise that a half is equivalent to two quarters To be able to write simple fraction statements involving the fraction $\frac{1}{2}$ such as $\frac{1}{2}$ of 6 = 3 To be able to write simple fraction statements involving the fraction $\frac{1}{4}$, $\frac{2}{4}$ or $\frac{3}{4}$ such as $\frac{1}{4}$ of 8 = 2 To be able to write simple fraction statements involving the fraction $\frac{1}{3}$, such as $\frac{1}{3}$ of 6 = 2</p>	

			quantity and use fraction notation			
TERM FIVE	<p><u>Mathematical movement</u> To be able to use mathematical language to describe position To be able to use mathematical language to describe movement along a straight line To be able to use mathematical language to describe direction of a turn, including meaning of clockwise and anti-clockwise To be able to understand and use the language of right angles to describe the size of turn</p>	<p><u>Mathematical movement</u> To be able to interpret instructions for following a simple route To be able to devise instructions for following a simple route To be able to order combinations of mathematical objects in patterns and sequences To be able to arrange combinations of mathematical objects in patterns and sequences</p>	<p><u>Measuring space</u> To be able to choose appropriate units to measure a given distance and the appropriate equipment To be able to measure a given distance To be able to estimate lengths To be able to order and compare lengths</p>	<p><u>Measuring space</u> To be able to choose appropriate units to measure a given mass and the appropriate equipment To be able to measure a given mass To be able to estimate the mass of objects To be able to order and compare masses</p>	<p><u>Measuring space</u> To be able to choose appropriate units to measure a given capacity and the appropriate equipment To be able to measure a given capacity To be able to estimate, order and compare capacities To be able to compare and order temperatures To be able to compare and order measurements using >, < and =</p>	
TERM SIX	<p><u>Presentation of data</u> To be able to interpret a pictogram where the symbol represents a single item To be able to interpret a pictogram where the symbol represents a multiple of 2 items To be able to interpret a pictogram where the symbol represents a multiple of 5 items To be able to construct a pictogram where the symbol represents a single item</p>	<p><u>Presentation of data</u> To be able to construct a pictogram where the symbol represents a multiple of 2 items To be able to construct a pictogram where the symbol represents a multiple of 5 items To be able to interpret and construct a tally chart To be able to interpret and construct a block diagram</p>	<p><u>Presentation of data</u> To be able to interpret information in a simple table To be able to create a table to show information To be able to ask and answer simple questions by counting the number of objects in each category To be able to ask and answer questions about totalling and comparing categorical data</p>			