



## YEAR 2 MATHS EXPECTATIONS

Before students leave Year 2 they should be able to...

### COUNTING & PLACE VALUE



- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- Identify odd and even numbers
- Recognise the place value of each digit in a two-digit number (10s, 1s)
- Compare and order numbers from 0 up to 100, using  $<$ ,  $>$  and  $=$  signs
- Read and write numbers up to 1000 in numerals and in words

#### HOW TO HELP YOUR CHILD

- Sing counting songs and play board games
- Count on and back in ones and tens from any number
- Count objects in twos, threes and fives
- Count objects into groups and compare quantities
- Point out numbers when you see them and help your child read them, discussing the value of digits

### CALCULATING



#### Addition and Subtraction

- Recall and use addition and subtraction facts to twenty and can work out related facts up to 100
- Add and subtract two 2-digit numbers and three 1-digit numbers (checking with inverse)

#### Multiplication and Division

- Know multiplication and related division facts for two, five and ten
- Solve multiplication and division problems in context using materials, arrays, repeated

#### HOW TO HELP YOUR CHILD

- Learn all the doubles to  $20 + 20$  and the related halves (half of 40 is 20)
- Help them to have rapid recall of the two, three, five and ten times tables
- Practise the number bonds to 10 and 100 and the related subtraction facts
- Ask them to share out the toys fairly between 2 / 3 / 5 people, discussing how many do they each get

### MEASUREMENT



- Use all measuring apparatus accurately to estimate and measure length, mass, temperature and capacity
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

#### Money

- Combine dollars and cents to make different amounts

#### Time

- Tell the time to the nearest five minutes
- Know the number of minutes in an hour and hours in a day

### FRACTIONS



- Identify  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of length, shape or quantity
- Recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

#### HOW TO HELP YOUR CHILD

- Cook with your child, get them involved in weighing and measuring food, looking at weights and capacities on packaging
- Discuss symbols (g, kg, ml, l)
- Compare measurements and ask questions like, 'which do you think will weigh more?' then weigh to check
- Talk to your child about the value of coins and notes and discuss prices in shops and compare them, including adding prices together
- Look at the clock with your child at different times of the day and talk about where the hands are pointing and what time that means
- Cut fruit exactly into halves/quarters discuss which piece your child would like and why
- Count out the number of an object and work out how many are left if half/quarter were taken

### SHAPE, POSITION & DIRECTION



- Recognise common 2-D and 3-D shapes and their properties

#### Position and Direction

- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and quarter, half and three-quarter turns (clockwise and anti-clockwise)

### STATISTICS



- Ask and answer questions to create data
- Read simple pictograms, tally charts, block diagrams and tables

#### HOW TO HELP YOUR CHILD

- Let your child programme you to move around an obstacle course at home – using directional language
- Look out for shapes everywhere, asking questions like 'Which can you see? Can you describe them?'
- Play games with objects, get your child to describe their position
- Tally the colour of the cars passing outside and discuss the data by asking questions like what have you found out?