

Woodhouse Primary School



Coverage of Maths National Curriculum objectives

Rationale: At Woodhouse Primary School we encourage our pupils to be confident, resilient mathematicians with a love of learning and no fear of ‘grappling’ with difficult concepts and those expressed in an unfamiliar way. In our school, children are scaffolded, extended and supported through rapid teacher intervention, use of equipment and choice of strategies e.g. jottings/mental/resources. As such teaching is both enabling and extending.

Year group: Year 2	
Place value	1. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
	2. Recognise the place value of each digit in a two-digit number (tens, ones)
	3. Identify, represent and estimate numbers using different representations, inc. the number line
	4. Compare and order numbers from 0 up to 100; use <, > and = signs
	5. Read and write numbers to at least 100 in numerals and in words
Add/Sub	6. Solve add/sub probs: (concrete obs & pict reps); apply knowledge of mental and written methods
	7. Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100
	8. Add/sub nos including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers
	9. Show that add of 2 nos can be done in any order (commutative) and sub of 1 no from another cannot
Mult /Div	10. Rec/use inverse relationship between add/sub; use this to check calcs and missing no problems
	11. Recall/use mult/div facts for the 2, 5 and 10 x tables, including recognising odd and even numbers
	12. Calc maths statements for mult/div within the mult tables; write them using the (x), (÷), (=) signs
	13. Show that mult of 2 nos can be done in any order and division of 1 no by another cannot
Frac	14. Solve mult/div probs using materials, repeated add, mental methods and mult/div facts
	15. Rec/find/name/write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity
Measure	16. Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
	17. Choose/use stand units to est/measure m/cm, kg/g, °C, l/ml, to nearest unit, using rulers, scales etc
	18. Compare and order lengths, mass, volume/capacity and record the results using >, < and =
	19. Rec/use symbols for pounds (£) and pence (p); combine amounts to make a particular value
	20. Solve simple probs (practical context) involving add/sub of money (same unit), inc giving change
	21. Compare and sequence intervals of time; know mins in an hour/hours in a day
	22. Tell/write the time to 5 min, inc $\frac{1}{4}$ past/to and draw hands on a clock face to show these times

Geometry	23. Identify/describe the properties of 2D shapes, inc the no of sides and symmetry in a vertical line
	24. Identify/describe the properties of 3D shapes, including the number of edges, vertices and faces
	25. Identify 2D shapes on the surface of 3D shapes, e.g. a circle on a cylinder, a triangle on a pyramid
	26. Compare and sort common 2D and 3D shapes and everyday objects.
	27. Order and arrange combinations of mathematical objects in patterns
	28. Describe position/direct/move inc rotation as a turn & in terms of right angles for $\frac{1}{4}$, $\frac{1}{2}$, & $\frac{3}{4}$ turns
Stat	29. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
	30. Ask/answer questions by counting objects, sorting categories, totalling/paring categorical data

Coverage of KS1 Teacher Assessment Framework (TAF) objectives:

Only references those that are not duplicated in the national curriculum

Year group: Year 2	
EXS	Partition any 2 digit number into different combinations of tens and ones (e.g. $99 = 90 + 9$, $99 = 80 + 19$ etc)
GDS	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 involve more than one step.
	Describe similarities and differences of 2D and 3D shapes using their properties.