

Queens' Federation Termly Progression in Maths – Year 2

Objective	Autumn	Spring	Summer
<b>Number – number and place value</b>			
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Counting on forwards in 2, 5 and 10	Counting on forwards and backwards in 2, 5 and 10	Counting on forwards and backwards in 3
recognise the place value of each digit in a two-digit number (tens, ones)	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		identify, represent and estimate numbers using different representations, including the number line	
compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers from 0 up to 100; use <, > and = signs		
read and write numbers to at least 100 in numerals and in words	Read numbers to 100 in numerals and in words	Read and write numbers to 100 in numerals and in words	
use place value and number facts to solve problems		use place value and number facts to solve problems	use place value and number facts to solve problems
<b>Number – addition and subtraction</b>			
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	solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, applying their increasing knowledge of mental and written methods – 100 square	solve problems with addition and subtraction using quantities and measures, applying their increasing knowledge of mental and written methods	solve problems with addition and subtraction using quantities and measures, applying their increasing knowledge of mental and variety of written methods
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Recall and use addition and subtraction facts to 20 fluently	Inverse operation – subtraction facts and begin to know multiples of 5 and 10 (number facts)	Number facts up to 100 and related subtraction facts
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 addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot		

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recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Missing number problems (addition)	recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
<b>Number – multiplication and division</b>			
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Odd/even numbers 2, 10 times tables	2, 5, 10 times tables Begin to link to division	Division facts for 2, 5 and 10s
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs	calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication ( $\times$ ) and equals (=) signs	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication facts including problems in contexts	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
<b>Number – fractions</b>			
recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	recognise, find, name and write fractions $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a shape	recognise, find, name and write fractions $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a set of objects or quantity	recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length
write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	write simple fractions for example, $\frac{1}{2}$ of 6 = 3	write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	
<b>Measurement</b>			

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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	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and temperature (°C) to the nearest appropriate unit, using rulers, scales and thermometers	choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales	choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using scales, measuring vessels
compare and order lengths, mass, volume/capacity and record the results using >, < and =	compare and order lengths and record the results using >, < and =	compare and order mass and record the results using >, < and =	compare and order volume/capacity and record the results using >, < and =
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	recognise and use symbols for pounds (£) and pence (p) and value of coins	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	find different combinations of coins that equal the same amounts of money	find different combinations of coins that equal the same amounts of money	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		solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 50p	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change £1
compare and sequence intervals of time	compare and sequence intervals of time		
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	tell and write the time quarter past/to the hour and draw the hands on a clock face to show these times	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	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		know the number of minutes in an hour and the number of hours in a day	
<b>Geometry – properties of shapes</b>			
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 2-D shapes, including the number of sides	identify and describe the properties of 2-D shapes, including the line symmetry in a vertical line	
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces		

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identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	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	Compare common 2-D and 3-D shapes and everyday objects	sort common 2-D and 3-D shapes and everyday objects	
<b>Geometry – position and direction</b>			
order and arrange combinations of mathematical objects in patterns and sequences		order and arrange combinations of mathematical objects in patterns and sequences	order and arrange combinations of mathematical objects in patterns and sequences
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)		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	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)
<b>Statistics</b>			
interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and construct simple pictograms, tally charts	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 simple questions by counting the number of objects in each category and sorting the categories by quantity	
ask and answer questions about totalling and comparing categorical data	ask and answer questions about totalling and comparing categorical data	ask and answer questions about totalling and comparing categorical data	