Year 2 – Overview of Learning Outcomes

Year 2 – Learning Outcomes Overview For Maths						
Weeks	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
1	- Understanding one ten is equivalent to ten ones. - Represent multiples of ten using numerals. - Represent multiples of ten using numerals and names. - Represent multiples of ten in an expression or an equation.	-Demonstrate fluency of addition and subtraction within ten. - Practise addition and subtraction strategies as required. - Add and subtract one to and from a two digit number. -Add and subtract one to and from a two-digit number that crosses a tens boundary.	-Represent the two times table in different ways and solve problems. -Explain the relationship between adjacent multiples of two. -Explain that factor pairs can be written in any order.	- Learn that a polygon is a 2D shape with straight sides that meet at vertices. -Describe 2D shapes - Find lines of symmetry in 2D shapes	- Explain strategies used to add. -Add a two-digit number to a two-digit number. -Add a two-digit number when not crossing ten. -Add a two-digit number to a two-digit number when crossing ten.	- show our knowledge of our number bonds to 10 in a part part whole model - write the 4 different calculations to show our knowledge of our number bonds to 10. -identify number bonds within 10 - consolidate my knowledge of the number bonds to and within 10
2	-Estimate the position of multiples of ten on a 0-100 number line. - Explain what happens when you add and subtract ten to a multiple of ten. -Use knowledge of facts and unitising to add and subtract multiples of ten. - Add and subtract multiples of ten.	-Add and subtract one from any two-digit number. -Use number facts to add a single-digit number to a two-digit number. -Use number facts to subtract a single-digit number from a two-digit number. -Use a part-part whole model to represent addition and subtraction.	-Represent counting in tens as the ten times table - Represent the ten times table in different ways. -Represent counting in fives as the five times table - Represent the five times table in different ways.	-Discuss and describe properties of 2D shapes using a Venn diagram. -Name 3D shapes -Describe the properties of 3D shapes -	-Explain strategies used to subtract. -Subtract a two-digit number from a two-digit number. -Partition the subtrahend to help with subtraction. -Subtract a two-digit number from a two digit number when not crossing a 10.	

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3	-Explore the counting sequence for counting to 100 and beyond. -Count a large group of objects by counting groups of tens and extra ones -Count a large group of objects by using knowledge of unitising by counting tens and ones. -Represent a number from 20-99 in different ways.	-Use number bonds to ten to add and subtract single-digit numbers from or to a two-digit number. -Use knowledge of 'make ten' to add and one-digit number to a two-digit number. -Use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number. - Solve problems using knowledge of addition and subtraction	- Explain how groups of five and ten are related and the relationship between them to help solve problems. -Represent multiplication equations in different ways. -Use knowledge of two, five and ten times tables to solve problems. - Use knowledge of two, five and ten times tables to solve problems.	-Identify whether something has or has not been split into equal parts and name the fraction 'one-half', - Name the fraction 'one-quarter' in relation to a fraction of a length shape or set of objects. - Name the fraction 'one third' in relation to a fraction of a length shape or set of objects. - Read and write the fraction notation ½, 1/3 and ¼ and relate this to a fraction of a length shape or set of objects.	-Subtract a two-digit number from a two digit number when crossing ten. -Subtract efficiently using knowledge of two-digit numbers.	
4	-Explain and mark the position of numbers 20-99 on a number line. -Compare two, two digit numbers. -Partition a two-digit number into tens and ones. -Add two, two digit numbers by partitioning into tens and ones.	- Find ten more or ten less than a two digit number. -Add and subtract ten to/from a two-digit number. -Explain patterns when adding subtracting ten. - Use knowledge of adding and subtracting ten to solve problems.	-Explain how a multiplication equation with two as a factor is related to doubling. - Double two-digit numbers. - Explain how doubling and halving are related - Explain the relationship between factors and products	-Find half of numbers. -Find 1/3 or ¼ of a number. -Find 2/4 and ¾ of an object, shape, set of objects, length and quantity. - Recognise the equivalence of 2/4 and ½.	SATs recap	-Order and arrange combinations of mathematical objects in patterns and sequences. -Use mathematical vocab 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

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						turns (clockwise and anti-clockwise). -Work with patterns of shapes including thos in different orientations. -Use concept and language of angles to describe 'turn' by applying rotations in practical contexts.
5	-Add three addends. -Use a 'First… Then… Now' story to add 3 addends. -Add 3 addends efficiently. -Add 3 addends efficiently by finding two addends that total 10.	- Explain the patterns when adding and subtracting ten - use knowledge of adding and subtracting ten to solve problems - use number facts to add a multiple of ten to a two-digit number - use number facts to subtract a multiple of ten from a two-digit number	- Explain that objects can be grouped and shared equally. -Identify and explain when objects cannot be group equally. - Explain the relationship between division expressions and division stories. -Calculate the number of equal groups in a division story.	-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. - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. -Become fluent in counting and recognising coins. Read and say amounts of money confidently and use the symbols £ and p accurately, recording pound and pence separately.	-Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ©; capacity (l/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. -Compare and order lengths, mass, volume/capacity and record the results using <,> and =.	-Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ©; capacity (l/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. -Compare and order lengths, mass, volume/capacity and record the results using <,> and =.

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6	-Add two numbers that bridge through 10. -Subtract two numbers that bridge through 10. -Compare numbers and describe how many more or less there are in each set. -Calculate the difference.	- Explain and describe how objects have been grouped in different ways. - Describe how objects have been grouped -Represent equal groups as repeated addition. -Represent equal groups as multiplication.	- Use knowledge of skip counting and division to solve problems relating to measure. -Skip count using the divisor to find the quotient. -Use skip counting to solve a sharing problem.	-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. -Know the number of minutes in an hour and the number of hours in a day. - Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. Become fluent in telling the time on analogue clocks and recording it.	-Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ©; capacity (l/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. -Compare and order lengths, mass, volume/capacity and record the results using <,> and =.	
7	-Use knowledge of subtraction to solve problems in a range of contexts. -Calculate difference when information is presented in a pictogram. -Calculate difference when information is presented in a bar chart.	- Represent equal groups as multiplication -Identify and explain each part of a multiplication equation. -Use knowledge of multiplication to calculate the product.				