	Maths – End of Year 2 Expectations
	New National Curriculum Objectives
Number and Place Value	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
	compare and order numbers from 0 up to 100; use <, > and = signs
	Rounding two-digit numbers to the nearest 10
	identify, represent and estimate numbers using different representations, including the number line
	read and write numbers to at least 100 in numerals and in words
	recognise the place value of each digit in a two-digit number (tens, ones)
	use place value and number facts to solve problems
Addition and Subtraction	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	Halve and double 2 digit numbers
	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
	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods
	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Multiplication and Division	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Fractions	recognise, find, name and write fractions ½ ¼ ¾ 1/3 2/4 and / of a length, shape, set of objects or quantity
	write simple fractions e.g. ½ of 6 = 3 and recognise the simple equivalence
Measurement	compare and order lengths, mass, volume/capacity and record the results using >, < and =
	compare and sequence intervals of time
	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
	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
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.
Geometry Shape and Position	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 3-D shapes, including the number of edges, vertices and faces
	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
	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)
	order and arrange combinations of mathematical objects in patterns and sequences
Statistics	interpret and construct simple pictograms, tally charts, block diagrams and simple tables
	Using lists/tables/diagrams to sort objects
	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