2014 Maths Curriculum Guide — Year 2

	Statutory Requirements from the Programme of Study. "Pupils should be taught to:"		CGP Translation	Page Numbers
Number – number and place value	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	**Section One – Number and Place Value**	"I can count in steps of 2, 3, 5 and 10."	10 - 11
	Recognise the place value of each digit in a two-digit number (tens, ones).		"I can recognise the place value of each digit in a two-digit number."	6 - 7
	Identify, represent and estimate numbers using different representations, including the number line.		"I can find and estimate numbers on a number line."	12 - 13
			"I can use partitioning to show numbers in different ways."	14 - 15
	Compare and order numbers from 0 up to 100; use <, > and = signs.		"I can compare and order numbers from 0 to 100."	16 - 17
	Read and write numbers to at least 100 in numerals and in words.		"I can read and write numbers up to at least 100 in numerals and words."	8 - 9
	Use place value and number facts to solve problems.		"I can solve problems using the things I've learned about numbers."	18 - 19
Number – addition and subtraction	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).	**Section Two – Addition and Subtraction**	"I can add using different methods, and can solve addition problems."	22 - 23
			"I can subtract using different methods, and can solve subtraction problems."	24 - 25
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.		"I know the number bonds up to 100 and can use number facts to answer questions."	20 - 21
	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.		"I can add using different methods, and can solve addition problems."	22 - 23
			"I can subtract using different methods, and can solve subtraction problems."	24 - 25
	Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.		"I know adding and subtracting are opposites and can use this to check my answers."	26 - 27
	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.			

Statutory Requirements from the Programme of Study. "Pupils should be taught to:"		CGP Translation	Page Numbers
Number – multiplication and division	Recall and use multiplication and division facts for the 2, 5, and 10 multiplication tables, including recognising odd and even numbers.	**Section Three – Multiplication and Division** "I know the 2, 5 and 10 times tables. I know if numbers are odd or even."	28 - 29
	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	"I know that you can multiply in any order. I know dividing is the opposite of multiplying."	30 - 31
	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.	"I can multiply using picture problems and mental maths."	32 - 33
		"I can divide using picture problems and mental maths."	34 - 35
		"I can find double and half by multiplying and dividing by 2."	36 - 37
Number – fractions	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.	**Section Four – Fractions** "I can recognise and name fractions such as one third, one quarter and three quarters."	38 - 39
	Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	"I can work out simple fractions of amounts."	40 - 41
		"I can recognise equivalent fractions."	42 - 43

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Measurement	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.	"I can estimate length, height, mass, volume and temperature using the correct units."	44 - 45
		"I can use the right tools to measure length, height, mass, volume and temperature."	46 - 47
	Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	"I can compare and order length, mass and volume."	48 - 49
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	"I can use pounds (£) and pence (p) to make up different amounts of money."	50 - 51
	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.	"I can add and subtract money to give change."	52 - 53
	Compare and sequence intervals of time.	"I can compare different lengths of time."	56 -57
	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.	"I can tell the time and draw hands on a clock face to show time."	54 - 55
	Know the number of minutes in an hour and the number of hours in a day.		

(Section Five – Measurement)

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Geometry – properties of shapes	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	"I can draw and describe 2D shapes."	58 - 59
	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	"I can draw and describe 3D shapes."	60 - 61
	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.	"I can compare and sort 2D and 3D shapes and everyday objects."	62 - 63
Geometry – position and direction	Order and arrange combinations of mathematical objects in patterns and sequences.	"I can recognise and make patterns and sequences out of shapes."	64 - 65
	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).	"I can describe position and movement."	66 - 67
		"I know what a right angle is, and how many are in a quarter, half and three-quarter turn."	68 - 69
Statistics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	"I can draw and use pictograms."	76 - 77
		"I can answer questions using a tally chart."	72 - 73
		"I can answer questions using a block diagram."	74 - 75
		"I can draw and use simple tables."	70 - 71
	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	"I can draw and use pictograms."	76 - 77
		"I can answer questions using a tally chart."	72 - 73
		"I can answer questions using a block diagram."	74 - 75
		"I can draw and use simple tables."	70 - 71
	Ask and answer questions about totalling and comparing categorical data.	"I can draw and use pictograms."	76 - 77
		"I can answer questions using a tally chart."	72 - 73
		"I can answer questions using a block diagram."	74 - 75
		"I can draw and use simple tables."	70 - 71

The middle column section labels read: "Section Six – Geometry" and "Section Seven – Statistics".