Year 2 programme of study   Class: Name:

Number- number and place value Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward						
recognise the place value of each digit in a two-digit number (10s, 1s)						
identify, represent and estimate numbers using different representations, including the number line						
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						
use place value and number facts to solve problems.						

Addition and subtraction Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
solve problems with addition and subtraction: i. using concrete objects and pictorial representations, including those involving numbers, quantities and measures						
ii. applying their increasing knowledge of mental and written methods						
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100						
add and subtract numbers using concrete objects, pictorial representations, and mentally, including: i. a two-digit number and 1s						
ii. a two-digit number and 10s						
iii. 2 two-digit numbers						
iv. adding 3 one-digit numbers						
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.						
show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot						

Multiplication and Division Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers						
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (✗), division (÷) and equals (=) signs						
show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 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						

Number – fractions Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity						
write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.						

Measures Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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						
compare and order lengths, mass, volume/capacity and record the results using >, < and =						
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						
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: Properties of shape Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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						
compare and sort common 2-D and 3-D shapes and everyday objects.						

Geometry: position and direction Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
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).						

Statistics Pupils should be taught to:	Fluency		Reasoning and Problem solving		Problem solving at a greater depth	
	Evidence	Hot Task	Evidence	Hot Task	Evidence	Hot Task
interpret and construct simple pictograms, tally charts, block diagrams and tables						
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.						