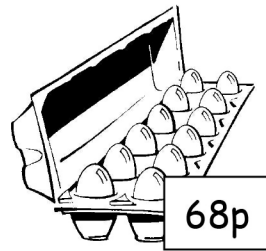


## Expectations - Year 2

### About the expectations

The statements show what is expected of pupils at the end of Year 2.

A statement may be harder than it seems, e.g. a child who can count in tens forward from any number may still have trouble counting backward in tens from any number.



### Fun activities to do at home

#### Shopping maths

After you have been shopping, choose 6 different items each costing less than £1. Make a price label for each one, e.g. 39p, 78p. Shuffle the labels. Then ask your child to do one or more of these.

- ◆ Place the labels in order, starting with the lowest.
- ◆ Say which price is an odd number and which is an even number.
- ◆ Add 9p to each price in their head.
- ◆ Take 20p from each price in their head.
- ◆ Say which coins to use to pay exactly for each item.
- ◆ Choose any two of the items, and find their total cost.
- ◆ Work out the change from £1 for each item.

#### Straight lines

Choose 4 different lengths between 5 and 20 centimetres. Use a ruler marked in centimetres. Draw lines of each length.

### By the end of Year 2, most children should be able to...

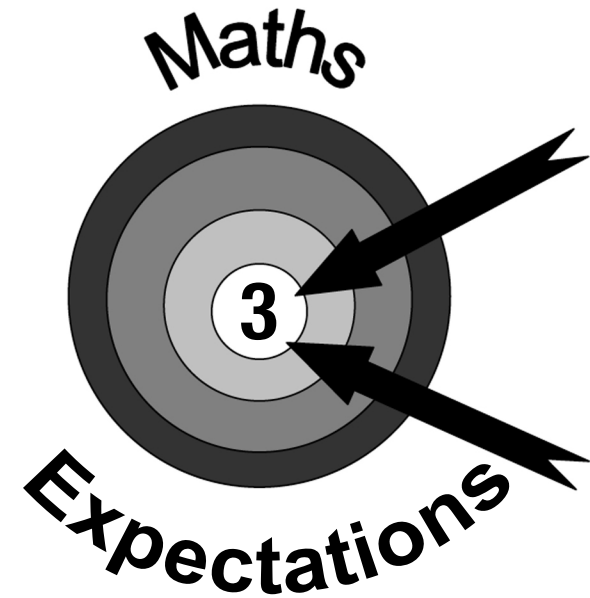
- ◆ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- ◆ recognise the place value of each digit in a two-digit number (tens, ones).
- ◆ identify, represent and estimate numbers using different representations, including the number line.
- ◆ compare and order numbers from 0 up to 100; use < (less than), > (greater than) and = signs.
- ◆ read and write numbers to at least 100 in numerals and in words.
- ◆ use place value and number facts to solve problems.
- ◆ 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.
- ◆ 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:
  - ◆ 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.

## Expectations - Year 2

### By the end of Year 2, most children should be able to...

- ♦ 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 ( $\times$ ), 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.
- ♦ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- ♦ 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.
- ♦ write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .
- ♦ 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.
- ♦ 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).
- ♦ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); 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  $<$  (less than),  $>$  (greater than) and  $=$  signs.
- ♦ 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.
- ♦ 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.
- ♦ 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 questions about totalling and comparing categorical data.

# Expectations for pupils in Year 2



**A booklet for parents**

Help your child with mathematics



## Board games

Make a board like this.

The numbers are arranged differently from usual, but the games will still work if you use a normal snakes and ladders board.

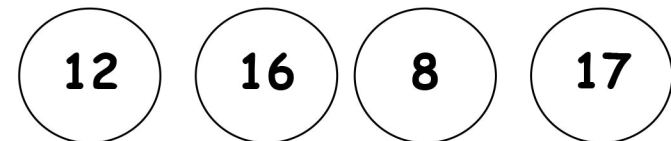
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

- ♦ Roll a dice twice. Add the two numbers.
- ♦ Move along that number of spaces. Before you move, you must work out what number you will land on.
- ♦ If you are wrong, you don't move!
- ♦ The first to the end of the board wins.

For a change, you could roll the dice and move backwards. Or you could roll the dice once, then move the number that goes with your dice number to make 10, e.g. throw a 3, move 7.

## Circle trios

Draw four circles each on your piece of paper. Write four numbers between 3 and 18, one in each circle.



- ♦ Take turns to roll a dice three times and add the three numbers.
- ♦ If the total is one of the numbers in your circles then you may cross it out.
- ♦ The first to cross out all four circles wins.