

## Expectations - Year 2

### About the expectations

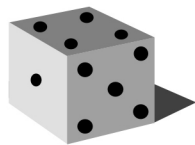
The statements show what is expected of pupils at the end of Year 2.

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

#### Car numbers

- ◆ Each person chooses a target number, e.g. 15.
- ◆ How many car numbers can you spot with 3 digits adding up to your target number, e.g. K456 XWL.
- ◆ So  $4 + 5 + 6 = 15$ , bingo!



#### Bean subtraction

For this game you need a dice and some dried beans or buttons.

- ◆ Start with a pile of beans in the middle. Count them.
- ◆ Throw a dice. Say how many beans will be left if you subtract that number.
- ◆ Then take the beans away and check if you were right!
- ◆ Keep playing.
- ◆ The person to take the last bean wins!

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

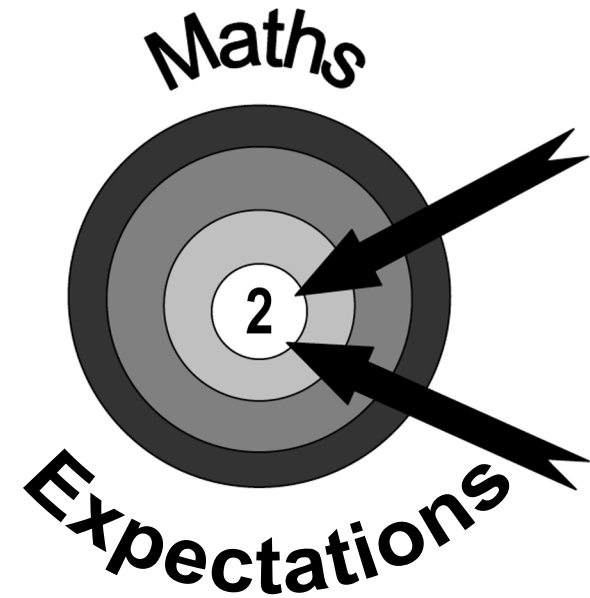
- ◆ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- ◆ recognise the place value of each digit in a two-digit number (tens, ones).
- ◆ identify, represent and estimate numbers using different representations, including the number line.
- ◆ compare and order numbers 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



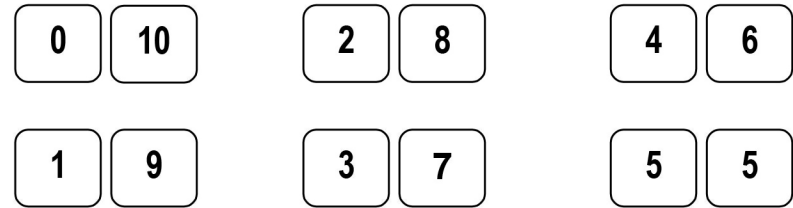
**A booklet for parents**

Help your child with mathematics

### Speedy pairs to 10

Make a set of 12 cards showing the numbers 0 to 10, but with two 5s. If you wish, you could use playing cards.

- ♦ Shuffle the cards and give them to your child.
- ♦ Time how long it takes to find all the pairs to 10.



Repeat later in the week. See if your child can beat his / her time.

### Guess my shape

- ♦ Think of a 2-D shape (triangle, circle, rectangle, square, pentagon or hexagon). Ask your child to ask questions to try and guess what it is.
- ♦ You can only answer *Yes* or *No*. For example, your child could ask: *Does it have 3 sides?* or: *Are its sides straight?*
- ♦ See if he can guess your shape using fewer than five questions.
- ♦ Now ask them to choose a shape so you can ask questions.

