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| **LEWIS STREET LOGO NO LINE** | **Year 2**  **Mathematics Skills Sheet** | **NEW CHRIST CHURCH LOGO NO LINE** |
| **Number and Place Value** | | |
| 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. | | |
| **2NPV-1 - Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.** | | |
| **2NPV-2 - *Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.*** | | |
| **Addition and Subtraction** | | |
| 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 1s * a two-digit number and 10s * 2 two-digit numbers * adding 3 one-digit numbers | | |
| Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 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. | | |
| **2NF-1 - *Secure fluency in addition and subtraction facts within 10, through continued practice.*** | | |
| **2AS-1 - *Add and subtract across 10, for example: 8 + 5 = 13, 13 – 5 = 8*** | | |
| **2AS-2 - *Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”.*** | | |
| **2AS-3 - *Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.*** | | |
| **2AS-4 - *Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.*** | | |
| **Multiplication and Division** | | |
| 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. | | |
| **2MD-1 - *Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.*** | | |
| **2MD-2 - *Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).*** | | |
| **Fractions** | | |
| 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. | | |
| **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. | | |
| 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. | | |
| 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. | | |
| **Properties of Shape** | | |
| 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. | | |
| **2G-1 - *Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.*** | | |
| **Position and direction** | | |
| 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** | | |
| 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. | | |