

NUMERACY	Framework 2015 - 2016		Year 2
Autumn Term	Spring Term	Summer Term	
<p>Mental Maths</p> <ul style="list-style-type: none"> Recall and uses addition and subtraction facts to 20 and 100 <ul style="list-style-type: none"> Fluently up to 20 (KPI) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (KPI) Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (KPI) Add and subtract numbers using concrete objects, pictorial representations, and mentally Uses < and > and = signs correctly (KPI) <p>Geometry</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Compare and sort common 2-D and 3-D shapes and everyday objects (KPI) 	<p>Mental Maths</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (KPI) Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (KPI) Uses < and > and = signs correctly (KPI) <p>Geometry</p> <ul style="list-style-type: none"> 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 Order and arrange combinations of mathematical objects in patterns and sequences 	<p>Mental Maths</p> <ul style="list-style-type: none"> Use place value and number facts to solve problems; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (KPI) Uses < and > and = signs correctly (KPI) <p>Geometry</p> <ul style="list-style-type: none"> 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 (KPI) 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) (KPI) 	

<p>Number</p> <ul style="list-style-type: none"> • Compare and order numbers from 0 up to 100 (KPI) • Recognise the place value of each digit in a two-digit number (tens, ones) • Read and write numbers to at least 100 in numerals and in words • Identify, represent and estimate numbers using different representations, including the number line • 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 (<i>rounding</i>) • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TO+O, TO+T, TO+TU and O+O+O • Calculate mathematical statements for multiplication and division (<i>repeat addition</i>) • Solve problems with addition and subtraction: <ul style="list-style-type: none"> ○ using concrete objects and pictorial representations, including those involving 	<p>Number</p> <ul style="list-style-type: none"> • 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 • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in context (KPI) 	<p>Number</p> <ul style="list-style-type: none"> • Apply their increasing knowledge of mental and written methods • 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 (KPI) • Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
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<p>numbers, quantities and measures</p> <ul style="list-style-type: none"> ○ applying an increasing knowledge of mental and written methods (KPI) • 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 • Use place value and number facts to solve problems (<i>values of coins</i>) • Use place value and number facts to solve problems (KPI) <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables <p>Measures</p> <ul style="list-style-type: none"> • 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 	<p>Statistics</p> <ul style="list-style-type: none"> • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity <p>Measures</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Statistics</p> <ul style="list-style-type: none"> • Ask and answer questions about totalling and comparing categorical data (KPI) <p>Measures</p> <ul style="list-style-type: none"> • 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 • 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
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<ul style="list-style-type: none"> • Know the number of minutes in an hour and the number of hours in a day. • 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 		
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KPIs KPIs are identified in the term in which they will be a primary focus (as they feature in the curriculum plan) and must be assessed (on the Arbor Curriculum tracker) for every child. However all KPIs for the year group can be assessed and updated at any point in the academic year.

By the end of the summer term, in preparation for a summative assessment, teachers will need to revisit KPIs from the autumn and spring terms to revise and update judgements.