Key Learning Coverage – Year 2

This table shows where the Key Learning is explicitly taught.
Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Wk 2	Wk 1	Wks 1, 2 + 4		Wk 1	
• Read and write numbers to at least 100 in numerals and in words	Wk 1		Wk 1	Ongoing		
• Recognise the place value of each digit in a two-digit number (tens, ones)	Wk 1		Wk 1		Wk 1	
• Identify, represent and estimate numbers using different representations, including the number line	Wks 1 + 2		Wk 1		Wk 1	
• *Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13)*	Wk 2				Wk 1	
• Compare and order numbers from 0 up to 100; use <, > and = signs	Wk 1		Wk 1		Wk 1	
• *Find 1 or 10 more or less than a given number*	Wk 2		Wk 1		Wk 1	
• *Round numbers to at least 100 to the nearest 10*	Wk 1		Wk 1		Wk 1	
• *Understand the connection between the 10 multiplication table and place value*			Wk 5			Wk 2
• *Describe and extend simple sequences involving counting on or back in different steps*	Ongoing					
• Use place value and number facts to solve problems	Wks 1 + 2				Wk 1	
Key Learning: Number - Addition and Subtraction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting)*	Ongoing when calculating					
• *Select a mental strategy appropriate for the numbers involved in the calculation*	Ongoing when calculating					
• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Wk 4			Wk 2	Wk 2	
• *Understand subtraction as take away and difference (how many more, how many less/fewer)*	Wk 5	Wk 2				Wk 3
• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Wks 4 + 5			Wk 2	Wk 2	Wk 3
• *Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes)*				Wk 2		
• 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	Wks 4 + 5			Wk 2	Wk 2	Wk 3
• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Wk 5	Ongoing when calculating				Wk 3
• Solve problems with addition and subtraction *including with missing numbers:* - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods	Wks 4 + 5			Wk 2	Wk 2	

Key Learning: Number - Multiplication and Division	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Understand multiplication as repeated addition*		Wk 1	Wk 5			Wk 2
• *Understand division as sharing and grouping and that a division calculation can have a remainder*			Wk 6			Wk 2
• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		Wk 1	Wk 5			Wk 2
• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		Wk 1 x	Wk 5 x Wk 6 ÷			Wk 2
• *Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10)*	Ongoing mainly through Starters					
• *Derive and use halves of simple two-digit even numbers (numbers in which the tens are even)*	Ongoing mainly through Starters					
• Calculate mathematical statements for multiplication *using repeated addition)* and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs		Wk 1 x	Wk 5 x Wk 6 ÷			Wk 2
• Solve problems involving multiplication and division *(including those with remainders)*, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts			Wk 5 x Wk 6 ÷			Wk 2
Key Learning: Number - Fractions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• *Understand and use the terms numerator and denominator*		Wk 3		Wk 3	Wk 4	
• *Understand that a fraction can describe part of a set*		Wk 3		Wk 3	Wk 4	
• *Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be*		Wk 3		Wk 3	Wk 4	
• 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		Wk 3		Wk 3	Wk 4	
• Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$				Wk 3	Wk 4	
• *Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$*		Wk 3		Wk 3	Wk 4	

Key Learning: Measurement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Wk 3 – Length and Mass	Wk 3 – Volume and Capacity	Wk 1 – Mass	Wk 1 – Length and Mass	Wk 3 – Volume, Capacity and Temperature	Wk 4
• Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Wk 3 – Length and Mass	Wk 3 – Volume and Capacity	Wk 1 - Mass	Wk 1 – Length and Mass	Wk 3 – Volume, Capacity and Temperature	Wk 4
• Recognise and use symbols for pounds (£) and pence (p)		Wk 4	Wk 4			
• Combine amounts to make a particular value		Wk 4	Wk 4			
• Find different combinations of coins that equal the same amounts of money		Wk 4	Wk 4			
• Compare and sequence intervals of time		Wk 5		Wk 5	Wk 5	Wk 1

• 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		Wk 5		Wk 5	Wk 5	Wk 1
• Know the number of minutes in an hour and the number of hours in a day		Wk 5		Wk 5	Wk 5	Wk 1
• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change *and measures (including time)*		Wk 4	Wk 4	Wk 5		
Key Learning: Geometry - Properties of Shape	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Wk 6		Wk 3		Wk 6	
• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	Wk 6		Wk 3		Wk 6	
• Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	Wk 6		Wk 3		Wk 6	
Key Learning: Geometry - Position and Direction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Order/arrange combinations of mathematical objects in patterns/sequences				Wk 4		
• 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)				Wk 4	Wk 5	
Key Learning: Statistics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Compare and sort *objects, numbers and* common 2-D and 3-D shapes and everyday objects	Wk 6	Wk 1	Wk 3		Wk 6	Wk 5
• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables		Wk 2				Wk 3
• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity		Wk 2				Wk 3
• Ask and answer questions about totalling and comparing categorical data		Wk 2				Wk 3