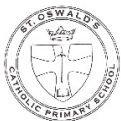| Year Group	YEAR 2 2025-2026
	Objectives highlighted in yellow are 'Ready to Progress criteria' – children need to be secure on these before moving on **PROBLEM SOLVING AND REASONING MUST BE INCORPORATED INTO ALL TOPICS FOR ALL CHILDREN.**

Autumn 1	**Number-Place Value** Read and write numbers from 1 to 20 in numerals and words (Y1). 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) Compose and decompose 2-digit numbers, using standard and non-standard partitioning (2NPV-1) Reason about the location of any 2-digit number on the linear system, including identifying the previous and next multiple of 10 (2NPV-2) Compare and order numbers from 0 up to 100; use > and < and = signs. Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward. Use place value and number facts to solve problems **Number-Addition and Subtraction** Secure fluency in addition and subtraction facts within 10, through continued practice. (2 NF-1) Recall and use addition and subtraction facts to 20 fluently, (2AS-1) Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?" (2AS–2) 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 numbers, using concrete objects, pictorial representations, and mentally, (2AS-3) Derive and use related facts to 100
Autumn 2	**Number --Addition and Subtraction** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. (2AS-4) Add three 1-digit numbers. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Geometry – Shape** Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. (2G-1) Compare and sort common 2-D and 3-D shapes and everyday objects. (2G-1) Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. (2G-1) Identify 2-D shapes on the surface of 3-D shapes. **Measurement - Money** 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
Spring 1	**Number-Multiplication and Division** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) sign Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. **2MD–1** Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). **2MD–2** Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Number - Subtraction** Revisit subtraction objectives
Spring 2	**Measurement-Length and Height** Choose and use appropriate standard units to estimate and measure length/height (m/cm to the nearest appropriate unit, using rulers, Compare and order lengths and record the results using >, < and = **Measurement- Mass, Capacity and Temperature** Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels Compare and order mass, volume/capacity and record the results using >, < and = **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
Summer 1	**Fractions** Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 **Time** 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 **Number -Addition and Subtraction** Revisit addition and subtraction objectives
Summer 2	**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 **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) **Fractions**

	Revisit fraction objectives
Continuous objectives	**The continuous objectives are woven into the teaching continually during the year. Children are given continual and regular opportunities to apply their knowledge to problem solving and reasoning.** •use place value and number facts to solve problems •solve problems with addition and subtraction, using concrete, pictorial and abstract representations •recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. •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 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.
Key Basic skills to be taught continuously through the year	**Count across 100, forwards and backwards, in steps of 2, 3, and 5 from 0 and in tens from any number** **Read and write numbers to at least 100 in numerals and in words** **Recognise the place value of each digit in a two-digit number (tens, ones)** **Find 10 more and 1 less than a given number** **Recognise zero as a place holder** **Compare and order numbers from 0 up to 100; use <, > and = signs** **Partition numbers in different ways** **Round numbers to the nearest 10 and use this for estimation and calculation purposes** **Recall addition and subtraction facts to 20 and derive and use related facts up to 100** **Explore inverse relationship between addition and subtraction and use this to derive new facts and to check answers** **Double any number between 1 and 30 and find all corresponding halves** **Add and subtract numbers mentally using the appropriate strategies and jottings** **Solve missing number addition and subtraction problems** **Solve missing number problems with multiplication and division** **Recognise, name and count and state different amounts of fractions eg ½, 1/3, ¼, 2/4, 3/4** **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** **Find different combinations of coins to make a particular values** **Know relationships and simple equivalents between given units for length, mass and capacity.** **Identify and describe the properties of 2-D and 3-D shapes** **Identify angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)**