Stage 2

Number

Numbers and the number system

- **2Nn1** Count, read and write numbers to at least 100 and back again
- **2Nn2** Count up to 100 objects, e.g. beads on a bead bar
- **2Nn3** Count on in ones and tens from single- and two-digit numbers and back again
- **2Nn4** Count in twos, fives and tens, and use grouping in twos, fives or tens to count larger groups of objects
- **2Nn5** Begin to count on in small constant steps such as threes and fours
- **2Nn6** Know what each digit represents in two-digit numbers; partition into tens and ones
- **2Nn7** Find 1 or 10 more/less than any two-digit number
- **2Nn8** Round two-digit numbers to the nearest multiple of 10
- **2Nn9** Say a number between any given neighbouring pairs of multiples of 10, e.g. 40 and 50
- **2Nn10** Place a two-digit number on a number line marked off in multiples of ten
- **2Nn11** Recognise and use ordinal numbers up to at least the 10th number and beyond
- **2Nn12** Order numbers to 100; compare two numbers using the > and < signs
- **2Nn13** Give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100
- **2Nn14** Understand even and odd numbers and recognise these up to at least 20
- **2Nn15** Sort numbers, e.g. odd/even, multiples of 2, 5 and 10
- **2Nn16** Recognise that we write one half $\frac{1}{2}$, one quarter $\frac{1}{4}$ and three quarters $\frac{3}{4}$
- **2Nn17** Recognise that $\frac{2}{2}$ or $\frac{4}{4}$ make a whole and $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent
- **2Nn18** Recognise which shapes are divided in halves or quarters and which are not
- **2Nn19** Find halves and quarters of shapes and small numbers of objects

Calculation

Mental strategies

- **2Nc1** Find and learn by heart all number pairs to 10 and pairs with a total of 20
- **2Nc2** Partition all numbers to 20 into pairs and record the related addition and subtraction facts
- **2Nc3** Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts
- **2Nc4** Learn and recognise multiples of 2, 5 and 10 and derive the related division facts
- **2Nc5** Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50

Addition and subtraction

- **2Nc6** Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. 75 – 30
- **2Nc7** Use the = sign to represent equality, e.g. 16 + 4 = 17 + 3
- **2Nc8** Add four or five small numbers together
- **2Nc9** Recognise the use of a symbol such as □ or Δ to represent an unknown, e.g. Δ + □ = 10
- **2Nc10** Solve number sentences such as 27 + □ = 30
- **2Nc11** Add and subtract a single digit to and from a two-digit number
- **2Nc12** Add pairs of two-digit numbers

- **2Nc13** Find a small difference between pairs of two-digit numbers
- **2Nc14** Understand that addition can be done in any order, but subtraction cannot
- **2Nc15** Understand subtraction as both difference and take away

Multiplication and division

- **2Nc16** Understand multiplication as repeated addition and use the × sign
- **2Nc17** Understand multiplication as describing an array
- **2Nc18** Understand division as grouping and use the ÷ sign
- **2Nc19** Use counting in twos, fives or tens to solve practical problems involving repeated addition
- **2Nc20** Find doubles of multiples of 5 up to double 50 and corresponding halves
- **2Nc21** Double two-digit numbers
- **2Nc22** Work out multiplication and division facts for the 3× and 4× tables
- **2Nc23** Understand that division can leave some left over

Geometry

Shapes and geometric reasoning

- **2Gs1** Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognise common 2D shapes in different positions and orientations
- **2Gs2** Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognise 2D drawings of 3D shapes
- **2Gs3** Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry
- **2Gs4** Find examples of 2D and 3D shape and symmetry in the environment

Position and movement

- **2Gp1** Follow and give instructions involving position, direction and movement
- **2Gp2** Recognise whole, half and quarter turns, both clockwise and anti-clockwise
- **2Gp3** Recognise that a right angle is a quarter turn

Measure

Money

- **2Mm1** Recognise all coins and notes
- **2Mm2** Use money notation
- **2Mm3** Find totals and the coins and notes required to pay a given amount; work out change

Length, mass and capacity

- **2Ml1** Estimate, measure and compare lengths, weights and capacities, choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments
- **2Ml2** Compare lengths, weights and capacities using the standard units: centimetre, metre, 100 g, kilogram, and litre

Time

- **2Mt1** Know the units of time (seconds, minutes, hours, days, weeks, months and years)
- **2Mt2** Know the relationships between consecutive units of time
- **2Mt3** Read the time to the half hour on digital and analogue clocks
- **2Mt4** Measure activities using seconds and minutes
- **2Mt5** Know and order the days of the week and the months of the year

Handling data

Organising, categorising and representing data

- **2Dh1** Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results
- **2Dh2** Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'

Problem solving

Using techniques and skills in solving mathematical problems

- **2Pt1** Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer
- **2Pt2** Explain methods and reasoning orally
- **2Pt3** Explore number problems and puzzles
- **2Pt4** Make sense of simple word problems (single and easy two-step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line
- **2Pt5** Make up a number story to go with a calculation, including in the context of money
- **2Pt6** Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. 35 + 19 by adding 20 to 35 and subtracting 1, and by adding 30 + 10 and 5 + 9
- **2Pt7** Check a subtraction by adding the answer to the smaller number in the original subtraction
- **2Pt8** Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more
- **2Pt9** Identify simple relationships between numbers and shapes, e.g. this number is double …; these shapes all have … sides
- **2Pt10** Make a sensible estimate for the answer to a calculation
- **2Pt11** Consider whether an answer is reasonable