



Curriculum Information

Year Two - Maths



WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



In Year 2, pupils will learn the following:

Number and Place Value

Count in steps of 2, 3 and 5 from 0, and in 10s from any number forwards and backwards.
Recognise the place value of each digit in a 2-digit number (tens and ones).
Identify, represent and estimate numbers using different representations, including the number line.
Compare and order numbers from 0 up to 100, using $<$ $>$ $=$ signs.
Read and write numbers to at least 100 in numerals and in words.
Use place value and number facts to solve problems.
Pupils will develop fluency with numbers to 100 and count in multiples of 3 to support their later understanding of thirds. Pupils will develop their recognition of patterns within the number system and will practise partitioning numbers in different ways to support subtraction. They will apply their knowledge of numbers to discussion, problem solving and reasoning tasks and understand 0 as a place holder.

Addition and Subtraction

Solve problems with addition or subtraction using concrete objects and pictorial representations, applying their increasing knowledge of mental and written methods. This will include numbers, quantities and measures.
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 ones, a two-digit number and tens, two two-digit numbers and adding three one-digit numbers.
Show that addition of two numbers can be done in any order (commutative) but subtraction from another number cannot.
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.



Pupils will extend their language to include sum and difference. They will be able to make connections between number facts and check that their answers make sense. Recording in columns supports place value and prepares pupils for formal written methods with larger numbers.

Multiplication and Division

Recall and use multiplication and division facts for the 2-, 5- and 10-times tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within these times tables and use the \times \div and $=$ signs.

Show that multiplication of two numbers can be done in any order (commutative) but division of one number by another cannot.

Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and number facts, including problems in context.

Pupils will extend their vocabulary through multiplication and division. They will become fluent in the 2, 5 and 10 times tables and begin to make connections within them, including connecting tens to place value and fives to divisions on a clock face. Pupils will use grouping and sharing methods and begin to relate these methods to fractions and measures.

Fractions

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Write simple fractions for examples $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.

Pupils will solve simple fraction problems using their knowledge of numbers. Pupils should count in fractions up to 10 in various ways, e.g. in halves which reinforces knowledge that fractions are numbers that can add up to more than one.



Measurement

Choose and use appropriate standard units to estimate and measure length/height, mass, temperature and capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Compare and order lengths, mass, volume/capacity and record the results using $<$ $>$ $=$ signs.
Recognise and use symbols for pounds (£) and pence (p) and 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 and giving change.
Compare and sequence intervals of time.
Tell and write time to five minutes, including quarter past/to the hour and draw 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.
Pupils will use standard units of measure with increasing accuracy and will record using the correct abbreviations. They will compare measures using simple multiples including 'half as high' or 'twice as wide'. They will develop fluency telling the time on an analogue clock.

Properties of shapes

Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line.
Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
Identify 2D shapes on the surface of 3D shapes, e.g. a circle on a cylinder.
Compare and sort common 2D and 3D shapes and everyday objects.
Pupils will sort shapes based on their properties and use appropriate vocabulary. Pupils will read and write shape names that are appropriate for their word reading and spelling level. Pupils will draw lines and shapes using a straight edge.



Position and Direction

Order and arrange combinations of mathematical objects in patterns and sequences.

Use mathematical vocabulary to describe the 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).

Pupils will use the concept and language of angles to describe turns by applying rotations, including in practical contexts (e.g. moving themselves, instructing other pupils and programming a robot).