Maths Objectives Year 2

Units	Objectives covered
1B Unit 12 Numbers to 40 Counting to 40	recognise, read and write numbers from 21 to 40 and the corresponding numbers in words and concrete representation. Count within 40 by making tens first.
1B Unit 12 Numbers to 40 Counting to 40	Recognise and interpret sentences associated with tens and ones.
1B Unit 12 Numbers to 40 Place Value	Represent numbers as tens and ones in a place value chart. Show concrete representations in tens and ones given a number to 40. Write numerals given a set of concrete representations with or without place value charts.
1B Unit 12 Numbers to 40 Compare, order and pattern	Use a strategy to compare numbers to 40. Compare numbers to 40 using the terms 'greater than' and 'smaller than' with or without concrete representation. Compare numbers to 40 using the terms 'greatest' and 'smallest' with or without concrete representation. Compare numbers to 40 using the terms 'more than' and 'less than' with or without concrete representation. Arrange numbers in ascending or descending order.
1B Unit 12 Numbers to 40 Simple Addition	add a 2-digit number and a 1-digit number without regrouping. Add a 2-digit number and another 2-digit number without regrouping. Use the 'counting on' strategy to add. Use the number bond strategy to add.
1B Unit 12 Numbers to 40 More Addition	add a 2-digit number and a 1-digit number with regrouping. Add a 2-digit number and another 2-digit number with regrouping. Use the number bond strategy to add. Use the 'making ten' strategy to add.
1B Unit 12 Numbers to 40 More simple subtraction	Subtract a 1-digit number from a 2-digit number without regrouping. Subtract a 2-digit number from another 2-digit number without regrouping. Use the 'counting back' strategy to subtract. Use the 'taking away' strategy to subtract. Use the number bond strategy to subtract.
1B Unit 12 Numbers to 40 More subtraction	subtract a 1-digit number from a 2-digit number with regrouping. Subtract a 2-digit number from another 2-digit number with regrouping. Apply the regrouping concept in subtraction. Use the number bond strategy to subtract.
1B Unit 12 Numbers	Add three 1-digit numbers to 40.

to 40 Adding three numbers	use the number bond strategy to add. Apply the 'making ten' strategy to add.
1B Unit 12 Numbers to 40 Solving word problems	Solve 1-step word problems in addition or subtraction. Apply the following concepts in addition:'part-whole', 'adding on' , and 'comparing'. Apply the following concepts in subtraction: 'part-whole', 'taking away' and 'comparing'. Pupils will be able to apply and use number bonds to 40 to make number sentences.
1B Unit 13 Mental Calculations Mental Addition	Mentally add a 1-digit number to a 2-digit number less than 20 mentally add a 2-digit number to tens mentally add using number bonds recognise tens and ones and add accordingly with number bonds.
1B Unit 13 Mental Calculations Mental Subtraction	mentally subtract a 1-digit number from another 1-digit number mentally subtract a 1-digit number from a 2-digit number with or without regrouping mentally subtract tens from a 2-digit number mentally subtract using number bonds or reverse addition. apply the regrouping concept in subtraction Pupils will be able to apply more than one strategy to add two 1-digit numbers by regrouping.
1B Unit 14 Multiplication Adding the same number	relate repeated addition to the multiplication concept. use concrete representations to show the concept of multiplication as repeated addition conceptualise multiplication as groups of items
1B Unit 14 Multiplication Making up multiplication stories	write repeated addition as multiplication statements write the multiplication statement from a situation given the number of groups and items in each group interpret multiplication sentences: the first factor referring to the number of groups and the second factor as the number of items in each group relate multiplication stories and write multiplication statements pick out correct statements and explain why the others are incorrect make multiplication sentences
1B Unit 14 Multiplication Solving word problems	use picture representations to solve word problems on multiplication use the multiplication concept (group and items) to solve problems write multiplication statements for word problems Arrange objects in different ways (rows and columns) make multiplication sentences
1B Unit 15 Division Sharing equally	use concrete representations to show the concept of division as sharing equally use the strategy of distributing objects equally into groups
1B Unit 15 Division Finding the number of groups	use concrete representations to show the concept of division as finding the number of groups use the strategy of distributing objects equally in each group pupils will be able to use the concept of division to find the number of ways of dividing items into groups.
1B Unit 16 Time Telling the time to	use the term 'o' clock to tell the time to the hour and describe the position of the hour hand and of the minute hand

the hour	read and show the time to the hour on a clock show the times on the clock for activities
1B Unit 16 Time Telling the time to the half hour	use the term 'half past' to tell the time to the half hour and recognise that the minute hand is at 6 read the time to half past the hour for different activities by looking at the clock shown next to each activity and arrange the events according to the time
1B Unit 17 Numbers to 100 counting	recognise, read and write numbers up to 100 and the corresponding number words and concrete representations
1B Unit 17 Numbers to 100 counting	count within 100 by making tens first recognise and interpret sentences associated with tens and ones
1B Unit 17 Numbers to 100 Place value	represent numbers as tens and ones in a place value chart show concrete representations in tens and ones given a number to 100 write numerals given a set of concrete representations and vice versa with or without a place value chart
1B Unit 17 Numbers to 100 comparing, order and pattern	use a comparing tens and then ones strategy to compare numbers to 100 compare numbers to 100 using the terms 'greater than'/'greatest' and 'smaller than'/'smallest' with or without concrete representations compare numbers to 100 using the terms 'more than' and 'less than' with or without concrete representation arrange numbers in ascending or descending order
1B Unit 17 Numbers to 100 Simple Addition	add a 2-digit number and a 1-digit number without regrouping add a 2-digit number and another 2-digit number without regrouping use the 'counting on' strategy to add use the number bond strategy to add use the addition strategy by adding the ones first, followed by the tens
1B Unit 17 Numbers to 100 More Addition	add a 2-digit number and a 1-digit number with regrouping add a 2-digit number and another 2-digit number with regrouping use the number bond strategy to add use the 'making ten' strategy to add apply the regrouping concept in addition
1B Unit 17 Numbers to 100 Simple subtraction	subtract a 1-digit number from a 2-digit number without regrouping subtract a 2-digit number from another 2-digit number without regrouping use the 'counting back' strategy to subtract use the 'taking away' strategy to subtract use the number bond strategy to subtract
1B Unit 17 Numbers to 100 More subtraction	subtract a 1-digit number from a 2-digit number with regrouping subtract a 2-digit number from another 2-digit number with regrouping apply the regrouping concept in subtraction use the number bond strategy to subtract
1B Unit 18 Money Getting to know our money	recognise and name different notes and coins know that p stands for pence and £ stands for pounds name the things they can buy using each coin/note recognise, count and write the number of coins and notes for each denomination
1B Unit 18 Money Exchanging money	match a coin of one denomination to an equivalent set of coins of another denomination

	match a note of one denomination to an equivalent set of coins or notes of another denomination
1B Unit 18 Money Work out the amount of money	count the amount of money in pence (up to £1) using the 'counting on' strategy count the amount of money in pounds (up to £100) using the 'counting on' strategy think of whether to pay with a £2 coin or a £1 coin when buying different items choose the correct value of coins for purchasing items calculate and select the correct statements that match calculate the amount in notes and coins
1B Unit 19 Money (2) Adding and Subtracting in pence	state the cost of each item in pence add to find the cost of two items subtract to find the change add and subtract money in pence (up to £1) without regrouping use number bonds to find the cost of each of the two items that make up a total cost in pence identify operations used for solving simple word problems
1B Unit 19 Money (2) Adding and Subtracting in pounds	state the cost of each item in pounds and to find the cost of two items subtract to find the difference in cost of the two items, to find the change and to find 'more' or 'less' use number bonds to find the cost of each of the two items that make up a total cost in pounds identify operations used for solving simple word problems
1B Unit 19 Money (2) Solving word problems	solve word problems on addition and subtraction of money in pence or pounds only apply addition and subtraction concepts to solve word problems in pence or pounds
2B Unit 10 Mental Calculations Mental Addition	Use number bonds for 10s to mentally add a 1-digit number to a 2-digit number within 100 without regrouping. use number bonds to mentally add a 1-digit number to a 3-digit number with or without regrouping the ones use number bonds to mentally add a 3-digit number and tens with or without regrouping in tens use number bonds to mentally add a 3-digit number and hundreds without regrouping in hundreds
2B Unit 10 Mental Calculations Mental Subtraction	use number bonds to mentally subtract a 1-digit number from a 2-digit number within 100 with or without regrouping. use number bonds to mentally subtract a 1-digit number from a 3-digit number within 1000 with or without regrouping the tens into ones use number bonds to mentally subtract tens from a 3-digit number within 1000 with or without regrouping the hundreds into tens. use number bonds to mentally subtract hundreds from a 3-digit number without regrouping
2B Unit 11 Money Counting Pounds and Pence	recognise different coins and notes and know the value of each state the total value of a set of notes and coins write amounts of money in numbers, given the amount written in words
2B Unit 11 Money Changing Pounds	convert pence into pounds convert pence to pounds and pence

and Pence	convert pounds to pence convert pounds and pence to pence
2B Unit 11 Money Comparing Amounts of Money	Write the amount of money in a place value chart in pounds and pence Use a strategy to compare the amounts of money by first comparing the pounds followed by the pence. State the greater/greatest or smaller/smallest amount of money using the comparing pounds and pence strategy
2B Unit 11 Money Word Problems	Solve one-step or two-step word problems in addition or subtraction involving 'part-whole', 'adding on' 'taking away' or 'comparing' concepts; in pounds only or in pence only Draw models to solve word problems in pounds only or in pence only solve one-step word problems in multiplication and division involving 'group and item' and 'multiplying' concepts Draw models to solve word problems
2B Unit 12 Fractions Understanding Fractions	Use shapes to represent one whole and fractions with denominators of up to 12 Write fractions with denominators of up to 12 from given shapes with equal divisions Identify whether a shape has been cut into equal fractional parts read and write fractions in words Identify parts and whole from a given situation Write fractions to represent the parts of a whole from a given situation
2B Unit 12 Fractions More Fractions	Represent fractions using model drawings Represent a situation in terms of fractions and then model drawings Represent fractions using drawings of shapes
2B Unit 12 Fractions Comparing and Ordering Fractions	Compare and order two or more fractions with the same denominator using rectangular strips or model drawings of the same size Compare and order two or more fractions with different denominators using rectangular strips or model drawings of the same size Order two or more fractions with or without the use of rectangular strips of the same size or model drawings
2B Unit 12 Fractions Adding and Subtracting Like Fractions	Add two or three fractions with the same denominator taken from a whole Subtract a fraction from another fraction with the same denominator taken from a whole Subtract two fractions with the same denominator from the same whole Conceptualise addition and subtraction of fractions by representing the subtraction with model drawings
2B Unit 12 Fractions Solving Word Problems	Recall and apply 'part-whole' and 'adding on' concepts in addition of two fractions using model drawing to solve word problems Recall and apply 'part-whole' and 'taking away' concepts in subtraction of fractions using model drawing to solve word problems
2B Unit 13 Time The Minute Hand	Recite the 5 times table and relate it to the clock's minute markings Recall and use the conversion: 60 minutes = 1 hour Tell the time as _ minutes after _ o'clock Read and write the time in minutes to intervals of 5 minutes Name the numeral or draw the minute hand given the time in hours and minutes
2B Unit 13 Time	Tell the time in hours and minutes by looking at the positions of the hour and

Reading and Writing the Time	minute hands Write the time in hours and minutes in numerals Draw the position of the hour hand or the minute hand given the time in numerals Make up stories about what they were doing at the times shown
2B Unit 13 Time Learning a.m and p.m	Write times in a.m or p.m to differentiate between morning, afternoon and evening Choose a.m. or p.m. based on clues such as 'in the morning', 'afternoon', 'evening' or 'night' Arrange a sequence of events in order, beginning with the earliest
2B Unit 13 Time Time Taken in Hours and Minutes	Find the duration in terms of 1 hour or half an hour given start and end times Find the start time given the end time and duration of 1 hour or half an hour Find the end time given the start time and duration of 1 hour or half an hour