

Year 2 The following plan outlines the mathematics that will be taught during each term.

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools).

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Autumn 1	Objectives	Notes and Guidance
	<p>Number and Place Value(2 weeks) <i>LINK TO TIME LINE look at the 4 digits in the date</i> -count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward (<i>From Year 3</i>) -recognise the place value of each digit in a two-digit number (tens, ones) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use <, > and = signs -read and write numbers to at least 100 in numerals and in words</p> <p>Geometry: position, direction, motion <i>(link to directional work with roamers and maps. Grid work north, south, East, West. Children have grids and work out how to move to different country)</i> -order and arrange combinations of mathematical objects in patterns -use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.</p> <p>Geometry: properties of shapes JUST 2D here <i>(Link to work on aeroplanes, bridges, trains. What shapes can you see? Is there any symmetry in these structures?) More able link to position direction as above.</i> -identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line -identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid -compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Number and place value Using materials and a range of representations, pupils should practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. As they become more confident with numbers up to 100, pupils should be introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. Pupils should partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.</p> <p>Geometry: position, direction, motion Pupils should work with patterns of shapes, including those in different orientations. Pupils should use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).</p> <p>Geometry: properties of shapes Pupils should handle and name a wide variety of common 2-D: quadrilaterals and polygons, and identify the properties of each shape (e.g. number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, corners Link to fractions, finding $\frac{1}{2}$ $\frac{1}{4}$ of a shape. Pupils should read and write names for shapes that are appropriate for their word reading and spelling. Pupils should draw lines and shapes using a straight edge.</p>

Addition and Subtraction *Over two weeks. One week addition, one subtraction*

Solve simple one-step problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- applying their increasing knowledge of mental and written methods
- 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
- adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

Data

Cover these objectives within science also

- interpret and construct simple pictograms, tally charts, block diagrams and simple 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 compare categorical data.

Addition and subtraction

Pupils should extend their understanding of the language of addition and subtraction to include sum and difference.

Pupils should practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$, $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$, $100 - 70 = 30$ and $70 = 100 - 30$. They should check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (e.g. $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$).

Recording addition and subtraction in columns supports place value and prepares for efficient written methods with larger numbers.

Data

At this stage, pupils' recording and interpretation become more sophisticated as they collate, organise and compare information (e.g. using many-to-one correspondence in pictograms and using simple ratios 2, 5, 10).

Autumn 2	Objectives	Notes and Guidance
	<p><u>Geometry:properties ofshapes 3D</u> <i>Link to work on George/Neil and model making (in the afternoons)</i> -identifyanddescribe the propertiesof2-D shapes,including the numberofsidesandsymmetry in a vertical line -identifyanddescribe the propertiesof3-D shapes,including the numberofedges, verticesand faces -identify2-D shapeson the surface of3-D shapes,for example a circle on a cylinderand a triangleon a pyramid -compare and sortcommon 2-Dand 3-D shapesand everydayobjects.</p> <p><u>Number and Place Value</u></p> <p>-countin stepsof2, 3, and 5 from 0,and countin tensfrom anynumber, forward orbackward (<i>From Year 3</i>) -recognise the place value ofeach digitin a two-digitnumber (tens,ones) -identify,representand estimatenumbersusing different representations,including the numberline -compare and ordernumbersfrom 0 up to 100;use <, > and =signs -read and write numbersto at least100 in numeralsand in words</p> <p><u>Measures</u> length -choose and use appropriate standard unitsto estimate and measure length/heightin anydirection (m/cm))tothe nearest appropriateunit,using rulers -compare and orderlengthsand record the resultsusing >,< and= -read relevantscalesto the nearestnumbered unit</p> <p><u>Addition and Subtraction</u><i>Over two weeks. Start with simple + - then move onto money + - including in enterprise week.</i> Solve simple one-step problems with additionand subtraction: -using concrete objects and pictorial representations,including those involving numbers,quantitiesand measures. -applying theirincreasing knowledge ofmental and written methods -recall anduse addition and subtraction factsto 20fluently, and deriveand use related facts up to 100 -add and subtractnumbersusing concrete objects,pictorial representations, and mentally,including: -a two-digitnumberand ones -a two-digitnumberand tens</p>	<p><u>Geometry:properties ofshapes JUST 3D</u> Pupilsshould handleand name a widervarietyofcommon 2-D and 3-Dshapesincluding:quadrilateralsand cuboids,prisms,cones and polygons,and identifythe propertiesof each shape (e.g. numberof sides,numberoffaces).Pupilsidentify,compare and sortshapeson the basisoftheir propertiesand use vocabulary precisely,such assides,edges,verticesand faces. Pupilsshould read and write namesfor shapesatare appropriate fortheirword reading and spelling. Pupilsshould draw linesand shapesusing astraightedge.</p> <p><u>Numberand place value</u> Usingmaterialsand a range ofrepresentations,pupilsshould practise counting,reading,writing and comparing numbersto at least100 and solving a varietyof related problemsto develop fluency.They should count in multiples of three to support their later understanding of a third. Astheybecome moreconfidentwith numbersup to 100,pupils should be introduced to largernumbersto develop furthertheir recognitionofpatternswithin the numbersystemand represent themin differentways,including spatial representations. Pupilsshould partition numbers in different ways(e.g. 23 =20 +3 and 23 =10 +13) to supportsubtraction.Theybecome fluentand applytheirknowledgeofnumbers to reasonwith,discussand solve problemsthatemphasise the value ofeach digit in two-digit numbers.Theybegin to understand zero as a place holder.</p> <p><u>Measures</u> Pupilsshould use standard unitsofmeasurementwith increasing accuracy,using theirknowledge ofthe numbersystem. They should use the appropriate language and record using standard abbreviations.Link to fractions $\frac{1}{2}$ a length, $\frac{1}{4}$ the length</p> <p><u>Additionand subtraction</u> Pupilsshould extend theirunderstanding ofthe language of addition and subtraction to include sumanddifference. Pupilsshould practiseaddition and subtraction to 20 to become increasinglyfluentin deriving factssuch asusing 3 +7=10,10 - 7 =3 and 7 = 10 -3to calculate 30 +70 =100, 100 -70 =30 and 70 =100 -30.Theyshould checktheircalculations,including by adding to checksubtraction and adding numbersin adifferent orderto checkaddition (e.g.5+ 2 +1 = 1 +5 +2 = 1 +2 +5).</p>

<p>-two two-digit numbers -adding three one-digit numbers -show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p> <p>Money Complete during + - weeks. -recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money of the same unit, including giving change -solve simple problems in a practical context involving addition and subtraction of money</p>	<p>Recording addition and subtraction in columns supports place value and prepares for efficient written methods with larger numbers.</p> <p>Money Pupils should also become fluent in counting and recognising coins. They should use the symbols £ and p accurately and say the amounts of money confidently.</p>
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Spring term Year 2 Medium Term Maths Planning

Spring 1	Objectives	Notes and Guidance
	<p><u>Multiplication and division (Complete over 2 weeks)</u></p> <p>-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs -recognise and use the inverse relationship between multiplication and division in calculations -show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot -solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p><u>Multiplication and division</u></p> <p>Pupils should use a variety of language to describe multiplication and division. They are taught multiplication and division with larger numbers through equal grouping and sharing out quantities, relating multiplication tables to arrays and repeated addition and finding more complex fractions of objects, numbers and quantities.</p> <p>Pupils should be introduced to the multiplication tables. They should practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the division on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.</p> <p>Pupils should work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, relating these to fractions and measures (e.g. $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (e.g. $4 \times 5 = 20$ and $20 \div 5 = 4$).</p>

Time(Link with positional language)

- 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 clockface to show these times.

Geometry: position, direction, motion

- order and arrange combinations of mathematical objects in patterns
- use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.

Fractions - *Complete fractions during mental oral starters. Also link to length, capacity, mass, shape, division. Find fractions of shapes, lengths, quantities.*

- 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 (From Year 3)
- write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.

Measures Capacity & Weight

- choose and use appropriate standard units to estimate and measure mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, scales and measuring vessels
- compare and order mass, volume/capacity and record the results using $>$, $<$ and $=$
- read relevant scales to the nearest numbered unit

Time (Link with positional language)

They should become fluent in telling the time on analogue clocks and recording it.

Geometry: position, direction, motion

Pupils should work with patterns of shapes, including those in different orientations. Pupils should use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).

Fractions

Pupils should use additional fractions as operators on discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantity, a set of objects or shapes. They meet $\frac{3}{4}$ as the first example of a non-unit fraction.

Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (e.g. $\frac{11}{4}$, $\frac{12}{4}$, (or $\frac{11}{2}$), $\frac{13}{4}$, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.

Capacity & Weight

Pupils should use standard units of measurement with increasing accuracy, using their knowledge of the number system. They should use the appropriate language and record using standard abbreviations.

Spring 2	Objectives	Notes and Guidance
	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> -count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward (<i>From Year 3</i>) -recognise the place value of each digit in a two-digit number (tens, ones) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use <, > and = signs -read and write numbers to at least 100 in numerals and in words <p><u>Addition and Subtraction</u> link to problem solving</p> <p>Solve simple one-step problems with addition and subtraction:</p> <ul style="list-style-type: none"> -using concrete objects and pictorial representations, including those involving numbers, quantities and measures. -applying their increasing knowledge of mental and written methods -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: <ul style="list-style-type: none"> -a two-digit number and ones -a two-digit number and tens -two two-digit numbers -adding three one-digit numbers -show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. <p><u>Measures – weight, capacity, temperature</u> (link in the afternoons to cooking for Indian event)</p> <ul style="list-style-type: none"> -choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature 	<p><u>Number and place value</u></p> <p>Using materials and a range of representations, pupils should practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They should count in multiples of three to support their later understanding of a third.</p> <p>As they become more confident with numbers up to 100, pupils should be introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. Pupils should partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.</p> <p><u>Addition and subtraction</u></p> <p>Pupils should extend their understanding of the language of addition and subtraction to include sum and difference.</p> <p>Pupils should practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$, $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$, $100 - 70 = 30$ and $70 = 100 - 30$. They should check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (e.g. $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$).</p> <p>Recording addition and subtraction in columns supports place value and prepares for efficient written methods with larger numbers.</p> <p><u>Measures – weight, capacity, temperature</u> (link in the afternoons to cooking for Indian event)</p> <p>Pupils should use standard units of measurement with increasing accuracy, using their knowledge of the number system. They should use the appropriate language and record using standard abbreviations.</p>

(°C): capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, **thermometers** and measuring vessels (From Year 3)
-compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
-read relevant scales to the nearest numbered unit.

Multiplication and division (Stay with + - if the children need to consolidate their learning)

-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
-calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
-recognise and use the inverse relationship between multiplication and division in calculations
-show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
-solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Geometry: properties of shapes (Link this week to fractions and angles of turns)

-identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line
-identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
-identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid
-compare and sort common 2-D and 3-D shapes and everyday objects.

Fractions

-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 (From Year 3)
-write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.

Multiplication and division

Pupils should use a variety of language to describe multiplication and division. They are taught multiplication and division with larger numbers through equal grouping and sharing out quantities, relating multiplication tables to arrays and repeated addition and finding more complex fractions of objects, numbers and quantities.

Pupils should be introduced to the multiplication tables. They should practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clockface. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.

Pupils should work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, **relating these to fractions** and measures (e.g. $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (e.g. $4 \times 5 = 20$ and $20 \div 5 = 4$).

Geometry: properties of shapes

Pupils should handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and cuboids, prisms, cones and polygons, and identify the properties of each shape (e.g. number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.

Pupils should read and write names for shapes that are appropriate for their word reading and spelling.

Pupils should draw lines and shapes using a straight edge.

Summer Term Year 2 Medium Term Maths Planning

<u>Summer 1</u>	Objectives	Notes and Guidance
	<p>Money (Also link to + - \times \div objectives) -recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money of the same unit, including giving change -solve simple problems in a practical context involving addition and subtraction of money</p> <p>Data (Link to science, sorting healthy, not healthy. Use computing skills to sort into Venns) <i>Cover these objectives within science also</i> -interpret and construct simple pictograms, tally charts, block diagrams and simple 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 compare categorical data.</p> <p>Problem solving week Choose objectives from + - \times \div to suit your children. Children solve 1 & 2 step problems. -solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Solve simple one-step problems with addition and subtraction: -using concrete objects and pictorial representations, including those involving numbers, quantities and measures. -applying their increasing knowledge of mental and written methods</p> <p>Time (Link with positional language) -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 clockface to show these times. -Solve problems involving time.</p>	<p>Money -Pupils should also become fluent in counting and recognising coins. They should use the symbols £ and p accurately and say the amount of money confidently.</p> <p>Data At this stage, pupils' recording and interpretation become more sophisticated as they collate, organise and compare information (e.g. using many-to-one correspondence in pictograms and using simple ratios 2, 5, 10).</p> <p>Time (<i>Link with positional language</i>) They should become fluent in telling the time on analogue clocks and recording it.</p>

<p>Measure (dependent on your group's needs choose between: capacity, length, temperature, weight)</p> <ul style="list-style-type: none"> -choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (<i>From Year 3</i>) -compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ -read relevant scales to the nearest numbered unit <p>End of Key Stage Assessments</p>	<p>Measures</p> <p>Pupils should use standard units of measurement with increasing accuracy, using their knowledge of the number system. They should use the appropriate language and record using standard abbreviations.</p>
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Summer 2	Objectives	Notes and Guidance
	<p>Number and Place Value</p> <ul style="list-style-type: none"> -count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward -recognise the place value of each digit in a two-digit number (tens, ones) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs -read and write numbers to at least 100 in numerals and in words <p>Addition and Subtraction AND Multiplication and division</p> <ul style="list-style-type: none"> -applying their increasing knowledge of mental and written methods -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, -adding three one-digit numbers -show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. -recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs 	<p>Number and place value</p> <p>Using materials and a range of representations, pupils should practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They should count in multiples of three to support their later understanding of a third.</p> <p>As they become more confident with numbers up to 100, pupils should be introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. Pupils should partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.</p>

- recognise and use the inverse relationship between multiplication and division in calculations
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Geometry Shape 2D & 3D and position, motion and direction

(Link this week to fractions and angles of turns)

- identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid
- compare and sort common 2-D and 3-D shapes and everyday objects.

Fractions

- 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 (From Year 3)
- write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.

Use the rest of this term to address any gaps in learning. Look at assessments and see what else the children need to learn or consolidate in order to achieve Year 2