Number Facts: Year 2

Number and place value

Pupils should be taught to:
▪ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward

Addition and subtraction

Pupils should be taught to:
▪ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
▪ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

Multiplication and division

Pupils should be taught to:
• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

Fractions

Pupils should be taught to:
▪ 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
▪ write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

Pupils should be taught to:
▪ compare and sequence intervals of time .
• Know the number of minutes in an hour and the number of hours in a day

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Number Facts: Number and place value

• Know the sequence of counting in multiples of 3.

Number Facts: Addition and subtraction

• Secure all number facts in the year 1 curriculum.

• Focus on inverse operations.
For example –
I know that 13 + 4 = 17 therefore ……..
17 – 4 = 13 and 17 – 13 = 4.

• Know number bonds to 100 using multiples of 10 using related number bond to 10 facts.
For example –
If I know that 1+ 9 = 10, then I also know that 10 + 90 = 100.

Number facts: Multiplication and division

• Know the 2, 5 and 10 times table and the related division facts.

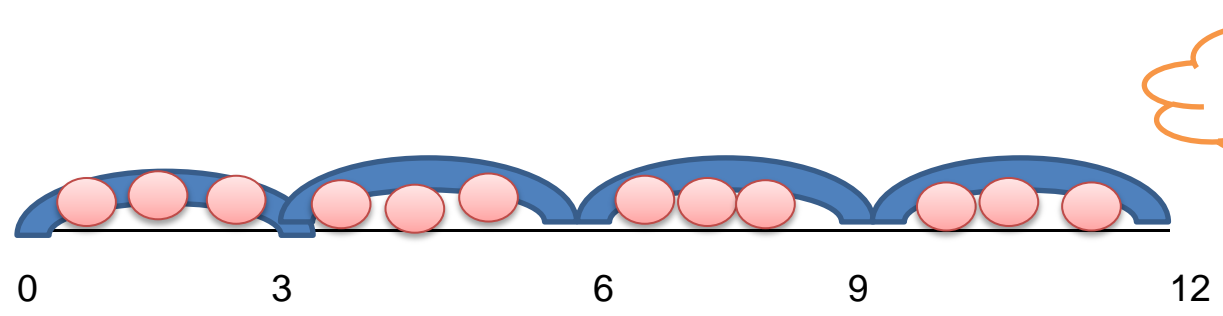• Be able to recognise odd and even numbers.

Number Facts: Measure

• 100p = £1   ½ of £1 = 50p
• 100 cm = 1m
• Whole hour = 60 minutes
• ½ an hour = 30 minutes
• ¼ of an hour = 15 minutes
• ¾ of an hour = 45 minutes
• There are 24 hours in a day
• Able to recite all the months in a year In the correct order..
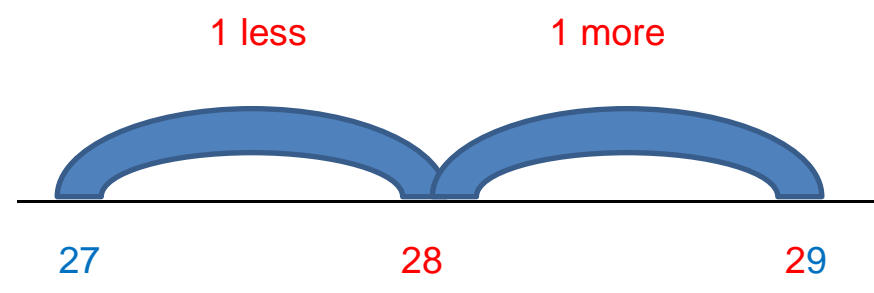

Number Facts: Fractions

• $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$ = 1 whole
• ¼ + ¼ + ¼ = ¾
• 1 whole – ¼ = ¾
• $\frac{2}{4}$ = ½
• Able to say ½ of all even numbers to 20
For example –
A half of 14 is 7

Images and mathematical models to support year 2 conceptual understanding underpinning the facts
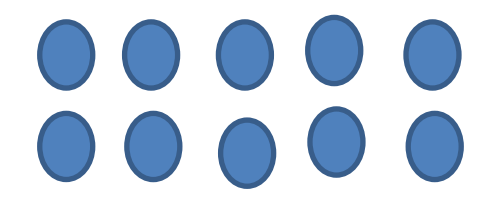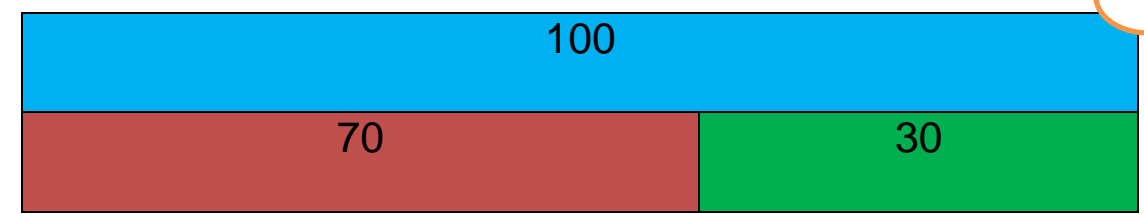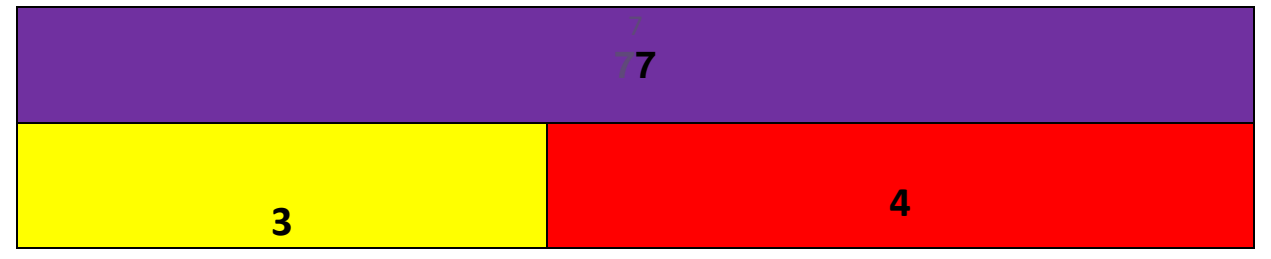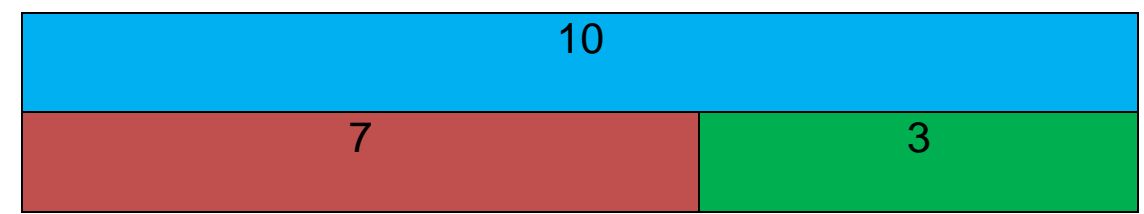
Counting in sequences of 3

0   3   6   9   12

Numberline to 100

0   100

1 less   1 more

27   28   29

Finding one more and *one less*

2 x 5 = 10   5 x 2 = 10

10 ÷ 2 = 5   10 ÷ 5 = 2

10	
7	3

7	
3	4

Using knowledge of numberbonds to 10 to find number bonds to 100

3 + 4 = 7   4 + 3 = 7

7 − 3 = 4   7 − 4 = 3

100	
70	30

A half of 12 is 6

1 whole			
½		½	
¼	¼	¼	¼
$\frac{1}{3}$	$\frac{1}{3}$		$\frac{1}{3}$