



Year 2 – Key Skills

COUNTING	- Count in steps of 1, 2, 3, and 5 from 0, and in tens from any two-digit number, forward or backward - Count reliably up to 100 objects by grouping them in 10s. - Count up to 100 objects by grouping in tens, then fives or twos. - Count in 100s from/back to 0. - Count on in steps of 5 to at least 30, from 0 or a small number. - Count on in steps of 3 or 4 to at least 30, from and back to zero.
COMPARING NUMBERS	- Compare and order numbers from 0 up to 100; use <, > and = signs - Order whole numbers and place them on a number line or 100-square. - Recognise two-digit multiples of 10. - Recognise two-digit multiples of 5. - Compare two two-digit numbers, say which is more or less and give a number that lies between them.
IDENTIFYING, REPRESENTING & ESTIMATING NUMBERS	- Place numbers on number line or 100 square - Recognise odd, even numbers, and two-digit multiples of 2, to 30. - Give a sensible estimate of up to 50 objects.
NUMBER BONDS	- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (See NCETM list) - State subtraction fact corresponding to addition fact and vice versa. - Recall doubles to 10 + 10 and corresponding halves. - Derive doubles to 15 + 15 and corresponding halves. - Derive doubles of multiples of 5, halves of multiples of 10. - Recall all pairs that make 20 (e.g. 13 + 7, 20 - 12). - Recall pairs of multiples of 10 that make 100.
MENTAL CALCULATION	- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - Say the number that is one or ten more/less than a 2-digit number - two two-digit numbers - adding three one-digit numbers - Find small difference, counting up. - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - Add/subtract 9 or 11 by adding/subtracting 10 and adjusting by 1. - Add /subtract 9, 19, 11, 21. - Identify near doubles, using doubles already known. - Bridge through 10, then 20, and adjust.
EQUATIONS	Use x and = signs
RECOGNISING 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 - MUST: Begin to recognise and find one half of shapes and small numbers of objects. - SHOULD: Begin to recognise and find one quarter of shapes and small

	numbers of objects.
EQUIVALENCE	• write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • MUST: Recognise that two halves make one whole. • SHOULD: Recognise that four quarters make one whole. • COULD: Begin to recognise that two quarters and one half are equivalent
COMPARING & ESTIMATING	• compare and order lengths, mass, volume/capacity and record the results using >, < and = • compare and sequence intervals of time
MEASURING & CALCULATING	• Use a ruler to measure and draw lines to the nearest cm. • mass (kg/g); • Read a simple scale. • temperature (°C); • capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Suggest suitable units and equipment for such measurements. • Read a scale to the nearest division. • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • Recognise all coins • Use £p notation.
TELLING THE TIME	• Use units of time: second, minute, hour, day, week. • Know relationships between second, minute, hour, day, week. • Order months of the year. • Suggest suitable units to estimate or measure time.