

Year 2 Objectives: Number 1

NUMBER AND PLACE VALUE

Objective 1: Count on in steps of 2, 3, 5 and 10 from any number

Count in 10s to 100	*1
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Count in 2s to 50 then 100	*2
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Count in 5s to 50 then 100	*3
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Count in 3s to 30, 60 and then to 99	*4
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Objective 2: Recognise the place value of each digit in a two-digit number (tens and ones)

Know which is the tens and ones part of a 2-digit number	*1
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Partition a 2-digit number showing the true value of each digit	*2
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NUMBER AND PLACE VALUE

Objective 3: Give 10 more or less than any number to 100

Know 10 more than any number to 50 and then to 100	*1
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Know 10 less than any number from 50 and then from 100	*2
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Objective 4: Use $<$, $>$ and $=$ signs to compare and order numbers to 100

Know what the $=$ sign stands for	*1
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Know what the $>$ sign stands for	*2
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Know what the $<$ sign stands for	*3
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Use the $=$ sign accurately in simple calculations	
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Use the $<$ sign between 2 numbers accurately	
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Use the $>$ sign between 2 numbers accurately	
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Year 2 Objectives : Number 2

NUMBER AND PLACE VALUE

Objective 5: Read and write numbers to 100 in numerals and words

Read and write all numbers to 20 in numerals and words	*1
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Read and write all numbers to 50 in numerals and words	
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Read and write all numbers to 100 in numerals and words	*2
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Objective 6: Order, read and write numbers in increasing and decreasing value

Order a set of numbers (at least 3) in increasing value using numbers up to 50	*1
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Order a set of numbers (at least 3) in decreasing value using numbers up to 50	
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Order a set of numbers (at least 3) in increasing value using numbers up to 100	*2
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Order a set of numbers (at least 3) in decreasing value using numbers up to 100	
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Objective 7: Use number facts and place value to solve number facts

Solve problems such as $50 + \square = 54$; and $\square + 9 = 39$	
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ADDITION AND SUBTRACTION

Objective 8: Recall and use addition and subtraction facts to 20 fluently

Know all addition number bonds to 10 instantly	*1
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Know all addition number bonds to 20 instantly	
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Know all subtraction number bonds to 10 instantly	*2
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Know all subtraction number bonds to 20 instantly	
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Relating these number facts to work out larger numbers, if $3 + 5 = 8$, then $30 + 50 = 80$	*3
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Objective 9: Add and subtract mentally up to two-digit numbers using concrete objects and pictorial representations.

Complete horizontal addition of a two-digit and a one-digit number with answers up to 50 and then up to 100	*1
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Complete horizontal subtraction, taking a one-digit number from a two-digit number with answers of no more than 50 and then with answers of no more than 100	*2
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Year 2 Objectives : Number 3

NUMBER AND PLACE VALUE	
Objective 10: Recognise odd and even numbers	
Recall all even numbers to 10	*1
Recall all odd numbers to 10	
Recall rapidly all even numbers to 20, then to 50, then to 100	*2
Recall rapidly all odd numbers to 20, then to 50, then to 100	*3
Know that an even number can be shared between 2 and that an odd number cannot	
Objective 11: Distinguish between and use: ordinal and cardinal numbers	
Find missing numbers in a sequence up to 10	
Find missing numbers in a sequence up to 20	
Order objects using the terms 1 st , 2 nd , 3 rd , etc.	
Know the 5ness of 5	
Know that a set of 5 objects contains more objects than, say 3, etc. (up to 10)	
Subtract a 2-digit number from another 2-digit number with numbers which do not involve borrowing from the tens column	

ADDITION AND SUBTRACTION	
Objective 12: Add and subtract up to two-digit numbers using written methods including columnar addition (without carrying or borrowing).	
Add a two-digit number and tens with answers of no more than 50 and then with answers of no more than 100	*1
Subtract tens from a two-digit number with answers of no more than 50 and then with answers of no more than 100	*2
Add three one-digit numbers	*3

Year 2 Objectives : Number 4

ADDITION AND SUBTRACTION

Objective 13: Add and subtract mentally: a two-digit number and ones, a two-digit number and tens, 2 two-digit numbers; and 3 one-digit numbers

Rapid recall of a two-digit number added to a one-digit number *1

Rapid recall of a one-digit number taken away from a two-digit number

Rapid recall of 10 added to a two-digit number

Rapid recall of any 10s number added to a two-digit number (answer no more than 100)

Rapid recall of 10 subtracted from a two-digit number *2

Rapid recall of any 10s number subtracted from a two-digit number

Rapid recall of the addition of any 2 two-digit numbers that do not total above 100

Rapid recall of the addition of any 3 one-digit numbers that do not total above 100 *3

ADDITION AND SUBTRACTION

Objective 14: Use subtraction in 'take away' and 'find the difference' problems

Complete number problems which require a number to be taken away from another, e.g. If I have 23 sweets and I eat 5, how many are there left? *1

Complete number problems which require working out the difference between two numbers, e.g. John has read 16 books and Nadir has read 13 books. How many more books has John read? *2

Objective 15: Recognise that addition can be done in any order but subtraction cannot

Know that when adding numbers together they can be set out in any order, e.g. $5 + 7$ will be same as $7 + 5$; or $3 + 5 + 4$ will be the same as $5 + 4 + 3$

Know that when subtracting the order is very important, e.g. $7 - 5$ cannot be set out as $5 - 7$

Year 2 Objectives : Number 5

ADDITION AND SUBTRACTION

Objective 16: Recognise that subtraction is the inverse of addition and use for checking calculations and solve missing numbers

Know that $5 + 7 = 12$ involves the same process as $12 - 7 = 5$, or $12 - 5 = 7$

Complete calculations such as: If $6 + 8 = 14$; what is $14 - 8$?

Complete calculations such as: If $9 + 6 = 15$; what is the missing number in $15 - \square = 9$?

Objective 17: Solve addition and subtraction word problems with up to 2-digits

Solve simple word problems involving addition to 50 ***1**

Solve simple word problems involving subtraction to 50 ***2**

Solve simple word problems involving addition to 100

Solve simple word problems involving subtraction to 100 ***3**

MULTIPLICATION AND DIVISION

Objective 18: Recall multiplication and division facts for the 2, 5 and 10 times tables

Recite the 2x table rapidly, up to $\times 12$, without error ***1**

Answer rapidly any calculation involving the 2x table out of order

Know that 2×4 is the same as 4×2

Recite the 10x table rapidly, up to $\times 12$, without error

Recognise $\times 2$ is doubling

Recognise $\div 2$ is halving

Answer rapidly any calculation involving the 10x table out of order

Know that 3×10 is the same as 10×3

Recite the 5x table rapidly, up to $\times 12$, without error ***2**

Answer rapidly any calculation involving the 5x table out of order ***3**

Know that 6×5 is the same as 5×6

Year 2 Objectives : Number 6

MULTIPLICATION AND DIVISION	
Objective 19: Use \times, \div and $=$ signs to read and write mathematical statements	
Know that the 'x' sign stands for multiplication	*1
Know that the \div sign stands for division	*2
Know that the $=$ sign stands for equals	
Uses the \times , \div , and $=$ signs in simple calculations for numbers up to 100	
Objective 20: Calculate and write multiplication and division statements	
Calculate and write out simple multiplication statements, such as $6 \times 2 = 12$	
Calculate and write simple division statements, such as $16 \div 2 = 8$	
Objective 21: Recognise that division is the inverse of multiplication and use to check calculations	
Know that examples such as $8 \times 2 = 16$ correspond to $16 \div 2 = 8$	
Know that examples such as $20 \div 5 = 4$ correspond to $4 \times 5 = 20$	

MULTIPLICATION AND DIVISION	
Objective 22: Recognise that multiplication can be done in any order but division cannot	
Know that $8 \times 2 = 16$ can be set out as $2 \times 8 = 16$	
Know that $20 \div 5 = 4$ cannot be set out as $5 \div 20 =$	
Objective 23: Solve word problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	
Solve simple word problems involving multiplication to 50	*1
Solve simple word problems involving division to 50	
Solve simple word problems involving multiplication to 100	
Solve simple word problems involving division to 100	*2
Know that if $40 \div 2 = 20$ then 20 is a half of 40	

Year 2 Objectives : Number 7

FRACTIONS	
Objective 24: 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	
Know that the symbol $\frac{1}{2}$ stands for half the value of...	*1
Know that the symbol $\frac{1}{4}$ stands for a third of the value of...	
Know that the symbol $\frac{3}{4}$ stands for a quarter of the value of...	
Know that the symbol $\frac{1}{3}$ stands for a third of the value of...	
Find $\frac{1}{3}$ of a shape	*2
Find $\frac{1}{4}$ of a shape	
Find $\frac{2}{4}$ of a shape	
Find $\frac{3}{4}$ of a shape	
Calculate $\frac{1}{3}$ of a given number up to 100	
Calculate $\frac{1}{4}$ of a given number up to 100	

FRACTIONS	
Objective 25: 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 (continued)	
Calculate $\frac{2}{4}$ of a given number up to 100	
Calculate $\frac{3}{4}$ of a given number up to 100	
Write simple fractions such as $\frac{1}{2}$ of $6 = 3$	
Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	
Objective 26: Count in halves and quarters to 10	
Count in sequence up to 10: $\frac{1}{2}$; 1; $1\frac{1}{2}$, 2, $2\frac{1}{2}$,	*1
Count in sequence up to 10: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, $1\frac{1}{4}$, $1\frac{1}{2}$,	
Use the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on a number line, e.g. $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2	*2