Year 2 Phase 3 (Approximately September to November)

Some objectives may need to be rolled over to the next phase

Taken from the Hampshire Assessment Model

Year 2	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry	
						Properties of shape	Position and direction
Year 2: Milestone 3 (Phase 1, 2 & 3)	Pupils should be taught to: ▪ ***count in steps of 2, 3, and 5 from 0 and 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** • **use place value and number facts**	Pupils should be taught to: • **solve 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. **Statistics** Statistics: interpret and construct simple pictograms, tally charts, clock diagrams and simple tables ▪ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Statistics: ask and answer questions about totalling and comparing categorical data	Pupils should be taught to: • ***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 • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ▪ **solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods,** and multiplication and division facts, including problems in contexts.	Pupils should be taught to: • ***recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length,*** ***shape, set of objects or*** ▪ write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4	Pupils should be taught to: ▪ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ▪ compare and order lengths, mass, volume/capacity and record the results using >, < and = ▪ 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 ▪ **solve simple problems in a practical context involving addition and subtraction of money of the same unit,** including giving change ▪ 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 clock face to show these times. • know the number of minutes in an hour and the number of hours in a day	Pupils should be taught to: • 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 everday objects.***	Pupils should be taught to: • order and arrange combinations of mathematical objects in patterns • ***use mathematical vocabulary to describe position, direction and movement, including movement in a straight line*** • ***and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)***