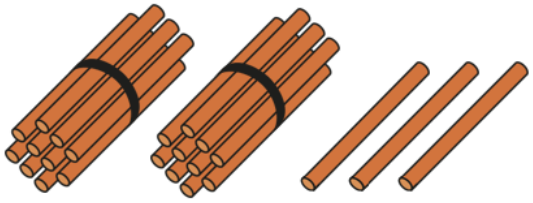
	Number and place value	Number facts	Addition and subtraction	Multiplication and division	Fractions, decimals and percentages	Geometry
2	Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	Secure fluency in addition and subtraction facts within 10, through continued practice.	Add and subtract across 10. Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. Relate grouping problems where the number of groups is unknown to multiplication or division equations with a missing factor.		Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.

End points for knowledge Year 2

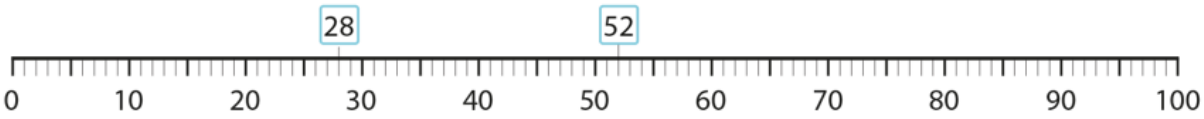
Number and place value

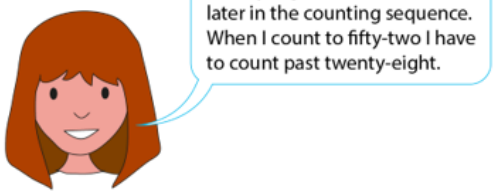
23



- How many straws do you think is in each bundle?
- What does the 2 in 23 represent?
- What does the 3 in 23 represent?
- If we move the straws around, will the total number of straws change?

The two represents 2 groups of ten.
The 3 represents 3 extra ones.

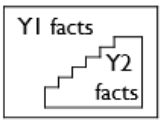




- Read the two numbers shown above the number line.
- Which number is greater? How do you know?
- If you count from zero to the greater number, will you say the other number in your count?
- Choose some other numbers and decide which one is greater.

Number facts

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

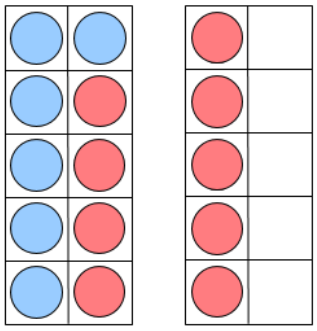


Adding 1
Adding 2
Bonds to 10
Adding 0
Doubles
Near doubles

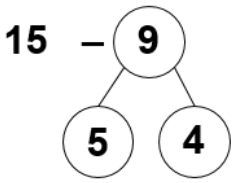
- This grid shows the addition facts within 10 and strategies to recall or derive them that children learn in Year 1.
- Children should also practise the corresponding subtractions.

End points for knowledge Year 2

Addition and subtraction



15 – 9 = 6



- Let's think about 15 – 9. What is the minuend? (15) What is the subtrahend? (9)
- How can we partition the 9 (the subtrahend) to make the calculation easier?
- Why has 9 been partitioned into 5 and 4?
- Let's start with 15 – 5. How can we think about that *without counting?*
- Now what do we need to subtract?
- How can we think about 10 – 4 *without counting?*
- So, what is 15 – 9?

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We can partition the subtrahend to help us subtract.
We can use a subtracting through 10 strategy.

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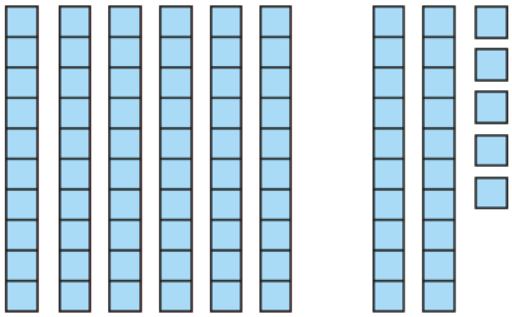
6 + 2 = 8

60 + 25 = ?



equal to 8 can help us find 60 + 25.

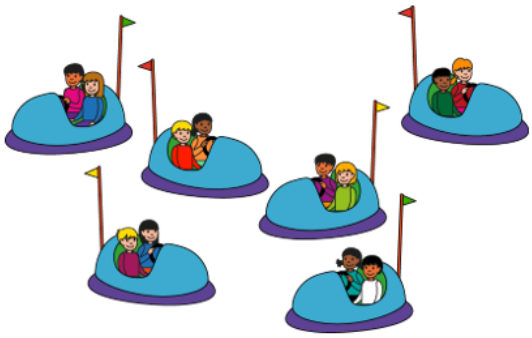
- Look at the blocks. How many tens are in 60 and in 20? So what will the total number of tens be? What *number* is this?
- So if we have 8 tens as part of the total, what will the *ones digit* be? Where can you see this in the blocks? And in the calculation?
- So if we have 8 in the tens and 5 in the ones, the total of 60 and 25 must be…?

40 + 5 + 20 + 3

45 + 23

- Compare the sets of prices. What do you notice?
- Why did they have the same total?
- Which numbers did you need to partition to calculate?
- Why did we *not* need to partition the first set of prices?

Multiplication and division



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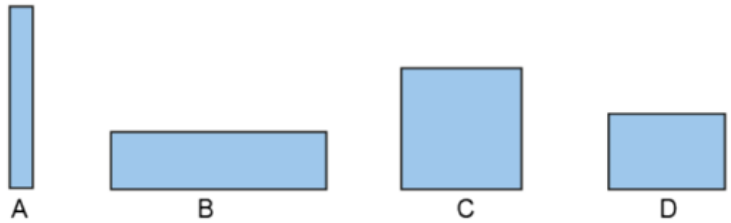
- What do you notice about the number of children in each of the cars?
- Does each car have the same number of children? So does the picture show *equal* or *unequal groups*?
- Look at the number of cars (groups).
- Can you choose which sentence correctly describes the picture?

There are 2 groups of 6.

There are 6 groups of 2.

- I have 6 seeds. How many pots will I need to put 2 seeds in each pot?
- Collect 6 counters or cubes to represent seeds and some cups to represent pots.
- Can you *divide 6 cubes into groups of 2*? How many pots will you need?
- Can you write the *division calculation* to represent *6 divided by 2*?
- What times table fact could help you find the answer?
- If you use skip counting, what multiples will you need to count in?



- Look at these rectangles. What do you notice?
- Which do you think is the smallest rectangle? Which is the largest? Can you explain why you think that?
- If each rectangle was a slice of your favourite food, which one would give you the most to eat?