

P.2 Numeracy Overview

Term 2

Number

Count forwards in 2's from an even number within 20.

Count backwards in 2's from an even number within 20

Count forwards in 2's from any number within 20.

Count backwards in 2's from any number within 20.

Know the number “after” within 20.

Know the number “before” within 20

Know the number “between” within 20,

Order a set of non-consecutive numbers within 20

Compare the size of two sets by counting and matching, within 20, saying which has more / less; how many more/less.

Investigate and talk about addition patterns within 20.

Use number line to count on for addition within 20, recording calculations horizontally.

Understand the commutative property of addition.

Know $3+2$ and $2+3$ to complete addition facts to 5.

Practically subtract an amount from a set , within 20, as “take away”

Subtract practically within 20.

Find the “difference” between two numbers within 10 practically.

Mentally subtract 1 from any number, answers within 10.

Mentally subtract 2 from any number, answers within 10.

Mentally subtract 0 from any number, answers within 10.

Exchange higher value coins (up to 10p) for 1p's.

Calculate change required when buying items at the class shop, from 5p, from 10p.

Measures

Talk about and order three objects of different length.

Talk about and order three objects of different weight.

Talk about and order three containers of different capacity.

Talk about and order three surfaces of different area.

Understand and use analogue time: o'clock only.

Understand and use digital time: o'clock only.

Shape and Space

Recognise and use mathematical names for 2D shapes:

square, rectangle, triangle and circle – using given shapes, and also where they occur in the environment

Data Handling

Talk about things that turn.

Recognise and describe turning movements using appropriate terms (e.g. left, right, turn towards / away from)

Use given one criterion Carroll Diagrams to sort for negation, explaining completed diagram (e.g. stating how many toy vehicles did not have 4 wheels).

Contribute towards simple class block graphs (e.g. by placing own square to indicate how many brothers or sisters they have), explaining why they placed their picture in a particular place.

Interpret completed block graph.