



Year 2 Mathematics – Autumn Term 2026



Number Place Value	Number Addition and Subtraction	Measurement Money	Geometry Properties of Shape
<u>Recognise the place value of each digit in a two-digit number (tens, ones).</u> <u>Identify, represent and estimate numbers to 100 using different representations including the number line.</u> <u>Reason about the location of any two digit number e.g. compare and order numbers from 0 to 100, identifying the next and previous multiple of 10.</u> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Read and write numbers to at least 100 in numerals and words. Use place value & number facts to solve problems. Count in steps of tens from any number, forward and backward. Count in steps of 2 and 5 from 0 forwards and backwards.	<u>Recall and use addition and subtraction within 10 and within 20 fluently.</u> Use known facts within 20 to add and subtract numbers to 100. Show that the addition of two numbers can be done in any order (commutative) and subtraction cannot. Solve problems with addition and subtraction by applying their increasing knowledge of mental and written methods. <u>Add and subtract numbers within 100 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.</u> Recognise and use the inverse relationship between addition and subtraction and use to check calculations and solve missing number problems.	Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. Count money (coins and notes) and combine amounts to make a particular value progressing to working with pounds and pence. 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.	<u>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</u> <u>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</u> Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] <u>Compare and sort common 2-D and 3-D shapes and everyday objects.</u>

Children should engage with appropriate number and practical problems throughout each topic. Statements underlined have been identified as 'ready to progress' objectives: key concepts which are essential building blocks for the next steps in learning. These objectives must be embedded across the year so that children are fluent. Resources to support teaching of these specific objectives can be found here:

[Maths Guidance KS1/ KS2](#)

[NCETM progress criteria](#)