Maths Knowledge Organiser for Year 2

Term: Spring

Key Vocabulary

- Pounds (£)
- Pence (p)
- Note
- 2D shapes
- 3D shapes
- Faces
- Edges
- Vertices
- Flat/Curved

- Times (X)
- Product
- Divide (÷)
- Share
- Equal groups
- Array
- Repeated addition
- Equals (=)

Curriculum Objectives

Geometry - Properties of Shape
- To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].
- To compare and sort common 2-D and 3-D shapes and everyday objects.

Money
- 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
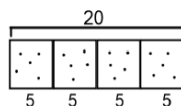- solve simple problems in.

Multiplication and Division
- 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.

Measurement – Length and Height, Mass, Capacity and Temperature
- 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 =

Examples

Billy draws this bar model to divide 20 between 4 equal groups.
He writes 20 ÷ 4 = 5

Complete the stem sentences.

I have ___ cubes altogether.
There are ___ in each group.
There are ___ groups.

Complete the stem sentence.

There are ___ equal groups with ___ in each group.
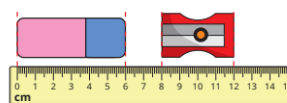
Choose a word to complete the sentence.

shorter   longer

The rubber is _____ than the sharpener.

Use <, > or = to compare the coins.

Match the amounts.

For more information, please see the Calculation Policy on the school website.