

## Inspire Maths Year 2 National Curriculum Correlation Chart

NC objective	Inspire Maths page reference	Additional activity
<b>Number – number and place value</b>		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>	PB2A Unit 1: Numbers to 1000 pp 8–9, 21–23 PB2A Unit 5: Multiplying by 2 and 3 pp 86–87, 95–96 PB2A Unit 6: Multiplying by 4, 5, and 10 pp 115–116, 122–123	NC Activity 2.1
<ul style="list-style-type: none"> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> </ul>	PB1A Unit 7: Numbers to 20 pp 86–87, 90–91 PB1B Unit 12: Numbers to 40 pp 26–62 PB1B Unit 17: Numbers to 100 pp 94–117	
<ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations, including the number line</li> </ul>	PB2A Unit 1: Numbers to 1000 pp 6–17, 21 PB2A Unit 2: Addition and Subtraction within 1000 pp 27–57 PB2A Unit 3: Using Models: Addition and Subtraction pp 60–78 PB2A Unit 5: Multiplying by 2 and 3 pp 86–104 PB2A Unit 6: Multiplying by 4, 5, and 10 pp 106–131 PB2A Unit 7: Using Models: Multiplication and Division pp 132–136	NC Activity 2.2
<ul style="list-style-type: none"> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>	PB1A Unit 1: Numbers to 10 pp 13–21 PB1A Unit 6: Ordinal Numbers pp 67–78 PB1A Unit 7: Numbers to 20 pp 88–97 PB1B Unit 12: Numbers to 40 pp 31–36 PB1B Unit 17: Numbers to 100 pp 95–101 PB2A Unit 1: Numbers to 1000 pp 14–19	NC Activity 2.3

<ul style="list-style-type: none"> <li>read and write numbers to at least 100 in numerals and in words</li> </ul>	PB1A Unit 1: Numbers to 10 pp 6–11 PB1A Unit 7: Numbers to 20 p 84 PB1B Unit 12: Numbers to 40 pp 26–27 PB1B Unit 17: Numbers to 100 pp 91–93	
<ul style="list-style-type: none"> <li>use place value and number facts to solve problems.</li> </ul>	PB1B Unit 12: Numbers to 40 pp 59–62 PB2A Unit 1: Numbers to 1000 pp 21–26 PB2A Unit 2: Addition and Subtraction within 1000 pp 30, 34, 36, 39, 42, 43, 46, 50–51, 55, 58, 59	
<b>Number – addition and subtraction</b>		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>solve problems with addition and subtraction:</li> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul>	PB1B Unit 19: Money (2) pp 132–143 PB2A Unit 2: Addition and Subtraction within 1000 pp 30, 34, 36, 39, 42, 43, 46, 50–51, 55, 58, 59 PB2A Unit 3: Using Models: Addition and Subtraction pp 61–78 PB2A Unit 8: Length pp 140–141, 146–151, 154 PB2A Unit 9: Mass pp 159–160, 167–172, 175 PB2B Unit 14: Volume pp 89–92, 94	
<ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>	PB1A Unit 2: Number Bonds pp 22–27 PB1A Unit 7: Numbers to 20 pp 83 PB1A Unit 8: Addition and Subtraction within 20 pp 98–105 PB1B Unit 12: Numbers to 40 pp 37–62 PB1B Unit 13: Mental Calculations pp 63–69 PB1B Unit 17: Numbers to 100 pp 102–120 PB1B Unit 19: Money (2) pp 132–143 PB2A Unit 2: Addition and Subtraction within 1000 pp	

	27–59 PB2B Unit 10: Mental Calculations pp 6–18	
<ul style="list-style-type: none"> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:             <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul> </li> </ul>	PB1B Unit 12: Numbers to 40 pp 37–62 PB1B Unit 17: Numbers to 100 pp 102–117, 120 PB1B Unit 19: Money (2) pp 132–143 PB2A Unit 3: Using Models: Addition and Subtraction pp 65–66 PB2B Unit 10: Mental Calculations pp 6–8, 13	
<ul style="list-style-type: none"> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul>	PB1A Unit 4: Subtraction within 10 pp 50–51	NC Activity 2.4
<ul style="list-style-type: none"> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	PB1A Unit 4: Subtraction within 10 pp 44–53 PB1B Unit 13: Mental Calculations pp 65–68	NC Activity 2.5
<b>Number – multiplication and division</b>		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	PB2A Unit 5: Multiplying by 2 and 3 pp 86–94, 102–105 PB2A Unit 6: Multiplying by 4, 5 and 10 pp 115–130 PB2A Unit 7: Using Models: Multiplication and Division pp 132–136	NC Activity 2.6
<ul style="list-style-type: none"> <li>calculate mathematical statements for multiplication and division within the</li> </ul>	PB2A Unit 4: Multiplication and Division pp 79–85 PB2A Unit 5: Multiplying by 2 and 3 pp 86–105	

<p>multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p>	<p>PB2A Unit 6: Multiplying by 4, 5, and 10 pp 106–131 PB2A Unit 7: Using Models: Multiplication and Division pp 132–136</p>	
<ul style="list-style-type: none"> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>	<p>PB2A Unit 4: Multiplication and Division pp 79–82 PB2A Unit 5: Multiplying by 2 and 3 pp 94, 101 PB2A Unit 6: Multiplying by 4, 5 and 10 pp 114, 121, 125</p>	NC Activity 2.7
<ul style="list-style-type: none"> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<p>PB2A Unit 4: Multiplication and Division pp 79–85 PB2A Unit 5: Multiplying by 2 and 3 pp 86–91, 95–99, 102–105 PB2A Unit 6: Multiplying by 4, 5, and 10 pp 106–107, 109–111, 115–119, 122–123, 126–131 PB2A Unit 7: Using Models: Multiplication and Division pp 132–136 PB2A Unit 8: Length pp, 152–153 PB2A Unit 9: Mass pp 173–175 PB2B Unit 14: Volume pp 92–93</p>	
<b>Number – fractions</b>		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> </ul>	<p>PB2B Unit 12: Fractions pp 32–42</p>	NC Activity 2.8
<ul style="list-style-type: none"> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>		NC Activity 2.9

Measurement		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>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</li> </ul>	PB2A Unit 8: Length pp 137–147 PB2A Unit 9: Mass pp 155–168 PB2B Unit 14: Volume pp 85–88	NC Activity 2.10
<ul style="list-style-type: none"> <li>compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul>	PB2A Unit 8: Length pp 140–141, 144–147 PB2A Unit 9: Mass pp 160–161, 165–167 PB2B Unit 14: Volume pp 85–88	NC Activity 2.11
<ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> </ul>	PB1B Unit 18: Money (1) pp 121–131 PB1B Unit 19: Money (2) pp 132–143 PB2B Unit 11: Money pp 19–25	
<ul style="list-style-type: none"> <li>find different combinations of coins that equal the same amounts of money</li> </ul>	PB1B Unit 19: Money (2) p 142 PB2B Unit 11: Money p 23	NC Activity 2.12
<ul style="list-style-type: none"> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	PB1B Unit 19: Money (2) pp 132–143 PB2B Unit 11: Money pp 25, 28–31	
<ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> </ul>		NC Activity 2.13
<ul style="list-style-type: none"> <li>tell and write the time to five minutes, including quarter past/to the hour and</li> </ul>	PB2B Unit 13: Time pp 60–72	NC Activity 2.14

draw the hands on a clock face to show these times		
<ul style="list-style-type: none"> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul>	PB2B Unit 13: Time p 60	NC Activity 2.15
<b>Geometry – properties of shapes</b>		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> </ul>	PB1A Unit 5: Shapes and Patterns pp 54–61 PB2B Unit 16: Lines and Surfaces pp 110–114, 119 PB2B Unit 17: Shapes and Patterns pp 120–125, 136	NC Activity 2.16
<ul style="list-style-type: none"> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> </ul>	PB2B Unit 16: Lines and Surfaces pp 115–118 PB2B Unit 17: Shapes and Patterns pp 129–131	NC Activity 2.17
<ul style="list-style-type: none"> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> </ul>	PB2B Unit 16: Lines and Surfaces pp 118 PB2B Unit 17: Shapes and Patterns pp 129	NC Activity 2.18
<ul style="list-style-type: none"> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>	PB1A Unit 5: Shapes and Patterns pp 55–56, 66 PB2B Unit 16: Lines and Surfaces pp 110–118 PB2B Unit 17: Shapes and Patterns pp 120–125, 129–136	NC Activity 2.19
<b>Geometry – position and direction</b>		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> </ul>	PB1A Unit 5: Shapes and Patterns pp 62–66 PB2B Unit 17: Shapes and Patterns pp 132–135	
<ul style="list-style-type: none"> <li>use mathematical vocabulary to describe position, direction and movement,</li> </ul>		NC Activity 2.20

including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).		
<b>Statistics</b>		
Pupils should be taught to:		
<ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>	PB1A Unit 6: Ordinal Numbers p 76 PB1A Unit 9: Length p 125 PB1B Unit 10: Mass pp 9, 14, 15 PB1B Unit 11: Picture Graphs pp 18–25 PB2A Unit 8: Length p 139 PB2A Unit 9: Mass pp 157, 166 PB2B Unit 13: Time p 77 PB2B Unit 15: Graphs pp 95–109	NC Activity 2.21
<ul style="list-style-type: none"> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul>	PB1B Unit 11: Picture Graphs pp 20, 22, 23–25 PB2B Unit 15: Graphs pp 96–98	
<ul style="list-style-type: none"> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul>	PB1B Unit 11: Picture Graphs pp 20, 23–25 PB2B Unit 15: Graphs pp 96–103, 106–109	NC Activity 2.22