Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Number					
Numbers and the number system					
2Nn1 Count, read and write numbers to at least 100 and back again.	pages 2–3, 4–7		Reading and writing numbers to 100, pages 1–5	14.1 Making pictograms 1	
2Nn2 Count up to 100 objects, e.g. beads on a bead bar.	pages 11–14	pages 8–9		14.1 Making pictograms 1	
2Nn3 Count on in ones and tens from single- and two-digit numbers and back again.	pages 66–72, 114–115	pages 51–57, 95–96			
2Nn4 Count in twos, fives and tens, and use grouping in twos, fives or tens to count larger groups of objects.	pages 104–117	pages 89–99		3.4 Subtracting tens and hundreds 2	
2Nn5 Begin to count on in small constant steps such as threes and fours.	pages 104–111	pages 89–93			
2Nn6 Know what each digit represents in two-digit numbers; partition into tens and ones.	pages 4–10	pages 4–7	Place value, pages 6–10	1.1 Place value and counting to 100 1.2 Comparing and ordering numbers to 100 2.4 Addition within 100 without regrouping 2.5 Addition within 100 with regrouping	Count, read and write odd and even numbers to 100: Making numbers
2Nn7 Find 1 or 10 more/less than any two-digit number.	pages 46, 66–69	pages 34–36, 54	Subtracting and adding ones and tens, pages 31–35	3.2 Subtraction within 100Subtracting tens and hundreds 3.3 Subtracting tens and hundreds 1	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Nn8 Round two-digit numbers to the nearest multiple of 10.	pages 29–31	pages 27–28		1.5 Revision: Numbers between tens	
2Nn9 Say a number between any given neighbouring pairs of multiples of 10, e.g. 40 and 50.	pages 15–21, 26–28			1.5 Revision: Numbers between tens	
2Nn10 Place a two-digit number on a number line marked off in multiples of ten.	pages 15–22, 26–28	pages 10–17, 22–23			
2Nn11 Recognise and use ordinal numbers up to at least the 10th number and beyond.	page 23–25	pages 24–25		1.3 Ordinal numbers to 50	
2Nn12 Order numbers to 100; compare two numbers using the > and < signs.	pages 15–22	pages 10–17, 22–23	Ordering and comparing numbers, pages 11–15	1.2 Comparing and ordering numbers to 100 3.4 Subtracting tens and hundreds 2 8.4 Comparing lengths 9.3 Comparing masses 1	Compare and order numbers from 0 to 100: Where is 44?
2Nn13 Give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100.	pages 11–14	pages 8–9			
2Nn14 Understand even and odd numbers and recognise these up to at least 20.	pages 32–33	page 29		1.4 Odd and even numbers 1.5 Revision: Numbers between tens	
2Nn15 Sort numbers, e.g. odd/even, multiples of 2, 5 and 10.	page 249	pages 215–216		1.4 Odd and even numbers 1.5 Revision: Numbers between tens 14.4 Venn diagrams and Carroll diagrams (Carroll diagrams)	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Nn16 Recognise that we write one half $\frac{1}{2}$, one quarter $\frac{1}{4}$ and three quarters $\frac{3}{4}$.	pages 122–123	pages 132–137		7.1 Unit fractions 1 7.3 Halves and quarters 1 7.4 Halves and quarters 2 7.5 Revision 13.1 Angles 1	
2Nn17 Recognise that $\frac{2}{2}$ or $\frac{4}{4}$ make a whole and $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent.	pages 132–134			7.1 Unit fractions 1 7.5 Revision	
2Nn18 Recognise which shapes are divided in halves or quarters and which are not.	pages 132–134		Halves and quarters, pages 56–60	7.2 Unit fractions 2	Interpret a fraction as part of a whole: Draw the whole shape Find halves and quarters of small numbers and objects: True or false?
2Nn19 Find halves and quarters of shapes and small numbers of object	pages 136–137	pages 122–123	Halves and quarters, pages 56–60		Find halves and quarters of small numbers and objects: True or false?

Calculation

Mental strategies

2Nc1 Find and learn by heart all number pairs to 10 and pairs with a total of 20.	pages 36–37	page 30	Number pairs, pages 16–20	2.1 Addition pairs to 10 and 20; Addition pairs to 100	Use mental strategies for addition: Number cards
2Nc2 Partition all numbers to 20 into pairs and record the related addition and subtraction facts.	pages 44–47	pages 34–36			

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Nc3 Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts.	pages 38–39	page 31		1.1 Place value and counting to 100	
2Nc4 Learn and recognise multiples of 2, 5 and 10 and derive the related division facts.	pages 104–117	pages 89–99			
2Nc5 Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50.	pages 40–42	page 32	Doubling, pages 46–50	2.2 Doubles	
Addition and subtraction					
2Nc6 Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. 75 − 30.	pages 66–72	pages 51–57	Subtracting ones and tens, pages 31–35	3.2 Subtraction within 100; Subtracting tens and hundreds 3.3 Subtracting tens and hundreds 1 3.4 Subtracting tens and hundreds 2	Subtracting tens: Cooking
2Nc7 Use the = sign to represent equality, e.g. 16 + 4 = 17 + 3.	Throughout addition and subtraction chapters, pages 34–73			1.2 Comparing and ordering numbers to 100 6.3 Equal sharing 3	
2Nc8 Add four or five small numbers together.	page 73		Adding small numbers together, pages 21–25	2.4 Addition within 100 without regrouping 5.1 Multiplication as repeated addition	Solve word problems: Solving problems
2Nc9 Recognise the use of a symbol such as □ or △ to represent an unknown, e.g. △ + □ = 10.	page 43	page 33		2.1 Addition pairs to 10 and 20; Addition pairs to 100 2.3 Missing numbers 2.4 Addition within 100 without regrouping	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Nc10 Solve number sentences such as 27 + 1 = 30.	page 43	page 33		2.1 Addition pairs to 10 and 20; Addition pairs to 100 2.3 Missing numbers 2.4 Addition within 100 without regrouping	
2Nc11 Add and subtract a single digit to and from a two-digit number.	pages 44–47	pages 34–36		3.5 Subtracting tens and hundreds	Add and subtract several small numbers: Magic squares
2Nc12 Add pairs of two-digit numbers.	pages 48–59	pages 31–46		3.5 Subtracting tens and hundreds	
2Nc13 Find a small difference between pairs of two-digit numbers.	pages 62–65	pages 47–50		3.1 Subtraction within 100 3.2 Subtraction within 100; Subtracting tens and hundreds	
2Nc14 Understand that addition can be done in any order, but subtraction cannot.	page 73			2.4 Addition within 100 without regrouping 3.5 Subtracting tens and hundreds	
2Nc15 Understand subtraction as both difference and take away.	pages 60–73			3.1 Subtraction within 100 3.2 Subtraction within 100; Subtracting tens and hundreds 3.3 Subtracting tens and hundreds 1	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Multiplication and division					
2Nc16 Understand multiplication as repeated addition and use the × sign.	pages 94–99	pages 76–77, 94–98		5.1 Multiplication as repeated addition 5.5 Multiplying by 2, 3 and 4; Multiplying by 5 and 10	Solve problems: Multiplication squares Build the multiplication facts with the help of pictures: Counting stars
2Nc17 Understand multiplication as describing an array.	pages 100–101	pages 83–84		5.2 Multiplication as an array	
2Nc18 Understand division as grouping and use the ÷ sign.	pages 120–127	pages 100–107		6.1 Equal sharing 1 6.2 Equal sharing 2 6.3 Equal sharing 3	Use concrete material or pictures to show equal sharing: Sharing
2Nc19 Use counting in twos, fives or tens to solve practical problems involving repeated addition.	pages 104–117	pages 89–99		5.1 Multiplication as repeated addition 5.4 Multiplying by 2, 3 and 4 5.5 Multiplying by 2, 3 and 4; Multiplying by 5 and 10	Solve problems: Multiplication squares Build the multiplication facts with the help of pictures: Counting stars
2Nc20 Find doubles of multiples of 5 up to double 50 and corresponding halves.	pages 102–103	pages 85–86	Doubling, pages 46–50	2.2 Doubles	Solve problems: Multiplication squares
2Nc21 Double two-digit numbers.	pages 102–103	pages 85–86		2.2 Doubles 5.3 Doubling 2-digit numbers	Build the multiplication facts with the help of pictures: Counting stars
2Nc22 Work out multiplication and division facts for the 3× and 4× tables.	pages 104–111	pages 89–93		5.1 Multiplication as repeated addition 6.1 Equal sharing 1 6.2 Equal sharing 2 6.3 Equal sharing 3	Solve problems: Multiplication squares

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Nc23 Understand that division can leave some left over.	pages 128–129	pages 108–109	Sharing out and finding some left over, pages 51–55	6.4 Leftovers 6.5 Revision	Understand that division can leave some leftover: How many?

Geometry

Shapes and geometric reasoning

2Gs1 Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognise common 2D shapes in different positions and orientations.	pages 76–82	pages 78–79, 60–65	2D shapes, pages 36–40	4.1 2D shapes 4.2 2D shapes; 3D shapes 4.5 Revision	Identify 2D and 3D shapes: Always, sometimes or never?
2Gs2 Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognise 2D drawings of 3D shapes.	pages 83–87	pages 66–69	3D shapes, pages 41–45	4.2 2D shapes; 3D shapes 4.3 3D shapes 4.5 Revision	Identify 2D and 3D shapes: Always, sometimes or never?
2Gs3 Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry.	pages 88–91	pages 70–75		4.4 Symmetry of figures	Draw shapes formed on dotted grid or squared grid: Drawing
2Gs4 Find examples of 2D and 3D shape and symmetry in the environment.	pages 88–91	pages 70–75			

Position and movement

2Gp1 Follow and give instructions involving position, direction and movement.	pages 230–231	pages 196–197		13.4 Directions 13.5 Revision	Follow and give instructions involving position, direction and movement: Draw shapes

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Gp2 Recognise whole, half and quarter turns, both clockwise and anticlockwise.	pages 226–229	pages 194–195		13.1 Angles 1 30.2 Angles 2 13.3 Angles 3 13.4 Directions 13.5 Revision	Recognise whole, half and quarter turns both clockwise and anticlockwise: 100 points
2Gp3 Recognise that a right angle is a quarter turn.	pages 226–229	pages 194–195		13.3 Angles 3	
Measure					
Money					
2Mm1 Recognise all coins and notes.	pages 194–209	pages 170–184	Amounts of money, pages 81–85		Use coins to work out change: How much is left? Use notes to pay an amount and work out change: Shopping
2Mm2 Use money notation.	pages 194–209	pages 170–184	Amounts of money, pages 81–85	11.1 Coins and dollar notes	Use coins to work out change: How much is left? Use notes to pay an amount and work out change: Shopping
2Mm3 Find totals and the coins and notes required to pay a given amount; work out change.	pages 197–209	pages 173–184	Amounts of money, pages 81–85	11.2 Amounts of money 1 11.3 Amounts of money 2 11.4 Adding and subtracting money 1 (Adding) 11.5 Adding and subtracting money 2 (Subtracting)	Use coins to work out change: How much is left? Use notes to pay an amount and work out change: Shopping

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Length, mass and capacity					
2Ml1 Estimate, measure and compare lengths, weights and capacities, choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments.	Length: pages 140–151 Weights: pages 158–177 Capacity: pages 180–191	Length: pages 124–135 Weights: pages 140–159 Capacity: pages 160–169	Comparing the capacity of two objects, pages 71–75 Comparing capacity using standard units, pages 76–80	8.1 Measuring length in centimetres and in metres 1 8.3 Comparing lengths 8.5 Revision 9.1 Measuring mass in grams and in kilograms 1 9.2 Measuring mass in grams and in kilograms 2 9.4 Comparing masses 2 9.5 Revision 10.1 Volume 10.5 Revision	Measure lengths of objects: Measuring and winning points Compare capacities: Making a measuring bottle
2Ml2 Compare lengths, weights and capacities using the standard units: centimetre, metre, 100 g, kilogram, and litre.	Length: pages 140–151 Weights: pages 158–177 Capacity: pages 180–191	Length: pages 124–135 Weights: pages 140–159 Capacity: pages 160–169	Using standard measures, pages 61–65 Comparing the capacity of two objects, pages 71–75 Comparing capacity using standard units, pages 76–80 Measuring mass, pages 66–70	8.1 Measuring length in centimetres and in metres 1 8.2 Measuring length in centimetres and in metres 2 8.4 Comparing lengths 8.5 Revision 9.3 Comparing masses 1 9.4 Comparing masses 2 9.5 Revision 10.2 Units of volume 1 10.3 Units of volume 2 10.4 Adding and subtracting capacities 10.5 Revision	Compare lengths using standard units: Spot the mistake Measure lengths of objects: Measuring and winning points Compare masses: Mystery parcel Measure mass using non-standard units: True or false? Adding and subtracting capacities: Measuring

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Time					
2Mt1 Know the units of time (seconds, minutes, hours, days, weeks, months and years).	pages 216–217		Days of the week, pages 86–88	12.1 Reading the time to the half hour 12.2 Units of time 1 12.3 Units of time 2 12.4 The relationship between consecutive units of time	Read the time to half an hour: Spot the pattern Know the relationship between consecutive units of time: Spot the mistakes
2Mt2 Know the relationships between consecutive units of time.	pages 218–221	pages 191–192		12.4 The relationship between consecutive units of time	
2Mt3 Read the time to the half hour on digital and analogue clocks.	pages 212–215	pages 188–190		12.1 Reading the time to the half hour	
2Mt4 Measure activities using seconds and minutes.	page 221			12.2 Units of time 1 12.3 Units of time 2	
2Mt5 Know and order the days of the week and the months of the year.	pages 222–223	page 193	pages 86–88	12.5 Days of the week and months of the year	Know the relationship between consecutive units of time: Spot the mistakes

Handling data

Organising, categorising and representing data

2Dh1 Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results.	pages 234–245	pages 198–214	Pictographs, pages 96–100	14.1 Making pictograms 1 14.2 Making pictograms 2 14.5 Review	Draw simple pictograms and block graphs to show results: Favourite fruit

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Dh2 Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'.	pages 246–249	pages 215–216	Venn and Carroll diagrams, pages 101–105	14.3 Venn diagrams and Carroll diagrams (Venn diagrams) 14.4 Venn diagrams and Carroll diagrams (Carroll diagrams) 14.5 Review	Use Venn diagrams to sort numbers or objects: Numbers

Problem solving

Using techniques and skills in solving mathematical problems

2Pt1 Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer.	pages 44–45, 48–51, 62–64, 66–68			5.4 Multiplying by 2, 3 and 4	Draw shapes formed on dotted grid or squared grid: Drawing Build the multiplication facts with the help of pictures: Counting stars Use concrete material or pictures to show equal sharing: Sharing Measure lengths of objects: Measuring and winning points Measure mass using non-standard units: True or false? Draw simple pictograms and block graphs to show results: Favourite fruit

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Pt2 Explain methods and reasoning orally.	pages 44–45, 62–64, 66–68			2.5 Addition within 100 with regrouping 5.4 Multiplying by 2, 3 and 4	Find halves and quarters of small numbers and objects: True or false? Measure lengths of objects: Measuring and winning points Know the relationship between consecutive units of time: Spot the mistakes Draw simple pictograms and block graphs to show results: Favourite fruit
2Pt3 Explore number problems and puzzles.	pages 7, 21, 54, 125			1.2 Comparing and ordering numbers to 100 2.4 Addition within 100 without regrouping 3.1 Subtraction within 100 3.3 Subtracting tens and hundreds 1 5.4 Multiplying by 2, 3 and 4 6.4 Leftovers 9.4 Comparing masses 2 11.4 Adding and subtracting money 1 (Adding) 11.5 Adding and subtracting money 2 (Subtracting)	Count, read and write odd and even numbers to 100: Making numbers Solve problems: Multiplication squares Understand that division can leave some leftover: How many?

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Pt4 Make sense of simple word problems (single and easy two-step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line.	pages 29, 48–49, 55, 62–64, 120–121	pages 100–102		1.2 Comparing and ordering numbers to 100 3.1 Subtraction within 100 3.3 Subtracting tens and hundreds 5.4 Multiplying by 2, 3 and 4 6.4 Leftovers 11.4 Adding and subtracting money 1 (Adding) 11.5 Adding and subtracting money 2 (Subtracting) 14.2 Making pictograms	Solve word problems: Solving problems Subtracting tens: Cooking Use concrete material or pictures to show equal sharing: Sharing Compare masses: Mystery parcel Recognise whole, half and quarter turns both clockwise and anticlockwise: 100 points Follow and give instructions involving position, direction and movement: Draw shapes
2Pt5 Make up a number story to go with a calculation, including in the context of money.	pages 34–35, 60–61, 92–93, 118–119, 130–131				Identify 2D and 3D shapes: Always, sometimes or never?
2Pt6 Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. 35 + 19 by adding 20 to 35 and subtracting 1, and by adding 30 + 10 and 5 + 9.	page 73			2.4 Addition within 100 without regrouping	Use mental strategies for addition: Number cards Use notes to pay an amount and work out change: Shopping

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Pt7 Check a subtraction by adding the answer to the smaller number in the original subtraction.					Find halves and quarters of small numbers and objects: True or false? Adding and subtracting capacities: Measuring Using coins to work out change: How much is left?
2Pt8 Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more.	pages 94–99, 104–117	pages 94–98, 87–99			
2Pt9 Identify simple relationships between numbers and shapes, e.g. this number is double ...; these shapes all have ... sides.	pages 76, 78–79, 84–85, 102–103, 135, 137	pages 60–66, 68–69, 122–123		1.2 Comparing and ordering numbers to 100 8.3 Comparing lengths 9.4 Comparing masses 2 10.1 Volume 14.2 Making pictograms	Add and subtract several small numbers: Magic squares Build the multiplication facts with the help of pictures: Counting stars Interpret a fraction as part of a whole: Draw the whole shape Read the time to half an hour: Spot the pattern Use Venn diagrams to sort numbers or objects: Numbers

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
2Pt10 Make a sensible estimate for the answer to a calculation.	pages 11–14	pages 8–9		9.1 Measuring mass in grams and in kilograms 1	Compare and order numbers from 0 to 100: Where is 44? Measure lengths of objects: Measuring and winning points Compare capacities: Making a measuring bottle
2Pt11 Consider whether an answer is reasonable.				9.1 Measuring mass in grams and in kilograms 1 9.2 Measuring mass in grams and in kilograms 2	Compare and order numbers from 0 to 100: Where is 44? Compare lengths using standard units: Spot the mistakes Adding and subtracting capacities: Measuring Know the relationship between consecutive units of time: Spot the mistakes Use Venn diagrams to sort numbers or objects: Numbers