

Year 2 Number and Place Value

	Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Working Towards the Expected Standard	Sufficient evidence shows the ability to: ☐ Count to and across 100, forwards or backwards, beginning with 0 or 1, or from any given number. ☐ Count in multiples of 2s, 5s and 10s. ☐ Count in steps of 10 within 100, starting from any number. ☐ Read and write numbers from 1 to 100 in numerals, and up to 20 in words (not necessarily spelled correctly). ☐ Use the place value of each digit to order numbers to 100. ☐ Know the number that is 1 more and 1 less than any number up to 100. ☐ Use the language of least. ☐ Identify and represent numbers using objects, structured apparatus and number lines. ☐ Use place value and number facts to solve simple problems.	Sufficient evidence shows the ability to: ☐ Recall and use addition and subtraction facts for all numbers up to 10. ☐ Add and subtract numbers mentally, including: 2 single-digit numbers, a number up to 20 and 1s. ☐ Add and subtract numbers using concrete objects, pictorial representations and the written columnar method including: a two-digit number and 1, adding 3 single-digit numbers with a total up to 20. ☐ Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=). ☐ Solve missing number addition problems involving single-digit numbers. ☐ Solve simple 1 or 2 step problems with addition and subtraction. ☐ Show that addition can be done in any order (commutative).	Sufficient evidence shows the ability to: ☐ Recall multiplication facts for the 10 multiplication table and use them to derive division facts, and count in steps of 10 to answer questions. ☐ Recall and use doubling and halving facts for numbers up to double 10 and other significant doubles. ☐ Recognise odd and even numbers to 20. ☐ Solve simple problems involving grouping and sharing, using objects, pictorial representations and arrays.	Sufficient evidence shows the ability to: ☐ Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. ☐ Begin to solve simple problems involving fractions.

Using & Applying – Problem Solving, Investigating, Reasoning & Communicating – for all abilities

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Working at the Expected Standard	Sufficient evidence shows the ability to: - Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. - Recognise the place value of each digit in a two-digit number (tens, ones). - Identify, represent and estimate numbers using different representations, including the number line. - Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. - Read and write numbers to at least 100 in numerals and in words. - Use place value and number facts to solve problems.	Sufficient evidence shows the ability to: - Solve problems with addition and subtraction: - Using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers. - Add three one-digit numbers. - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Sufficient evidence shows the ability to: - 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 ($\times$), division ($\div$) 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.	Sufficient evidence shows the ability to: - Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity. - Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

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Greater Depth within the Expected Standard	All aspects of number and place value at the national standard are embedded. Sufficient evidence shows the ability to: ☐ Demonstrate fluency and reasoning in counting forwards and backwards in steps of 2, 5 and 10 including from different starting points and using numbers beyond 100. ☐ Consistently use less than (<), equals (=) and greater than (>) signs correctly when comparing numbers and expressions. ☐ Identify and represent numbers using different representations including more complex number lines. ☐ Demonstrate reasoning about place value and number facts to solve more complex problems.	All aspects of addition and subtraction at the national standard are embedded. Sufficient evidence shows the ability to: ☐ Recall and use addition and subtraction facts to 20 fluently; derive and use related facts to 100 and beyond. ☐ Add and subtract numbers mentally using appropriate strategies, including: 2 2-digit numbers, adding /subtracting several single-digit numbers. ☐ Add and subtract numbers using objects, pictorial representations and the written columnar method including: adding several 2-digit numbers, subtracting 2-digit numbers, adding a 2-digit number to a 3-digit number, adding 3-digit numbers. ☐ Solve missing number problems involving a wider range of numbers. ☐ Use addition and subtraction facts to solve more complex problems, such as 3 step problems.	All aspects of multiplication and subtraction at the national standard are embedded. Sufficient evidence shows the ability to: ☐ Rapidly recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables and write mathematical statements using the multiplication ($\times$), division ($\div$) and equals (=) signs. ☐ Count in 3s to solve multiplication and division problems for the 3 multiplication table. ☐ Solve more complex problems involving multiplication and division in a range of contexts including measures. ☐ Make connections between place value and multiplication/division by 10 and use known multiplication and division facts to derive others.	All aspects of fractions at the national standard are embedded. Sufficient evidence shows the ability to: ☐ Express more complex problems using fraction notation and solve them.

Using & Applying – Problem Solving, Investigating, Reasoning & Communicating – for all abilities

Year 2 Geometry and Measures

	Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
Working Towards the Expected Standard	Sufficient evidence shows the ability to: ☐ Measure and begin to record the following: ➤ lengths and heights ➤ mass/weight ➤ volume/capacity ➤ time. ☐ Recognise and know the value of different denominations of coins and notes. ☐ Begin to recognise and use the symbols for pounds (£) and pence (p). ☐ Combine amounts to make small values. ☐ Sequence the events of several days in chronological order using appropriate language. ☐ Tell the time to half past the hour; turn the hands of a geared clock to show these times; draw hands on a clock face to show o'clock times. ☐ Recognise and use language relating to dates, including days of the week, weeks, months and years. ☐ Know there are 7 days in a week. ☐ Know the name of the day before or after a given day. ☐ Solve simple measure problems in a practical context using standardised units.	Sufficient evidence shows the ability to: ☐ Recognise, name and describe the properties of common 2-D shapes including pentagons and hexagons. ☐ Recognise, name and describe the properties of common 3-D shapes including cones and spheres. ☐ Solve simple problems involving shapes.	Sufficient evidence shows the ability to: ☐ Describe position, directions and movement, including whole, half, quarter and three-quarter turns. ☐ Solve simple problems involving position and direction.	Sufficient evidence shows the ability to: ☐ Interpret and construct simple pictograms where the picture is worth 1 unit. ☐ Interpret simple tally charts and block diagrams. ☐ Ask and answer questions that require counting the number of objects in each category.

Using & Applying – Problem Solving, Investigating, Reasoning & Communicating – for all abilities

Year 2 Geometry and Measures

	Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
Working at the Expected Standard	Sufficient evidence shows the ability to: ☐ 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 $=$. ☐ 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 a practical context involving addition and subtraction of money of the same unit, including giving change. ☐ Compare and sequence intervals of time. ☐ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. ☐ Know the number of minutes in an hour and the number of hours in a day.	Sufficient evidence shows the ability to: ☐ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. ☐ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ☐ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ☐ Compare and sort common 2-D and 3-D shapes and everyday objects.	Sufficient evidence shows the ability to: ☐ Order and arrange combinations of mathematical objects in patterns and sequences. ☐ Use mathematical vocabulary to describe position, direction and movement, 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 anticlockwise).	Sufficient evidence shows the ability to: ☐ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. ☐ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. ☐ Ask and answer questions about totalling and comparing categorical data.

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Year 2 Geometry and Measures

	Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
Greater Depth within the Expected Standard	All aspects of measurement at the national standard are embedded. Sufficient evidence shows the ability to: ☐ Find all possible combinations of coins to equal a given amount or how to pay a given amount using the fewest possible number of coins. ☐ Know that there are 60 minutes in an hour and 24 hours in a day and use these facts to solve problems. ☐ Tell and write the time to 5 minutes and draw hands on a clock face to show these times. ☐ Solve more complex problems involving, money and other measures, including time. ☐ Reason about multiplicative relationships between specific measured quantities, drawing on knowledge of 2, 5 and 10 tables and knowledge of fractions	All aspects of shape at the national standard are embedded. Sufficient evidence shows the ability to: ☐ Compare and sort common 2-D and 3-D shapes and common objects, using more than 1 criterion, identifying and describing their properties. ☐ Reason about and solve more complex problems involving shapes and their properties.	All aspects of position and movement at the national standard are embedded. Sufficient evidence shows the ability to: ☐ Order and arrange combinations of mathematical objects in more complex patterns and sequences. ☐ Solve more complex problems involving position and direction.	All aspects of statistics at the national standard are embedded. Sufficient evidence shows the ability to: ☐ Interpret and construct pictograms (where the symbols show many to one correspondence), block diagrams (where the scale is divided into 2s or 5s) and more complex tables ☐ Use more complex charts to ask and answer questions by reading from the chart the number of objects in each category, sorting the categories by quantity, totalling and comparing categorical data.

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