

St Thomas Aquinas Catholic Multi-Academy Trust

Year 2 Maths Statements – by strand

Strand	Target		
Number	Able to read numbers in numerals up to 100		
	Able to write numbers in numerals up to 100		
	Able to partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them		
	Able to partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus		
Calculations	Able to add two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus		
	Able to add two-digit numbers and ones, where no regrouping is required, explaining their method verbally, in pictures or using apparatus		
	Able to subtract two-digit numbers and ones, where no regrouping is required, explaining their method verbally, in pictures or using apparatus		
	Able to subtract two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus		
	Able to recall at least four of the six number bonds for 10 and reason about associated facts		
	Able to count in twos, fives and tens from 0 and use this to solve problems		
	Able to add any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus		
	Able to subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus		
	Able to recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships		
	Able to recall multiplication facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary		
	Able to recall division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary		
	Able to recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts		
	Able to use reasoning about numbers and relationships to solve more complex problems and explain their thinking		
	Able to solve unfamiliar word problems that involve more than one step		
Fractions	Able to identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole		
Measures	Knows the value of different coins		
	Able to read scales in divisions of ones, twos, fives and tens		
	Uses different coins to make the same amount		
	Able to read the time on a clock to the nearest 15 minutes		
	Able to read scales where not all numbers on the scale are given and estimate points in between		
	Able to read the time on a clock to the nearest 5 minutes		
Geometry	Able to name some common 2-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties		
	Able to name some common 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties		
	Able to name & describe properties of 2-D shapes, including number of sides & lines of symmetry		
	Able to name & describe properties of 3-D shapes, including number of vertices, edges & faces		
	Able to describe similarities & differences of 2-D & 3-D shapes, using their properties		



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Year 2 Maths Statements – as per TAF

	Target		
Working towards the expected standard	Able to read numbers in numerals up to 100		
	Able to write numbers in numerals up to 100		
	Able to partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them		
	Able to add two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus		
	Able to recall at least four of the six number bonds for 10 and reason about associated facts		
	Able to count in twos, fives and tens from 0 and use this to solve problems		
	Knows the value of different coins		
	Able to name some common 2-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties		
Working at the expected standard	Able to read scales in divisions of ones, twos, fives and tens		
	Able to partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus		
	Able to add two-digit numbers and ones, where no regrouping is required, explaining their method verbally, in pictures or using apparatus		
	Able to subtract two-digit numbers and ones, where no regrouping is required, explaining their method verbally, in pictures or using apparatus		
	Able to subtract two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus		
	Able to add any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus		
	Able to subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus		
	Able to recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships		
	Able to recall multiplication facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary		
	Able to recall division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary		
	Able to identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole		
	Uses different coins to make the same amount		
	Able to read the time on a clock to the nearest 15 minutes		
	Able to name some common 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties		
	Able to name & describe properties of 2-D shapes, including number of sides & lines of symmetry		
	Able to name & describe properties of 3-D shapes, including number of vertices, edges & faces		
Working at greater depth	Able to recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts		
	Able to use reasoning about numbers and relationships to solve more complex problems and explain their thinking		
	Able to solve unfamiliar word problems that involve more than one step		
	Able to read scales where not all numbers on the scale are given and estimate points in between		
	Able to read the time on a clock to the nearest 5 minutes		
	Able to describe similarities & differences of 2-D & 3-D shapes, using their properties		

