Year Two
Mathematics

	STATEMENTS	Date 1	Date 2	Date 3	COMMENTS
Working towards the expected standard	The pupil can demonstrate an understanding of place value, though they may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers ie. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35<53 and 42>36).				
	The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).				
	The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).				
	The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?).				
	The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations.				
	The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).				
	The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.				
Working at the expected standard	The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).				
	The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.				
	The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).				
	The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33).				
	The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ − 14 = 28).				
	The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins).				
	The pupil can identify 1/3, 1/4, 1/2, 2/4, 3/4 and knows that all parts must be equal parts of the whole.				

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	The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).				
	The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).				
	The pupil can read the time on the clock to the nearest 15 minutes.				
	The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).				
Working at greater depth	The pupil can reason about addition (e.g. that the sum of 3 off numbers will always be odd).				
	The pupil use multiplication facts to make deductions outside known multiplication facts (e.g. I know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5).				
	The pupil can work out mental calculations where regrouping is required (e.g. 52 − 27; 91 – 73).				
	I can solve more complex missing number problems (e.g. 14 + – 3 = 17; 14 + Δ = 15 + 27).				
	The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, I recognise that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, I can explain that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).				
	The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).				
	The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10).				
	The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).				
	The pupil can read the time on the clock to the nearest 5 minutes.				
	The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.				
	The pupil can describe similarities and differences of shape properties (e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).				

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NUMBER	Number and Place Value	I can count in steps of 2 from 0, forward and backward.				
		I can count in steps of 3 from 0, forward and backward.				
		I can count in steps of 5 from 0, forward and backward.				
		I can count in tens from any number, forward and backward.				
		I can estimate numbers using different representations, including a number line.				
		I can compare and order numbers from 0 to 100 using the <, > and = signs.				
		I can use place value and number facts to solve problems.				
	Addition and Subtraction	I can solve problems with addition using mental and written methods.				
		I can solve problems with subtraction using concrete objects and pictorial representations, mental and written methods.				
		I can recall and use addition and subtraction facts to 20 and work out and use related facts up to 100.				
		I can add a two-digit number and ones.				
		I can subtract a two-digit number and ones.				
		I can add a two-digit number and tens.				
		I can subtract a two-digit number and tens.				
		I can add two two-digit numbers.				
		I can subtract two two-digit numbers.				
		I can add three one-digit numbers.				
	Multiplication and Division	I can recall and use multiplication facts for the x2, x5 and x10 tables, including recognising odd and even numbers.				
		I can recall and use division facts for the x2, x5 and x10 tables, including recognising odd and even numbers.				
		I can calculate mathematical statements for x and ÷ within the multiplication tables and I can use the signs x, ÷ and =.				
		I can show that multiplication of two numbers can be done in any order (commutative).				
		I can show that division of one number by another cannot be done in any order.				
	Fractions	I can solve problems with addition using mental and written methods.				
		I know that 2/4 and ½ are equal.				

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MEASUREMENT		I can choose and use appropriate standard units to estimate and measure length/ height (m and cm).				
		I can choose and use appropriate standard units to estimate and measure mass (kg and g).				
		I can choose and use appropriate standard units to estimate and measure temperature (°C).				
		I can choose and use appropriate standard units to estimate and measure capacity (litres and ml).				
		I can compare and order lengths, mass, volume/capacity and record results using <, > and = signs.				
		I can recognise and use & and p symbols.				
		I can combine amounts of money to make different totals.				
		I can solve simple problems using + and – of money of the same unit and I can give change.				
		I can compare and order intervals of time.				
		I know the number of minutes in an hour.				
		I know the number of hours in a day.				
GEOMETRY	P's of shapes	I can identify 2-D shapes on the surface of 3-D shapes.				
		I can compare and sort common 2-D and 3-D shapes.				
	Position and Direction	I can order and arrange mathematical objects in patterns and sequences.				
		I can use mathematical vocabulary to describe position, direction and movement (including right angle turns and clockwise/anti-clockwise).				
STATISTICS		I can construct simple pictograms.				
		I can construct tally charts.				
		I can construct block diagrams.				
		I can construct simple tables.				
		I can ask and answer simple questions by counting the number of objects in each category and sorting them by quantity.				

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