

Year 2

| Strand | Objective | Child Speak Target |
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| Number Place Value | | |
| Number Place Value | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. | <i>I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.</i> |
| Number Place Value | Recognise the place value of each digit in a two-digit number (tens, ones). | <i>I know what each digit means in Tens and Unit numbers such as 24.</i> |
| Number Place Value | Identify, represent and estimate numbers using different representations, including the number line. | <i>I can find and show numbers on a number line.</i> |
| Number Place Value | Compare and order numbers from 0 up to 100. | <i>I can order numbers up to 100 and tell you which numbers are bigger or smaller.</i> |
| Number Place Value | Use greater than, less than and = signs. | <i>I use the greater than, less than and equals signs in maths and know what they mean.</i> |
| Number Place Value | Read and write numbers to at least 100 in numerals and in words. | <i>I can read and write numbers to 100 in digits and words.</i> |
| Number Place Value | Use place value and number facts to solve problems. | <i>I solve problems using number facts such as $18+2=20$ and what I know about the value of digits in a number.</i> |
| Addition and Subtraction | | |
| Addition Subtraction | Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. | <i>I answer addition and subtraction maths problems using objects to help me work it out.</i> |
| Addition Subtraction | Applying their increasing knowledge of mental and written methods. | <i>I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.</i> |
| Addition Subtraction | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. | <i>I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.</i> |
| Addition Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. | <i>I can add and subtract numbers such as $34 - 8$ or $52 + 5$ using objects or pictures to help.</i> |
| Addition Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. | <i>I add and subtract two-digit numbers using objects to help me.</i> |
| Addition Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. | <i>I can add or subtract numbers such as $42 - 22$ or $56 + 29$ using objects or pictures to help me.</i> |
| Addition Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers. | <i>I can add or subtract three numbers such as $2 + 5 + 9$.</i> |
| Addition Subtraction | Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. | <i>I know that adding to numbers together can be done in any order but subtracting numbers can only be done in one order.</i> |
| Addition Subtraction | Recognise and use the inverse relationship between addition and subtraction and use | <i>I can check my answers or solve missing number problems by doing an inverse check.</i> |

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| | this to check calculations and solve missing number problems. | |
| Multiplication and Division | | |
| Multiplication Division | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. | <i>I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.</i> |
| Multiplication Division | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. | <i>I use multiplication (\times), division (\div) and equals (=) signs when writing out my times tables.</i> |
| Multiplication Division | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | <i>I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.</i> |
| Multiplication Division | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | <i>I can solve multiplication and division problems using times table facts and objects or pictures to help me.</i> |
| Fractions | | |
| Fractions | Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. | <i>I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects.</i> |
| Fractions | Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. | <i>I can write simple fractions sentences such as $\frac{1}{2}$ of $6 = 3$ and know that $\frac{2}{4}$ equals $\frac{1}{2}$.</i> |
| Measurement | | |
| Measurement | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. | <i>I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature ($^{\circ}\text{C}$); or capacity (litres/ml).</i> |
| Measurement | Compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and =. | <i>I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals.</i> |
| Measurement | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. | <i>I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.</i> |
| Measurement | Find different combinations of coins that equal the same amounts of money. | <i>I can find different combinations of coins that equal the same amounts of money.</i> |
| Measurement | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | <i>I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p?</i> |
| Measurement | Compare and sequence intervals of time. | <i>I can put the time of events in order.</i> |
| Measurement | 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. | <i>I can 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.</i> |
| Measurement | Know the number of minutes in an hour and the number of hours in a day. | <i>I know there are 60 minutes in an hour and 24 hours in a day.</i> |
| Shape | | |

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| Shape | Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. | <i>I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.</i> |
| Shape | Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. | <i>I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.</i> |
| Shape | Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]. | <i>I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.</i> |
| Shape | Compare and sort common 2-D and 3-D shapes and everyday objects. | <i>I can compare 2-D and 3-D shapes with everyday objects around me.</i> |
| Position | | |
| Position | Order and arrange combinations of mathematical objects in patterns and sequences. | <i>I can order combinations of mathematical objects in patterns and sequences.</i> |
| Position | 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 anti-clockwise). | <i>I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.</i> |
| Statistics | | |
| Statistics | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. | <i>I can read and construct picture graphs, tally charts and tables.</i> |
| Statistics | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. | <i>I can sort objects into categories and tell you how many objects are in each category and show which category has the most.</i> |
| Statistics | Ask and answer questions about totalling and comparing categorical data. | <i>I work on sorting objects and can answer questions about the groups of objects I have sorted.</i> |