

## Year Two Mathematics – Number and Calculating

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	
	Step One		Step Two (Emerging)		Step Three (Expected)		Exceeding
<b>Number: Number System and fractions and decimals</b>	<ol style="list-style-type: none"> <li>I can count in steps of 2, 5 and 10 from 0 forwards and backwards.</li> <li>I can recognise the value of 1-digit numbers as a unit value.</li> <li>I can partition numbers into tens and ones using practical apparatus and record this informally.</li> <li>I can order numbers from 0 to 100.</li> <li>I can read and write numbers to 50 in numerals and words.</li> <li>I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a shape.</li> <li>I can write simple fractions, e.g. <math>\frac{1}{2}</math> of 6 = 3</li> </ol>	<ol style="list-style-type: none"> <li>I can count in steps of 3 forwards, and in tens from any number forwards.</li> <li>I can recognise the value of the tens digit in multiples of 10.</li> <li>I can partition numbers into tens and ones using a number sentence.</li> <li>I can compare and order numbers from 0 to 100 using mathematical language.</li> <li>I can read and write numbers to at least 100 in numerals.</li> <li>I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length.</li> <li>I understand that there are some fractions that are equivalent to others.</li> </ol>	<ol style="list-style-type: none"> <li>I can count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backward.</li> <li>I can recognise the place value of each digit in a 2-digit number (tens and ones).</li> <li>I can identify, represent and estimate number using different representations including number lines.</li> <li>I can compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>I can read and write numbers to at least 100 in numerals and in words.</li> <li>I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>I can write simple fractions, e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ol>	<i>I have all of the expected strands and I am embedding these skills in all subjects.</i>			
<b>Calculating: addition, subtraction, multiplication and division</b>	<ol style="list-style-type: none"> <li>I can recall addition and subtraction facts to 20.</li> <li>I can add and subtract numbers using objects, including: <ul style="list-style-type: none"> <li>A 2-digit number and ones</li> <li>A 2-digit number and tens</li> <li>Two 2-digit numbers</li> <li>Adding three 1-digit numbers</li> </ul> </li> <li>I know that addition and subtraction are inverse operations.</li> <li>I can recall and use multiplication and division facts for the 10 times tables.</li> <li>I can record my work in a written form using mathematical symbols (see 11 above).</li> </ol>	<ol style="list-style-type: none"> <li>I can use addition and subtraction facts to 20 fluently.</li> <li>I can add and subtract numbers using pictorial representations, including: <ul style="list-style-type: none"> <li>A 2-digit number and ones</li> <li>A 2-digit number and tens</li> <li>Two 2-digit numbers</li> <li>Adding three 1-digit numbers</li> </ul> </li> <li>I can make related number statements.</li> <li>I can recall and use multiplication and division facts for the 5 times tables.</li> <li>I can record my work in a written form using mathematical symbols (see 32 above).</li> </ol>	<ol style="list-style-type: none"> <li>I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>A 2-digit number and ones</li> <li>A 2-digit number and tens</li> <li>Two 2-digit numbers</li> <li>Adding three 1-digit numbers</li> </ul> </li> <li>I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> <li>I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ol>				

## Year Two Mathematics – Geometry and Measurement

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	
	Step One		Step Two (Emerging)		Step Three (Expected)		Exceeding
<b>Geometry: Properties, position and direction</b>	<p>13. I can describe the properties of 2-D shapes including the number of sides.</p> <p>14. I can describe the properties of 3-D shapes, including edges and faces.</p> <p>15. I can compare 2-D and 3-D shapes.</p> <p>16. I can recognise patterns.</p> <p>17. I can use mathematical vocabulary to describe position.</p>		<p>41. I can identify the properties of 2-D shapes, including lines of symmetry.</p> <p>42. I can identify the properties of 3-D shapes, including edges, vertices and faces.</p> <p>43. I can sort 2-D and 3-D shapes.</p> <p>44. I can create patterns.</p> <p>45. I can use mathematical vocabulary to describe direction and movement including distinguishing rotation as a turn.</p>		<p><b>71. I can identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.</b></p> <p><b>72. I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</b></p> <p><b>73. I can identify 2-D shapes on the surface of 3-D shapes, e.g. a circle on a cylinder and a triangle on a pyramid.</b></p> <p><b>74. I can compare and sort common 2-D and 3-D shapes and everyday objects.</b></p> <p><b>75. I can order and arrange combinations of mathematical objects in patterns.</b></p> <p><b>76. I can use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in straight line.</b></p>		<i>I have all of the expected strands and am embedding these skills in all subjects.</i>
<b>Measurement</b>	<p>18. I can estimate length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml)</p> <p>19. I can compare and order lengths</p> <p>20. I can recognise and use the symbols for pounds (£) and pence (p).</p> <p>21. I can add using money</p> <p>22. I can solve simple problems involving adding money</p> <p>23. I can compare different times.</p> <p>24. I know quarter past/to the hour.</p> <p>25. I know the amount of minutes in an hour.</p>		<p>46. I can measure to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.</p> <p>47. I can compare and order mass</p> <p>48. I can find the coins needed to make particular amounts</p> <p>49. I can subtract using money.</p> <p>50. I can solve simple problems involving subtracting money to give change.</p> <p>51. I can work out time durations that do not go over the hour.</p> <p>52. I can tell the time in 5 minute intervals.</p> <p>53. I know the amount of hours in a day.</p>		<p><b>77. I can 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.</b></p> <p><b>78. I can compare and order lengths, mass, volume/capacity and record the results using &lt;, &gt; and =.</b></p> <p><b>79. I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</b></p> <p><b>80. I can find different combinations of coins that equal the same amounts of money.</b></p> <p><b>81. I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</b></p> <p><b>82. I can compare and sequence intervals of time.</b></p> <p><b>83. 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.</b></p> <p><b>84. I know the number of minutes in an hour and the number of hours in a day.</b></p>		

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	
	Step One		Step Two (Emerging)		Step Three (Expected)		Exceeding
<b>Statistics</b>	26. I can collect data and record it in a simple list or table. 27. I can discuss the data collected.  28. I can make comparisons about the data I have collected		54. I can collect data and record it in a simple pictogram or block diagram. 55. I can answer questions about the data I have collected.  56. I can answer questions about totalling the data I have collected.		<b>85. I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</b> <b>86. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</b> <b>87. I can ask and answer questions about totalling and comparing categorical data.</b>		<i>I have all of the expected strands and am embedding these skills in all subjects.</i>