



# Year 2 Maths Assessment (Statements)

Name:	Class:				
<b>Number and Place Value</b>					
To count in steps of 2		3		and 5	from 0, forwards and backwards.
To count in 10s from any number, forwards and backwards.					
<b>To recognise the place value of each digit in a two-digit number (tens and ones).</b>					
To identify, represent and estimate numbers using different representations, including the number line.					
To compare and order numbers from 0 up to 100.					
To use the <, > and = signs.					
<b>To read and write numbers to at least 100 in numerals</b>				and words	
To use place value and number facts to solve problems.					
<b>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.</b>					
To partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.					
<b>Addition and Subtraction</b>					
To solve problems with addition and subtraction:					
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures.					<input type="text"/>
- applying their increasing knowledge of mental and written methods					<input type="text"/>
To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.					
To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:					
a two-digit number and ones	<input type="text"/>	a two-digit number and tens	<input type="text"/>		
two two-digit numbers	<input type="text"/>	adding three one-digit numbers	<input type="text"/>		
<b>To add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>).</b>					
To add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$ ; $72 - 17$ ).					
To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.					
To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.					
<b>To recall at least four of the six number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>).</b>					
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 (e.g. If $7 + 3 = 10$ , then $17 + 3 = 20$ ; if $7 - 3 = 4$ , then $17 - 3 = 14$ ; leading to if $14 + 3 = 17$ , then $3 + 14 = 17$ , $17 - 14 = 3$ and $17 - 3 = 14$ ).					
To use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 +$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)					
To solve unfamiliar 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?')					
<b>Multiplication and Division</b>					
To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.					
<b>To count in twos, fives and tens from 0 and use this to solve problems.</b>					
To recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.					
<b>To recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.</b>					
To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.					
To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.					
To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.					



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## Fractions and Decimals

To identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a number or shape, and know that all parts must be equal parts of the whole.

To 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.

To write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

To find and compare fraction amounts (non TAF - GD)

## Measurement

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.

To compare and order lengths, mass, volume/capacity and record the results using >, < and =.

To recognise and use symbols for pounds (£) and pence (p)

To know the value of different coins.

To combine amounts of money to make a particular value.

To find different combinations of coins that equal the same amounts of money.

To use different coins to make the same amount.

To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

To compare and sequence intervals of time.

To 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.

To read the time on a clock to the nearest 15 minutes

To read the time on a clock to the nearest 5 minutes

To know the number of minutes in an hour and the number of hours in a day.

To read scales in divisions of ones, twos, fives and tens.

To read scales where not all numbers on the scale are given and estimate points in between.

## Geometry (Properties of Shapes, Position and Direction)

To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].

To compare and sort common 2-D and 3-D shapes and everyday objects.

To name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

To name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

To describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

To order and arrange combinations of mathematical objects in patterns and sequences.

To 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).

## Statistics

To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

To ask and answer questions about totalling and comparing categorical data.

Autumn

Spring

Summer

(National Curriculum – Black, TAFs – Orange (Working towards), Green (Secure/Expected) and Purple (Greater Depth/Exceeding)).

For W (working towards) children need to achieve the orange statements and some statements in black.

For EXP to be achieved children need to achieve all the statements written in black, orange and green.

For EXC to be achieved children need to achieve all the statements written in black, orange, green and purple.