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| **Year 2 Maths - Working at the expected standard** | | |
| Name: | | |
| Place Value | 1. I can count in steps of 2 and 5 from 0 forwards and backwards. | |
| 1. I can count in tens from any number, forward and backward. | |
| 1. I know the value of each digit in a two-digit number (tens, ones) | |
| 1. I have an understanding of place value and can make statements about the values of digits compared to each other and write number statements …. such as 40 + ? = 70 or 35 < 53 and 42 > 36 | |
| 1. I can read and write numbers to at least 100 in numerals | |
| Addition and Subtraction | 1. I can use place value and number facts to solve problems. | |
| 1. I can recall and use addition and subtraction facts to 20 fluently | |
| 1. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: | 8.a. adding three one-digit numbers |
| 8.b. a two-digit number and ones |
| 8.c. a two-digit number and tens |
| 8.d. two two-digit numbers (when no regrouping is required) |
| 1. I can recognise and use the inverse relationship between addition and subtraction | |
| 1. Solve problems by applying their mathematics in a range of context:   I can use the inverse operation to check calculations and solve missing number problems for addition and subtraction | |
| Multiplication and Division | 1. I can recall the multiplication and division facts for the 2, 5 and 10 multiplication tables | |
| 1. I can use the multiplication and division facts for the 2, 5 and 10 multiplication tables demonstrating an understanding of commutativity as necessary | |
| 1. Solve problems by applying their mathematics in a range of context:   I can solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including when the calculation is within a problem. | |
| Fractions Decimals | 1. I can recognise and name fractions 1/3, ½, 2/4, 3/4 as equivalent parts of a length, shape, set of objects or quantity | |
| 1. I can find and write fractions ¼ ¾ 1/3, ½, 2/4, of a length, shape, set of objects or quantity | |
| Measurement | 1. I understand and can find the mass of an object to the nearest appropriate unit, (kg/g) using scales | |
| 1. I understand and can read a temperature scale to the nearest appropriate unit (°C) using thermometers | |
| 1. I understand and can find the capacity (litres/ml) of a container to the nearest appropriate unit using a measuring vessels | |
| 1. Read scales in divisions of 1’s 2’s 5’s 10’s in a practical situation where all the numbers on scales are given | |
| 1. I can find different combinations of coins that equal the same amounts of money | |
| 1. I can read the time to o’clock, half past, quarter past/to the hour and draw the hands on a clock face | |
| Shape | 1. I can name and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line | |
| 1. I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces | |

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| **Thinking Skills** | |
| **1** | Simple recall of facts |
| **2** | Applying learned facts to solve problems/questions involving one step |
| **3** | More than one step - all steps are simple |
| **4** | Understand and use facts and processes to solve more complex problems |

If your child is working at the expected level, they are able to answer questions within thinking skills 2 or 3.

If your child is working within thinking skill 4, they are working at greater depth within their year group.