



Year 2	
Number Place Value	
I can count in steps of 2,5 and 10 from 0 and use this to solve problems forward and backward.	
I can count in steps of 3 from 0 and use this to solve problems forward and backward.	
I can read and write numbers from 0 to 100 in numerals.	
I can read and write numbers from 0 to 100 in words.	
I can partition a two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	
I can recall at least four of the six number bonds for 10 and reason about associated facts e.g. $6+4=10$ therefore $4+6=10$	
I can 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 $17-3=14$)	
I can partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	
I can use place value and number facts to solve problems (e.g. which two multiples of 10 make 100)	
I can identify, represent and estimate numbers using different representations, including a number line.	
I can compare numbers from 0 up to 100 and use the $<$ $>$ and $=$ signs correctly.	
Addition Subtraction	
I can add 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. $23 + 5$; $46 + 20$)	
I can 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. $54 - 5 - 13$)	
I can add numbers using an efficient strategy, explaining the method verbally, in pictures or using apparatus e.g. $48+35$	
I can subtract numbers using an efficient strategy, explaining the method verbally, in pictures or using apparatus e.g. $72-17$	
I can solve unfamiliar word problems that involve more than one step.	
I can use the inverse of subtraction in addition and can do this to check my answers or solve missing number problems.	
I know that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	
I can add numbers using concrete objects and pictorial representations including a two digit number and ones.	
I can add numbers using concrete objects and pictorial representations including a two digit number and 10s.	
I can add numbers using concrete objects and pictorial representations including two two digit numbers.	
I can add numbers using concrete objects and pictorial representations including adding three one digit numbers	
I can add numbers mentally including a two-digit number and ones, a two-digit number and 10s, two two digit numbers and adding three one digit numbers	
I can subtract numbers using concrete objects and pictorial representations including a two-digit number and ones.	
I can subtract numbers using concrete objects and pictorial representations including a two-digit number and 10s.	
I can subtract numbers using concrete objects and pictorial representations including, two two digit numbers.	
I can subtract numbers using concrete objects and pictorial representations including adding three one digit numbers	
I can subtract numbers mentally including a two-digit number and ones, a two digit number and 10s, two two digit numbers and adding three one digit numbers	
I can solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	
I can solve problems with subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	
I can use the $+$, $-$ and $=$ sign to solve addition and subtraction calculations.	
Multiplication Division	

I can recall multiplication facts for the 2, 5 and 10 multiplication tables and can use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	
I can recall division facts for the 2, 5 and 10 multiplication tables and can use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	
I can recognise odd and even numbers when recalling multiplication and division facts.	
I can recall and use division and multiplication facts for 2, 5 and 10 and make deductions outside known multiplication facts.	
I can use reasoning about numbers and relationships to solve more complex problems and explain their thinking e.g. $29+17=15+4+_$	
I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	
I can use the \times , \div and $=$ sign to solve multiplication and division calculations.	
I can solve problems involving multiplication, using manipulatives, arrays and repeated addition to solve multiplication facts, including problems in context.	
I can solve problem involving multiplication, using mental methods to solve multiplication facts, including word problems in context.	
I can solve problems involving division, using manipulatives to solve division facts, including problems in context.	
I can solve problems involving division, using mental methods to solve division facts, including word problems in context.	
I can calculate mathematical statements for division within the multiplication tables and write them using the division and equal signs. \times , \div , $=$, including word problems.	
Fractions	
I can identify (find, name and write) fractions one half, one third, one quarter, two quarters and three quarters of a number or shape and know that all parts must be equal parts of the whole.	
I can recognise, find, name and write fractions one half, one third, one quarter, two quarters and three quarters of a length.	
I can recognise, find, name and write fractions one half, one third, one quarter, two quarters and three quarters of a set of objects.	
I can recognise, find, name and write fractions one half, one third, one quarter, two quarters and three quarters of a quantity.	
I know that $\frac{2}{4}$ is the same as a $\frac{1}{2}$.	
Measurement	
I know the value of different coins.	
I can read scales in divisions of 1s, 2s, 5s and 10s.	
I can find different combinations of coins that equal the same amounts of money.	
I can tell and write the time to the nearest 15 minutes including quarter past/to the hour and draw the hands on a clock face to show these times.	
I can read scales where not all numbers on the scales are given and estimate points between.	
I can read the time on a clock to the nearest 5 minutes.	
I can choose and use a ruler to measure height and length in mm and cm	
I can use kilograms and grams to measure weight and litres and millilitres to measure capacity using measuring vessels.	
I can use $^{\circ}\text{C}$ to measure temperature, using thermometers.	
I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ signs.	
I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make an amount.	
I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
I can compare and sequence intervals of time. E.g watching a film takes longer than cleaning your teeth. Can you put the everyday activities in order of what would take the least time to the longest time.	
I know the number of minutes in an hour and the number of hours in a day.	
Geometry	
I can name and describe the properties of some common 2-D shapes, or from pictures of shapes and describe some of their properties e.g triangles, rectangles, squares, circles, cuboids, cubes, pyramids and squares.	
I can name and describe the properties of 2-D and 3-D shapes, including the number of edges, vertices, sides, faces and lines of symmetry.	
I can describe the similarities and differences of 2D and 3D shapes, using their properties, e.g that two different 2D shapes both only have one line of symmetry that a cuboid and a cube have the same number of edges, faces and vertices but different dimensions.	
I can compare and sort 2D and 3D shapes and everyday objects.	

I can identify 2d shapes on the surface of a 3D shape, for example a circle on a cylinder and a triangle on a pyramid.	
I can order and arrange combinations of mathematical objects in patterns and sequences.	
I can use mathematical words to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn.	
I can turn right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	
Statistics	
I can interpret and construct simple pictograms, tally charts, block diagrams and tables	
I can ask and answer simple questions that are presented, counting the number of objects in each category and sorting the categories by quantity.	
I can ask and answer questions about totalling and comparing categorical data.	

	Emerging	Emerging +	Developing	Developing +	Secure	Secure +
Score	7-14	15-21	22-32	33-40	41-47	48+