MATHEMATICS TARGETS (Full)

A YEAR 2 MATHEMATICIAN

GROUP RECORD

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Number and place value							
(WT) I can count in steps of 2, 3 and 5 from 0, and in tens from 0 / any number, forward and backward.							
(WT) I can read and write numbers to at least 100 in numerals and in words.							
I can compare and order numbers from 0 up to 100; using < > = signs.							
(WT) I recognise the place value of each digit in a 2-digit number.							
I can identify, represent and estimate numbers using different representations, including the number line.							
I can use place value and number facts to solve problems.							
(WT) I can recall doubles and halves to 20							
(WA) I can partition 2 digit numbers into different combinations of tens and ones.							
Calculations							
(WT) I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.							
I can add and subtract mentally, including:							
A 2-digit number and ones							
A 2-digit number and tens							
Two 2-digit numbers							
Adding three 1-digit numbers							
(WT/A) I can add and subtract numbers using concrete objects and pictorial representations, including:							
(WT/A) A 2-digit number and ones							
(WT/A) A 2-digit number and tens							
Two 2-digit numbers							
Adding three 1-digit numbers							
(WA) I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.							
(WA) I can use estimation to check that my answers to a calculation are reasonable.							
I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.							
I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.							
I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.							
I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.							
I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.							
I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.							
(WA)I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.							
(WA) I can recall and use multiplication and division facts for the 2,							

5 and 10 multiplication tables to solve simple problems, demonstrating and understanding of commutativity as necessary.							
Fractions							
(WA) I recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.							
I can write simple fractions.							
I recognise the equivalence of 2/4 and 1/2.							

MATHEMATICS TARGETS (Full)

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Measurement							
I can compare and order lengths, mass, volume/capacity and record the results using > < and =.							
I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.							
I can choose and use standard units to estimate and measure mass in kg and g using scales.							
I can choose and use standard units to estimate and measure temperature in ºC using thermometers.							
I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.							
(WA) I can read scales in divisions of 1s, 2s, 5s and 10s in a practical situation where all numbers on the scale are given.							
I recognise and use symbols for £ and p and combine amounts to make a particular value.							
(WA) I can find different combinations of coins that equal the same amount of money.							
(WA/GD) I can tell and write the time to five/fifteen minutes, including quarter to/past and draw the hands on a clock face to show these times.							
I can compare and sequence intervals of time.							
I know the number of minutes in an hour.							
I know the number of hours in a day.							
I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.							
Geometry – properties of shapes							
(WT) I can compare and sort common 2D shapes and everyday objects.							
(WT) I can compare and sort common 3D shapes and everyday objects.							
(WA) I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.							
(WA) I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.							
I can identify 2D shapes on the surface of 3D shapes.							
Geometry – position and direction							
I can order and arrange combinations of mathematical objects in patterns and sequences.							
I can 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							
I can interpret and construct simple pictograms.							
I can interpret and construct tally charts.							
I can interpret and construct block diagrams.							
I can interpret and construct simple tables.							
I can ask and answer simple questions by 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.							

MATHEMATICS TARGETS

EXCEEDING YEAR 2 EXPECTATIONS

GROUP RECORD

I can count reliably up to 1000 in 2s, 5s and 10s.							
I can count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000.							
I can add and subtract fractions with a common denominator.							
I can apply knowledge of number up to 100 to solve a one-step problem involving a addition, subtraction and simple multiplication and division.							
I can apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context.							
I can add and subtract two 2-digit and numbers to 100.							
I can use an appropriate strategy to add and subtract numbers that move between and through 100, for example, 97 + 7; 103 - 8.							
I know about right angles and where they can be seen in the environment.							
(GD) I can tell the time to 5 minute intervals with both analogue and digital clocks and relate one to the other.							
I can measure, compare, add and subtract using common metric measures.							
(GD) I can reason about addition (e.g. reason thagt a sum of 3 odd numbers will always be odd)							
(GD) I can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have 1 digit of 0 or 5 and use this to reason that 18x5 cannot be 92)							
(GD) The pupil can work out mental calculations where regrouping is required (e.g. 52 – 27; 91 – 73).							
(GD) The pupil can solve more complex missing number problems (e.g. 14 + – 3 = 17; 14 + Δ = 15 + 27).							
(GD) The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil							

recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).							
(GD) The pupil can solve 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?).							
(GD) The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10).							
(GD) The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).							
(GD) The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.							
(GD) The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).							