Mathematics Year 2

Number and Place Value

1. I can read, write (with correctly formed digits), order and compare numbers from 0 up to at least 100, including which ones that have more tens than units.
2. I can recognise the place value of each digit in any two-digit number.
3. I can partition a number indifferent ways e.g. 34 = 3 tens and 4 units or 34 units or 30 and 4 units.
4. I can begin to understand that zero is a place holder.
5. I can use place value and number facts to solve problems.
6. I can identify, represent and estimate numbers using different representations, including the number line.

Addition and Subtraction

1. I can solve problems with addition and subtraction, recalling facts to 20 fluently, and derive and use related facts up to 100, for example using 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 – 3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30.
2. I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
3. I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
4. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
a two-digit number and ones
a two-digit number and tens
two two-digit numbers
adding three one-digit numbers
add ten and adjust by one for adding 9
5. I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot, for example check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, 5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5).
6. I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

1. I know my 2, 5 and 10 times tables
2. I begin to relate my times tables to other areas of mathematics, for example they connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.
3. I can recognise odd and even numbers up to 100 and sort them accordingly.
4. I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (X) division (÷) and equals (=) signs.
5. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
6. I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts, for example, 40 ÷ 2 = 20, 20 is half of 40 or 4 x 5 = 20 and 20 ÷ 5 = 4.
NOTE: Please see additional ARE sheet for times tables.

Fractions, Decimals, Percentages and Proportions

1. I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length
2. I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a shape
3. I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a set of objects
4. I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a quantity.
5. I can write simple fractions for example, 1/2 of 6 = 3, and recognise the equivalence of 2/4 and 1/2. (for example, 1 1/4, 1 2/4 (or 1 1/2), 1 3/4, 2)
6. I can count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (for example, 1 ¼, 1 2/4 (or 1 1/2), 1 3/4 , 2). This reinforces the concept of fractions as numbers and that they can add up to more than one

Measure

1. I can compare, estimate, choose, use and order standard units of measure to solve problems: lengths (m,cm and mm), mass (g and kg), volume/capacity (l and ml).
2. Order and compare length, mass, volume/capacity and record results using >,< and =
3. I can draw lines using a ruler to the nearest cm and know there are 100cm in a metre.
4. I can accurately draw a table in my maths book using the squares as guides.
5. I can recognise, write and use symbols for pounds (£) and pence (p).
6. I know how many pence in a pound.
7. I can order coins based on their value.
8. I can find different combinations of coins that equal the same amounts of money, up to and over a £1.
9. I can solve problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
10. I can fluently tell and write the time to five minutes, including quarter past/to the hour; and compare and sequence intervals of time.
11. I know how many seconds in a minute, minutes in a hour, hours in a day, days in a week and months in a year.
12. I can work out time intervals between an hour.

Geometry
1. I can identify, describe and compare the properties of 2-D shapes, including the number of sides and starting to identify right angles.
2. I can use the vocabulary quadrilateral and polygons and know what it means.
3. I can identify line symmetry in a vertical line within a shape.
4. I can identify and describe properties of 3-D shapes, including the number of edges, vertices and faces.
5. I can identify 2-D shapes on the surface of a 3-D shape [for example, a circle on a cylinder and a triangle on a pyramid]
6. I can compare and sort common 2-D and 3-D shapes and every day objects.
7. I can draw an accurate representation of a 2-D shape using my ruler.
8. I can order and arrange combinations of mathematical objects in patterns and sequences of different orientations.
9. 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
1. I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
2. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
3. I can ask and answer questions about totalling and comparing categorical data.