Maths Assessment Year 2

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| **Working towards the expected standard** |  |  |  |  |  |  |  |  |
| * Read and write numbers in numerals up to 100 |  |  |  |  |  |  |  |  |
| * Partition an two-digit number into tens and ones to demonstrate an understanding of place value   though may use structured resources to support them. |  |  |  |  |  |  |  |  |
| * 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 (eg 23+5; 46+20; 16-5;88-30) |  |  |  |  |  |  |  |  |
| * Recall at least four of the six number bonds for 10 and reason about associated facts (eg 6+4=10, therefore   4+6=10 and 10-6=4) |  |  |  |  |  |  |  |  |
| * Count in twos, fives and tens from 0 and use this to solve problems |  |  |  |  |  |  |  |  |
| * Know the value of different coins |  |  |  |  |  |  |  |  |
| Name some common 2D and 3D shapes from a group opf shapes or from pictures of the shapes and  describe some of the properties(eg triangles, rectangles, squares, circles, cuboids, cubes, pyramids, spheres) |  |  |  |  |  |  |  |  |
| * Can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids, and spheres from a group of shapes or from pictures of the shapes. |  |  |  |  |  |  |  |  |
| **Working at the expected standard** |  |  |  |  |  |  |  |  |
| * Read scales in divisions of ones, twos, fives and tens |  |  |  |  |  |  |  |  |
| * Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus |  |  |  |  |  |  |  |  |
| * Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg 48+35; 72-17) |  |  |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |  |  |
| * Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary. |  |  |  |  |  |  |  |  |
| * Identify 1/4, 1/3, ½, 2/4, ¾ of a number or shape, and know that all parts must be equal parts of the whole. |  |  |  |  |  |  |  |  |
| * Use different coins to make the same amount |  |  |  |  |  |  |  |  |
| * Read the time on a clock to the nearest 15 minutes. |  |  |  |  |  |  |  |  |
| * Name and describe properties of 2D and 3 D shapes, including number of sides, vertices, edges, faces and lines of symmetry. |  |  |  |  |  |  |  |  |
| **Working at greater depth within the standard** |  |  |  |  |  |  |  |  |
| * Read scales where not all numbers on the scales are given and estimate points in between |  |  |  |  |  |  |  |  |
| * Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts |  |  |  |  |  |  |  |  |
| * Use reasoning about numbers and relationships to solve more complex problems and explain their thinking   (eg 29+17=15+4+ see TAF) |  |  |  |  |  |  |  |  |
| * Solve unfamiliar word problems that involve more than one step(see TAF) |  |  |  |  |  |  |  |  |
| * Read the time on a clock to the nearest 5 minutes |  |  |  |  |  |  |  |  |
| * Describe similarities and differences of 2D and 3D shapes, using their properties (eg that two different 2Dshaoes 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) |  |  |  |  |  |  |  |  |
| Additional areas to be taught: | | | | | | | | |
| * Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. |  |  |  |  |  |  |  |  |
| * Compare and order lengths, mass, volume/capacity and record the results using >, < and =. |  |  |  |  |  |  |  |  |
| * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. |  |  |  |  |  |  |  |  |
| * Order and arrange objects in patterns and sequences. |  |  |  |  |  |  |  |  |
| * 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 anticlockwise). |  |  |  |  |  |  |  |  |
| * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. |  |  |  |  |  |  |  |  |
| * Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. |  |  |  |  |  |  |  |  |