Year 2 Assessment:

Greater depth means that children can explain and reason mathematically, enabling them to deepen their mathematical understanding.

Assessment Standards:	
<u>Number and Place Value:</u>	
<u>Working towards:</u>	
Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward, *with support.*	
Recognise the place value of each digit in a two-digit number (tens, ones) up to 30.	
Identify, represent and estimate numbers using different representations, including the number line.	
Compare and order numbers from 0 up to 20; use <, > and = signs.	
Read and write numbers to at least 30 in numerals and in words.	
Use place value and number facts to solve problems.	
<u>Expected:</u>	
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	
Recognise the place value of each digit in a two-digit number (tens, ones).	
Identify, represent and estimate numbers using different representations, including the number line.	
Compare and order numbers from 0 up to 100; use <, > and = signs.	
Read and write numbers to at least 100 in numerals and in words.	
Use place value and number facts to solve problems.	
<u>Greater Depth:</u> Greater depth means that children can explain and reason mathematically, enabling them to deepen their mathematical understanding.	
Count in steps of 2, 3, and 5 forwards from 0 and any number and backwards from any number, and in tens from any number, forward and backward, *explaining what happens to the tens and ones.*	
Recognise the place value of each digit in a two-digit number (tens, ones).	
Identify, represent and estimate numbers using different representations, including the number line.	
Compare and order numbers from 0 up to 200; use <, > and = signs.	
Read and write numbers to at least 200 in numerals and in words.	
Use place value and number facts to solve problems and be able to justify and reason.	
<u>Addition and Subtraction</u>	
<u>Working towards:</u>	
Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.	
Recall and use addition and subtraction facts to 10 fluently, and derive and use related facts up to 20.	
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:a two-digit number and ones; a two-digit number and tens.	
Show that addition of two numbers can be done in any order (commutative).	
Recognise and use the inverse relationship between addition and subtraction and use this to complete fact families.	
<u>Expected:</u>	
Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods and to be able to justify and explain with mathematical reasoning.	
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	
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.	

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Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures;applying their increasing knowledge of mental and written methods to be able to justify and explain with mathematical reasoning and complete challenge questions.	
Add and subtract numbers mentally using known facts, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.	
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	
Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures;applying their increasing knowledge of mental and written methods and be able to select the most efficient method.	
Multiplication and Division	
Working towards:	
Recall and use multiplication facts for the 2 and 10 multiplication tables, including recognising odd and even numbers.	
Calculate simple mathematical statements for multiplication and division.	
Show that multiplication of two numbers can be done in any order (commutative).	
Solve problems involving multiplication using materials, arrays, repeated addition.	
Expected:	
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
Greater Depth:	
Recall and use multiplication and division facts for the 2, 5, 3 and 10 multiplication tables, including recognising odd and even numbers.	
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot and use this knowledge to solve problems efficiently.	
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, relating it to real world problems.	
Recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables, including recognising odd and even numbers.	
Fractions:	
Working Towards:	
Recognise, find, name and write fractions, 1/3, ¼ of a length, object, shape, set or quantity.	
Write simple fractions and recognise the equivalence of 2/4 and ½.	
Expected:	
Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity.	
Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity *explaining how to use fractions when solving problems .*	
Greater Depth:	
Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity	

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explaining how to use fractions when solving problems.	
Write simple fractions and recognise the equivalence of 2/4 and ½ and be able to count to tens in ½ and ¼.	
Measurement:	
Working Towards:	
Use given standard units to measure length/height in (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 *using the appropriate language of comparison*	
Recognise and use the symbols for pence (p); combine amounts to make a particular value *up to one pound.*	
Find different combinations of coins that equal the same amounts of money up to one pound.	
Solve simple problems in a practical context involving addition of money.	
Recognise and sequence intervals of time.	
Tell and write the time to half an hour and draw the hands on a clock face to show these times.	
Know the number of minutes in an hour and the number of hours in a day.	
Expected:	
Choose and use appropriate standard units to estimate and measure length/ height in any direction (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 =.	
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	
Find different combinations of coins that equal the same amounts of money.	
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
Compare and sequence intervals of time.	
Tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	
Greater Depth:	
Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. To be able to apply this knowledge to real world problems and explain and reason mathematically.	
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value up to £20.00.	
Find different combinations of coins and notes that equal the same amounts of money up to £20.00.	
Solve two-step unfamiliar problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
Compare and sequence intervals of time.	
Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	
Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	
Geometry – Shape and position and direction:	
Statistics:	
Working towards:	
Identify and describe the properties of simple 2D shapes, including the number of sides.	
Identify and describe the properties of simple 3D shapes, including the number of edges, vertices and faces.	
Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].	

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Compare and sort common simple 2D and 3D shapes and everyday objects.	
Order and arrange combinations of mathematical objects in simple patterns and sequences.	
Use simple 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).	
Interpret and construct simple pictograms and simple tables.	
Expected:	
Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.	
Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	
Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].	
Compare and sort common 2D and 3D shapes and everyday objects.	
Order and arrange combinations of mathematical 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 anti- clockwise).	
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	
Greater Depth:	
Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes 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).	
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) and apply this to a real life context.	
Interpret and construct pictograms, tally charts, block diagrams and tables.	