

| Year 2 Maths Expectations          |                                                                                                                                                                                                       |  |  |  |  |  |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| Number and Place Value             | Count in steps of 2 forwards from 0                                                                                                                                                                   |  |  |  |  |  |
|                                    | Count in steps of 2 backwards                                                                                                                                                                         |  |  |  |  |  |
|                                    | Count in steps of 3 forwards from 0                                                                                                                                                                   |  |  |  |  |  |
|                                    | Count in steps of 3 backwards                                                                                                                                                                         |  |  |  |  |  |
|                                    | Count in steps of 5 forwards from 0                                                                                                                                                                   |  |  |  |  |  |
|                                    | Count in steps of 5 backwards                                                                                                                                                                         |  |  |  |  |  |
|                                    | Count in steps of 10 forwards from any number.                                                                                                                                                        |  |  |  |  |  |
|                                    | Count in steps of 10 backwards from any number.                                                                                                                                                       |  |  |  |  |  |
|                                    | 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.                                                                                                                                                   |  |  |  |  |  |
| Number Multiplication and Division | Recall and use multiplication facts for the 2 times tables                                                                                                                                            |  |  |  |  |  |
|                                    | Recall and use division facts for the 2 times tables                                                                                                                                                  |  |  |  |  |  |
|                                    | Recall and use multiplication facts for the 5 times tables                                                                                                                                            |  |  |  |  |  |
|                                    | Recall and use division facts for the 5 times tables                                                                                                                                                  |  |  |  |  |  |
|                                    | Recall and use multiplication facts for the 10 times tables                                                                                                                                           |  |  |  |  |  |
|                                    | Recall and use division facts for the 10 times tables                                                                                                                                                 |  |  |  |  |  |
|                                    | Recognise odd and even numbers and the relationship between even numbers and counting in 2s                                                                                                           |  |  |  |  |  |
|                                    | calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs |  |  |  |  |  |
|                                    | Show that multiplication of two numbers can be done in any order (commutative)                                                                                                                        |  |  |  |  |  |
|                                    | Show that division of two numbers cannot be done in any order                                                                                                                                         |  |  |  |  |  |
|                                    | solve problems involving multiplication using materials, arrays, repeated addition, mental methods                                                                                                    |  |  |  |  |  |
| Number – Addition and Subtraction  | solve problems involving division, using materials, arrays, repeated addition, mental methods                                                                                                         |  |  |  |  |  |
|                                    | Solve problems using concrete and pictorial representation including those involving number, quantities and measures.                                                                                 |  |  |  |  |  |
|                                    | Apply increasing knowledge of mental methods                                                                                                                                                          |  |  |  |  |  |
|                                    | Apply increasing knowledge of written methods                                                                                                                                                         |  |  |  |  |  |
|                                    | Recall and use addition facts to 20 fluently                                                                                                                                                          |  |  |  |  |  |
|                                    | Recall and use subtraction facts to 20 fluently                                                                                                                                                       |  |  |  |  |  |
|                                    | Recall and use addition and subtraction fact to 20 fluently and derive and use related facts up to 100.                                                                                               |  |  |  |  |  |
|                                    | Add a two-digit number and ones using concrete, pictorial representation                                                                                                                              |  |  |  |  |  |
|                                    | Add a two-digit number and ones mentally                                                                                                                                                              |  |  |  |  |  |
|                                    | Add a two-digit number and tens using concrete, pictorial representation                                                                                                                              |  |  |  |  |  |
|                                    | Add a two-digit number and tens mentally                                                                                                                                                              |  |  |  |  |  |
|                                    | Add two two-digit numbers using concrete, pictorial representation                                                                                                                                    |  |  |  |  |  |
|                                    | Add two two-digit numbers mentally                                                                                                                                                                    |  |  |  |  |  |
|                                    | Add three one-digit numbers using concrete, pictorial representation                                                                                                                                  |  |  |  |  |  |
|                                    | Add three one-digit numbers mentally                                                                                                                                                                  |  |  |  |  |  |
|                                    | Show that addition of two numbers can be done in any order (commutative)                                                                                                                              |  |  |  |  |  |
|                                    | Show that subtraction of one number from another cannot be done in any order                                                                                                                          |  |  |  |  |  |
|                                    | Recognise and use the inverse relationship between addition and subtraction                                                                                                                           |  |  |  |  |  |
|                                    | Use the inverse relationship between addition and subtraction to check and solve missing number problems.                                                                                             |  |  |  |  |  |

Year 2 Maths Tracker

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|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------|--------------------|----------------------|----------------|
| <b>Geo<br/>met<br/>ry –<br/>Pro<br/>pert<br/>ies<br/>of<br/>Sha<br/>pe</b>         | 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 3-D shapes, including the number of edges, vertices and faces                                                                                                                                                                 |                        |                          |                    |                      |                |
|                                                                                    | identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]                                                                                                                                                   |                        |                          |                    |                      |                |
|                                                                                    | compare and sort common 2-D and 3-D shapes and everyday objects.                                                                                                                                                                                                      |                        |                          |                    |                      |                |
| <b>Geo<br/>met<br/>ry –<br/>Pos<br/>itio<br/>n<br/>and<br/>dire<br/>ctio<br/>n</b> | 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). |                        |                          |                    |                      |                |
| <b>Nu<br/>mb<br/>er -<br/>Fra<br/>ctio<br/>ns</b>                                  | Recognise, find, name and write $\frac{1}{3}$ of a length, shape, set of objects or quantity.                                                                                                                                                                         |                        |                          |                    |                      |                |
|                                                                                    | Recognise, find, name and write $\frac{1}{4}$ of a length, shape, set of objects or quantity.                                                                                                                                                                         |                        |                          |                    |                      |                |
|                                                                                    | Recognise, find, name and write $\frac{2}{4}$ of a length, shape, set of objects or quantity.                                                                                                                                                                         |                        |                          |                    |                      |                |
|                                                                                    | Recognise, find, name and write $\frac{3}{4}$ of a length, shape, set of objects or quantity.                                                                                                                                                                         |                        |                          |                    |                      |                |
|                                                                                    | Write simple fractions for example $\frac{1}{2}$ of 6 = 3                                                                                                                                                                                                             |                        |                          |                    |                      |                |
|                                                                                    | Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$                                                                                                                                                                                                          |                        |                          |                    |                      |                |
| <b>Mea<br/>sur<br/>eme<br/>nt</b>                                                  | Choose and use appropriate standard units to estimate and measure length/height (m/cm) to the nearest appropriate unit using rulers                                                                                                                                   |                        |                          |                    |                      |                |
|                                                                                    | Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales                                                                                                                                            |                        |                          |                    |                      |                |
|                                                                                    | Choose and use appropriate standard units to estimate and measure temperature ( $^{\circ}\text{C}$ ) to the nearest appropriate unit using thermometers                                                                                                               |                        |                          |                    |                      |                |
|                                                                                    | Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit using measuring vessels                                                                                                                        |                        |                          |                    |                      |                |
|                                                                                    | Compare and order lengths and record the result using $<$ , $>$ and $=$                                                                                                                                                                                               |                        |                          |                    |                      |                |
|                                                                                    | Compare and order mass and record the result using $<$ , $>$ and $=$                                                                                                                                                                                                  |                        |                          |                    |                      |                |
|                                                                                    | Compare and order volume/capacity and record the result using $<$ , $>$ and $=$                                                                                                                                                                                       |                        |                          |                    |                      |                |
|                                                                                    | Recognise and use the symbols for pounds (£) and pence (p) combine amounts to make a particular value                                                                                                                                                                 |                        |                          |                    |                      |                |
|                                                                                    | Find different combinations of coins that equal the same amount 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 five minutes and draw the hands on a clock face to show these times                                                                                                                                                                        |                        |                          |                    |                      |                |
|                                                                                    | Tell and write the time to quarter past the hour and draw the hands on a clock face to show this time                                                                                                                                                                 |                        |                          |                    |                      |                |
|                                                                                    | Tell and write the time to quarter to the hour and draw the hands on a clock face to show this time                                                                                                                                                                   |                        |                          |                    |                      |                |
|                                                                                    |                                                                                                                                                                                                                                                                       |                        |                          |                    |                      |                |
| <b>Stat<br/>istic<br/>s</b>                                                        | 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                                                                                                                                             |                        |                          |                    |                      |                |
|                                                                                    | Ask and answer questions about totalling and comparing categorical data.                                                                                                                                                                                              |                        |                          |                    |                      |                |
| Emerging<br>1-8/73                                                                 | Emerging +<br>9-16/73                                                                                                                                                                                                                                                 | Developing<br>17-25/73 | Developing +<br>26-34/73 | Secure<br>35-43/73 | Secure +<br>44-52/73 | Mastery<br>53+ |