

**Maths Year 2 Framework**

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| **Autumn** |
| **Number: – Place Value Within 100**  I can read and write numbers in numerals to 100.  I can partition a two-digit number within 100 into tens and ones and demonstrate an understanding of place value.  I can read scales in divisions of ones, tens and twos.  I can partition most two-digit numbers into different combinations of tens and ones, explaining my thinking.  **Number: Addition and Subtraction – Within 100**  I can add and subtract one and two digit numbers without grouping and explain my method verbally, in pictures or by using resources.  I can recall all the number bonds to and within 10 and begin to calculate bonds to and within 20, recognising other associated additive relationships.  **Number: Multiplication and Division**  I can count in tens to 100 and begin to count in two’s.  I can consistently group and share using resources and pictorial representations. (in twos, fives and tens)  **Measurement: Money**  I know the value of different coins.  I can use different coins to make the same amount within £1. |

**End of KS1 Expectations Assessment**

**Maths**

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| **Working Towards the Expected Standard- pupil can after a discussion with the teacher.** | | **Dates Completed** |
| 1. | Read and write numbers in numerals up to 100. |  |
| 2. | Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them. |  |
| 3. | 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 (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30). |  |
| 4. | Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4). |  |
| 5. | Count in twos, fives and tens from 0 and use this to solve problems. |  |
| 6. | Know the value of different coins. |  |
| 7. | Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). |  |
| **Working at the Expected Standard - pupil can after a discussion with the teacher.** | | |
| 1. | Read scales in divisions of ones, twos, fives and tens. |  |
| 2. | Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. |  |
| 3. | Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17). |  |
| 4. | 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 (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14). |  |
| 5. | Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary. |  |
| 6. | Identify 1/4, 1/3 , 1/2 , 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole. |  |
| 7. | Use different coins to make the same amount. |  |
| 8. | Read the time on a clock to the nearest 15 minutes. |  |
| 9. | Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. |  |

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| **Working at the Greater Depth Standard - pupil can after a discussion with the teacher.** | | |
| 1. | Read scales where not all numbers on the scale are given and estimate points in between. |  |
| 2. | Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. |  |
| 3. | Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.). |  |
| 4. | Solve unfamiliar 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?’). |  |
| 5. | Read the time on a clock to the nearest 5 minutes. |  |
| 6. | 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). |  |