# Year 2 Mathematics Teacher Assessment       Name:        Class:

| Working below age-related expectation | Working at age-related expectation | Working at greater depth |
|---|---|---|
| These children can: | These children can: | These children can: |
| Practise and recall facts and skills (i.e. Curriculum objective) | Apply facts and skills to problems and investigations, identifying what they need to be know and what they need to be able to do in order to solve problems | Work independently to choose ways to tackle and solve problems of greater complexity |
| Use objects and mathematical manipulative, pictures and simple recording to represent concepts | Represent their work in a variety of ways | Present work in a clear and organised way, choosing appropriate methods of recording |
| Start to talk about their work | Describe and explain their work using mathematical language to reason | Explain work clearly and accurately using mathematical language |
| Solve simple problems with support | Make connections and links between mathematical ideas | Use reasoning to make predictions, conjectures and generalisations and ask their own questions |
| | | Use their maths skills confidently in a variety of contexts, including cross curricular tasks |

## Number

### Place Value

| The pupil can: | Autumn | Spring 1 | Spring 2 | Summer | Overall |
|---|---|---|---|---|---|
| count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward | | | | | |
| recognise the place value of each digit in a two-digit number (10s, 1s) | | | | | |
| 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 | | | | | |

### Addition and Subtraction

| The pupil can: | Autumn | Spring 1 | Spring 2 | Summer | Overall |
|---|---|---|---|---|---|
| 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 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 1s | | | | | |
| a two-digit number and 10s | | | | | |
| 2 two-digit numbers | | | | | |
| adding 3 one-digit numbers | | | | | |
| show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot | | | | | |
| recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | | | | | |

### Multiplication and Division

| The pupil can: | Autumn | Spring 1 | Spring 2 | Summer | Overall |
|---|---|---|---|---|---|
| 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 (×), (÷) and equals (=) signs | | | | | |
| show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot | | | | | |
| solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods, and multiplication & division facts, including in context | | | | | |

### Fractions

| The pupil can: | Autumn | Spring 1 | Spring 2 | Summer | Overall |
|---|---|---|---|---|---|
| recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity | | | | | |
| write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ | | | | | |

## Measurement

| The pupil can: | Autumn | Spring 1 | Spring 2 | Summer | Overall |
|---|---|---|---|---|---|
| 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 five minutes, including quarter past/to the 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 | | | | | |

| Geometry | Properties of shape | Evidence | | | | Overall |
|---|---|---|---|---|---|---|
| | The pupil can: | Autumn | Spring 1 | Spring 2 | Summer | |
| | identify and describe the properties of 2-D 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 | | | | | |
| | **Position and direction** | Evidence | | | | Overall |
| | The pupil can: | Autumn | Spring 1 | Autumn | Spring 1 | |
| | 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) | | | | | |

| Statistics | The pupil can: | Evidence | | | | Overall |
|---|---|---|---|---|---|---|
| | | Autumn | Spring 1 | Spring 2 | Summer | |
| | interpret and construct simple pictograms, tally charts, block diagrams and 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 | | | | | |

| I am working at... | 2e (Significantly below) | 2d | 2d+ | 2s | 2s+ | 2m |
|---|---|---|---|---|---|---|

*When making your judgement, number domains always hold the most weighting and should play the major role in informing your decision.*