This side should be glued to the cover of pupils' maths books.
Green – Autumn Term
Red – Spring Term
Purple – Summer Term

This should be kept as an on-going record of pupils' achievements.
Working towards objective – no mark
At mastery – yellow shade
At Greater Depth – red shade

FOCUSMATHS
A positive approach to the Maths Curriculum

Year 2

Name:

Number and Place Value	
I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	
I can read and write numbers to at least 100 in numerals and in words.	
I can compare and order numbers from 0 up to 100; use < > and = signs.	
I can recognise the place value of each digit in a 2 digit number	
Addition and Subtraction	
I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.	
I can add and subtract numbers mentally, including: 2-digit numbers and ones; 2-digit numbers and tens; two 2-digit numbers; adding three 1-digit numbers	
I am able to show that addition of any two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	
I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	
Fractions	
I can recognise, find, name and write factions 1/3, 1/4, 2/4, 1/2, 3/4 of a length, shape, set of objects, or quantity.	
I can write simple fractions and recognise the equivalence	

Measures

I can compare and order lengths, mass, and record the results using >, < and =.	
I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	
I can tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times.	
I can compare and order volume/capacity and record the results using >, < and =.	
I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
I can choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales,	
I can 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.	
I can choose and use appropriate standard units to estimate and measure: temperature (°C); capacity (l/ml) to the nearest appropriate unit, using, thermometers and measuring vessels.	
I can compare and sequence intervals of time.	
I can find different combinations of coins that equal the same amounts of money.	
I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	

Geometry

I can identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.	
I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	
I can identify 2D shapes on the surface of 3D shapes.	
I can order and arrange combinations of mathematical objects in patterns and sequences	
I can 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)	
I can compare and sort common 2D and 3D shapes and everyday objects.	

Statistics

I can interpret and construct: pictograms; tally charts; block diagrams and simple tables	
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	
I can ask and answer questions about totalling and compare categorical data	

Multiplication and Division

I can recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers	
I can calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the x ÷ = signs.	
I can show that multiplication of two numbers can be one in any order (commutative) and division of one number by another cannot.	
I can recognise that division is the inverse of multiplication and use to check calculations.	