

The End of Year 2 Expectations in Maths are:

Place Value:

Can read and write numbers to at least 100 in numerals and in words.

Can recognise the place value of each digit in a 2-digit number (tens, ones).

Can identify, represent and estimate numbers using different representations, including the number line.

Can partition 2-digit numbers into different combinations of tens and ones (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones)

Can compare and order numbers from 0 up to 100.

Can use $<$, $>$ and $=$ signs.

Can count in steps of 2, 3 or 5 from 0, forward or backward.

Can count in steps of ten from any number, forward or backward.

Can use counting in steps to help them solve problems.

Can use place value and number facts to solve problems.

Addition and Subtraction:

Can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

Can solve problems with addition and subtraction, applying their increasing knowledge of mental and written methods.

Can recall and use addition and subtraction facts to 20 fluently.

Can derive and use related facts up to 100 (e.g. if I know $5 - 3 = 2$, then I also know that $50 - 30 = 20$.)

Can add and subtract a 2-digit number and ones or tens, using concrete objects, pictorial representations, such as a number line, or mentally.

Can add two 2-digit numbers, using concrete objects, pictorial representations such as a number line, or mentally.

Can subtract two 2-digit numbers, where no regrouping is required (e.g. $74 - 33$), using concrete objects, pictorial representations such as a number line, or mentally.

Can subtract two 2-digit numbers, where regrouping is required (e.g. $52 - 27$; $91 - 73$), using concrete objects, pictorial representations such as a number line, or mentally.

Can add three 1-digit numbers.

Can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Can recognise and use the inverse relationship between addition and subtraction and use this to check calculations.

Can use estimation to check that the answer to a calculation is reasonable (e.g. knowing that $48 + 35$ will be less than 100).

Can solve missing number problems.

Multiplication and Division:

Can recall and use multiplication and division facts for the 2, 5 and 10 times table and recognise the odd and even numbers within it.

Can recall doubles and halves to 20.

Can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.

Can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Can solve problems involving multiplication, using materials, arrays and repeated addition, or mental methods, and/or multiplication and division facts.

Can solve problems involving division, using materials, arrays and repeated subtraction, or mental methods, and/or multiplication and division facts.

Measurement:

Can choose and use appropriate standard units to estimate and measure to the nearest appropriate unit length/height in any direction (m/cm), using rulers; mass (kg/g), using scales; temperature ($^{\circ}\text{C}$), using thermometers; measure capacity (litres/ml), using measuring vessels. The scales are read in divisions of ones, twos, fives and tens, where all numbers on the scale are given.

Can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Can recognise and use symbols for pounds (£) and pence (p).

Can find different combinations of coins that equal the same amounts of money.

Can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Can compare and sequence intervals of time.

Can tell and write the time to the nearest 15 minutes (using quarter past/to the hour) and draw the hands on a clock face to show these times.

Can tell and write the time to five minutes and draw the hands on a clock face to show these times.

Fractions:

Can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length or a shape, or of a set of objects or a quantity.

Can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3.

Can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Geometry – Properties of Shape:

Can identify and describe the properties of 2-D shapes, including the number of sides, and symmetry in a vertical line.

Can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Can identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.

Can compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – Position and Direction:

Can order and arrange combinations of mathematical objects in patterns.

Can use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn, and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.

Statistics:

Can interpret and construct tally charts, simple pictograms, block diagrams and other simple tables.

Can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Can ask and answer questions about totalling and comparing categorical data.