Name: _____ **Year 2 Maths Expectations**

The pupil can:	
Number and Place Value	
Working Towards the Expected Standard	
Count in steps of 2 and 5 from zero	
Count in tens from any number, forward and backward with support	
Recognise place value of tens and ones in numbers up to 30	
Identify, represent and estimate numbers using different representations (including number line)	
Compare and order numbers from 0 to 20 using < > = symbols	
Read and write numbers to 30 in numerals and words	
Use place value and number facts to solve problems	
Working at the Expected Standard	
Count in steps of 2, **3,** and 5 from zero.	
Count in tens from any number, forward and backward **independently**	
Recognise the place value of each digit in an 2-digit number	
Compare and order numbers from **0 to 100** using < > = symbols	
Read and write numbers to **at least 100** in numerals and in words	
Working at Greater Depth (+all of Working at the Expected Standard)	
Explain what happens to tens and ones when counting forwards and backwards in tens	
Compare and order numbers from **0 to 200** using < > = symbols	
Read and write numbers to **at least 200** in numerals and in words	

The pupil can:	
Addition and Subtraction	
Working Towards the Expected Standard	
Solve problems with addition and subtraction using concrete, pictorial, mental and written methods	
Recall and use addition and subtraction facts to 10 and derive and use related facts to 20	
Add and subtract a two-digit number and ones (using appropriate resources and mentally)	
Add and subtract a two-digit number and tens (using appropriate resources and mentally)	
Show that addition can be done in any order (commutative)	
Recognise and use inverse to check calculations	
Working at the Expected Standard	
Recall and use addition and subtraction facts to **20** and derive and use related facts to **100**	
Add and subtract 2 two-digit numbers (using appropriate resources)	
Add 3 one-digit numbers	
Show that addition can be done in any order (commutative). **Show that subtraction cannot be done in any order (not commutative)**	
Recognise and use inverse to check calculations and **solve missing number problems**	
Working at Greater Depth (+all of Working at the Expected Standard)	
Use these skills and concepts to solve problems in a variety of contexts	

The pupil can:	
Multiplication and Division	
Working Towards the Expected Standard	
Recall and use multiplication facts for the 2 and 10 times tables, recognising odd and even numbers	
Calculate simple mathematical statements for multiplication and division	
Show that multiplication can be done in any order (commutative)	
Solve problems involving multiplication using resources, arrays or repeated addition	
Working at the Expected Standard	
Recall and use multiplication facts for the 2, **5** and 10 times tables, recognising odd and even numbers	
Calculate mathematical statements for multiplication and division within the times tables and write using multiply, divide and equals symbols.	
Show that multiplication can be done in any order (commutative). **Show that division cannot be done in any order (not commutative)**	
Solve problems involving multiplication using resources, arrays, repeated addition, **mental methods and known facts (including problems in contexts).**	
Working at Greater Depth (+all of Working at the Expected Standard)	
Use these skills and concepts to solve problems in a variety of contexts.	

The pupil can:	
Fractions	
Working Towards the Expected Standard	
Recognise, find, name and write 1/3 and 1/4 of a length, shape, set of objects or quantity	
Write simple fractions (e.g. 1/2 of 6 = 3)	
Recognise equivalence of 1/2 and 2/4	
Working at the Expected Standard	
Recognise, find, name and write 1/3 , 1/4 , **2/4 and 3/4** of a length, shape, set of objects or quantity	
Working at Greater Depth (+all of Working at the Expected Standard)	
Recognise, find, name and write 1/3 , 1/4 , **2/4 and 3/4** of a length, shape, set of objects or quantity **explaining how to use fractions when solving problems**	
Recognise equivalence of 1/2 and 2/4 **counting to 10 in halves and quarters**	

The pupil can:	
Measurements	
Working Towards the Expected Standard	
Use given standard units to estimate and measure: length/height, mass, temperature and capacity use appropriate tools and implements	
Compare and order lengths, mass, volume/capacity using appropriate language of comparison	
Recognise and use symbol for pence	
Combine amounts of money to make particular value (up to one pound)	
Find different combinations of coins that make the same amount of money	
Solve simple problems, in a practical context, involving addition of money	
Recognise and sequence intervals of time	
Tell and write the time to quarter of an hour (to or past) and draw hands on a clock face to show these times	
Know the number of minute in an hour and hours in a day	
Working at the Expected Standard	
Choose appropriate units to estimate and measure: length/height, mass, temperature and capacity use appropriate tools and implements	
Compare and order lengths, mass, volume/capacity using **< > =**	
Recognise and use symbols for pence and **pounds**	
Combine amounts of money to make a particular value **(not limited to one pound)**	
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 and draw the hands on a clock face to show these times	
Working at Greater Depth (+all of Working at the Expected Standard)	
Use these skills and concepts in a range of contexts to solve problems	

The pupil can:	
Geometry (Shape, Position and Direction)	
Working Towards the Expected Standard	
Identify and describe the properties of simple 2D shapes, including the number of sides	
Identify and describe the properties of simple 3D shapes, including the number of edges, vertices and faces.	
Identify 2D shapes on the surface of 3D shapes	
Compare and sort common, simple 2D and 3D shapes and everyday objects	
Order and arrange combinations of mathematical objects in patterns and sequences	
Use simple mathematical vocabulary to describe position, direction and movement (including movements in a straight line)	
Working at the Expected Standard	
Identify and describe the properties of simple 2D shapes, including the number of sides **and lines of symmetry in a vertical line.**	
Use simple mathematical vocabulary to describe position, direction and movement (including movements in a straight line, **and distinguishing between rotation as a turn and in terms of right angles.)**	
Working at Greater Depth (+all of Working at the Expected Standard)	
Use these skills and concepts in a range of contexts to solve problems	

The pupil can:	
Statistics	
Working Towards the Expected Standard	
Interpret and construct simple pictograms and simple tables	
Ask and answer simple questions by counting object in categories and sorting categories by quantity	
Ask and answer questions about totalling	
Working at the Expected Standard	
Interpret and construct simple pictograms, **tally charts, block diagrams** and simple tables	
Ask and answer questions about totalling and **comparing categorical data**	
Working at Greater Depth (+all of Working at the Expected Standard)	
Use these skills and concepts in a range of contexts to solve problems	