Tick Boxes for National Curriculum Targets (England)

Evidence Date			Year 2 Numeracy
			Number – number and place value
			count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
			recognise the place value of each digit in a two-digit number (tens, ones)
			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
			Number – addition and subtraction
			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 ones ♣ a two-digit number and tens ♣ two two-digit numbers
			adding three one-digit numbers

			show that addition of two numbers can be done in any order (commutative) and subtraction of one 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
			Number – multiplication and division
			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 multiplication (×), division (÷) and equals (=) signs
			show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
			solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
			Number – fractions
			recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity
			write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2
			Measurement
			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

			Measurement
			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 shapes
			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.
			Geometry – position and direction
			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 anticlockwise)

			Statistics
			interpret and construct simple pictograms, tally charts, block diagrams and simple 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