Y2 expected standard		*Evidence – 6 pieces*					
	NUMBER	**Dates:**					
Number & 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						
	Partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) to support subtraction.						
	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 & 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, such as using 3 + 7 = 10; 10 – 7 = 3 and 7 = 10 – 3 to calculate 30 + 70 = 100; 100 – 70 = 30 and 70 = 100 – 30						
	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.						
Multiplication & 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. (For example, 4 × 5 = 20 and 20 ÷ 5 = 4).						
	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. (For example, 40 ÷ 2 = 20, 20 is a half of 40).						

Fractions	Recognise, find, name and write fractions 1/3 , ¼ , 2/4 and ¾ of a length, shape, set of objects or quantity						
	Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½						
	Pupils should count in fractions up to 10, starting from any number and using the 2 1 and 4 2 equivalence on the number line (for example, 1 ¼ , 1 2/4 (or 1 ½), 1 ¾ , 2).						
	MEASUREMENT	**Dates:**					
	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						
	Read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.						
	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	**Dates:**					
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						
	Read and write names for shapes that are appropriate for their word reading and spelling						
	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 & Direction	Order and arrange combinations of mathematical objects in patterns and sequences						
	Use mathematical vocabulary to describe position, direction and movement, and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)						
	STATISTICS	**Dates:**					
	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 data.						