

Year 2 Assessment Framework for Mathematics – Larger Print Version

Standard		Number & Place Value	Four Operations	Fractions	Measurement	Geometry	Statistics
Greater Depth	16/18: GD(a)	1) Use place value and number facts to solve problems	3) <u>Reason about addition</u> <i>The sum of 3 odd numbers will always be odd</i>	10) <u>Determine remainders given known facts</u> <i>15 ÷ 5 = 3 with no remainder, so 16 ÷ 5 must have r1</i>	12) <u>Read time to 5 mins</u>	17) <u>Describe similarities and differences of shape properties</u> <i>A cube and cuboid have the same number of edges, faces and vertices but all faces of the cube are square</i>	18) Answer questions about totalling and comparing data
	10/18: GD(b)	2) Use < > = to compare numbers from 0 up to 100 <i>35 < 53</i>	4) <u>Use multiplication facts to deduce beyond known tables</u> <i>18 x 5 cannot be 92 as 92 does not end in 0 or 5</i>	11) <u>Find and compare fractions of amounts</u> <i>1/4 of 20 = 5 and 1/2 of 8 = 4 so the first one is greater</i>	13) <u>Read scales in divisions of 1s, 2s, 5s and 10s in a practical situation where NOT all numbers on scale are given</u>		
	4/18: GD(c)		5) <u>Work out mental addition and subtraction calculations where regrouping is required</u> <i>52 - 27</i>	6) <u>Solve more complex missing number problems</u> <i>14 + ? = 15 + 27</i>	14) Use < > = to compare lengths, mass and volume / capacity	15) Solve addition and subtraction money problems including change	
			7) <u>Solve multi-step word problems</u>		16) Compare and sequence intervals of time		
			8) <u>Rewrite addition statements as multiplication</u> <i>10 + 10 + 10 + 5 + 5 = 4 x 10</i>				
			9) Use objects, pictures and mental methods to add three 1-digit nos				

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Expected Standard	21/23: Exp(a)	1) <u>Partition 2 digit numbers into different combinations of tens and ones – can include use of apparatus</u> $23 = 20 + 3$ $23 = 10 + 13$	6) <u>Use objects or pictures to add two 2-digit numbers within 100</u> $48 + 35$ 7) <u>Use estimation to check that their answers to a calculation are reasonable</u> <i>Knowing that $48 + 35 = \text{less than } 100$</i>	12) <u>Identify $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and know that all parts must be equal parts of the whole</u>	15) <u>Recognise £ and p symbols and use different coins to make the same amount</u> $50p = 20p + 20p + 10p$ $50p = 10p + 10p + 10p + 10p + 5p + 5p$	19) <u>Describe properties of 2D&3D shapes</u> <i>sides, vertices, symmetry; edges, faces, shapes of faces</i>	22) Begin to interpret and construct pictograms, tally charts, block diagrams and tables
	14/23: Exp(b)	2) <u>Read and write numbers to at least 100 in numerals and in words</u> 48 <i>forty-eight</i>	8) <u>Mentally subtract 2 digits from 2 digits with no regrouping required</u> $74 - 33$ 9) <u>Use inverse to check answers and to write missing numbers in addition and subtraction</u> $4 + ? = 19 \rightarrow 19 - 4 = 15$	13) <u>Write simple fractions of amounts</u> $\frac{1}{2}$ of 6 = 3	16) <u>Read scales in divisions of 1s, 2s, 5s and 10s in a practical situation where all numbers on the scale are given</u> <i>temperature on a thermometer; capacity on a measuring jug</i>	20) <u>Arrange patterns and sequences</u> $\blacklozenge \blacklozenge \square \blacklozenge \blacklozenge$ \square	23) Answer Qs by counting objects in each category
	7/23: Exp(c)	3) <u>Count from 0 in multiples of 2, 3 and 5</u> 4) <u>Count in tens from any number, forward and backward</u> $56, 46, 36$ 5) <u>Identify, represent and estimate numbers using different representations inc. number line</u>	10) <u>Solve multiplication and division problems using 2x, 5x and 10x tables</u> <i>Knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$</i> 11) <u>Know that addition and multiplication of 2 numbers can be done in any order but subtraction and division cannot</u>	14) <u>Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</u>	17) <u>Read time to 15 mins</u> 18) <u>Know 60 mins in 1 hour and 24 hours in 1 day</u>	21) <u>Describe position, direction and movement</u> <i>straight line, rotation, right angles, clockwise, anti-clockwise</i>	

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Working Towards	8/10: WT(a)	1) <u>Show understanding of place value of tens and ones, using apparatus</u> <i>77 and 33 have a difference of 40 for the tens and 4 for the ones</i>	4) <u>Recall and use addition and subtraction facts to 20 fluently</u> <i>18 = 9 + ? 15 = 6 + ?</i>		9) Choose appropriate measurement units and materials <i>m/cm kg/g degrees C, l/ml, rulers, scales, thermometers, measuring vessels</i>	10) <u>Recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres</u>	
	5/10: WT(b)	2) <u>Solve problems by counting from 0 in multiples of 2, 5 and 10</u> <i>How many chairs are in this diagram showing 7 rows of 5?</i>	5) <u>a 2-digit number and ones</u> <i>23 + 5 =</i> 6) <u>a 2-digit number and tens</u> <i>46 + 20 =</i>				
	2/10: WT(c)	3) <u>Read and write numbers to at least 100 in numerals</u> <i>14 41</i>	7) <u>Recall doubles and halves to 20</u> <i>Double 2 is 4 Half of 18 is 9</i> 8) <u>Recognise odd and even numbers</u>				
Underlined statements refer to the standards laid out in the <i>Teacher Assessment Frameworks at the End of KS1 (2017-18)</i> document.							