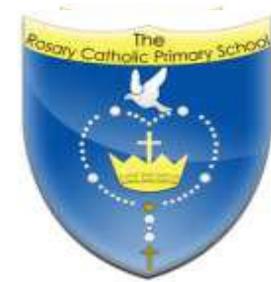


The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ



M A T H E M A T I C S

Y E A R 2

Key Performance Indicators: A.R.E.

Number and place value

*Counts in **steps of two, three, and five from 0**, and in **tens from any number, forward and backward**

***Compares and orders numbers** from 0 up to 100

*Uses < > and = signs correctly

*Uses place value and number facts to solve problems

Addition and Subtraction

***Solves problems with addition and subtraction** by:

1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and
2. applying an increasing knowledge of mental and written methods.

Recalls and uses addition and subtraction facts to 20 and 100:

1. fluently up to 20.

Multiplication and Division

*Recalls and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers

***Solves problems involving multiplication and division**, using materials, **arrays, repeated addition, mental methods, and multiplication and division facts**, including problems in contexts

Fractions (including decimals)

*Recognises, finds, names and writes fractions **1/3, 1/4, 2/4, and 3/4** of a length, shape, set of objects or quantity

Measurement

***Solves simple problems** in a practical context involving addition and subtraction of money of the same unit including giving change

Geometry: properties of shape

*Compares and sorts **common 2-D and 3-D shapes** and everyday objects

Geometry: position and direction

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

Statistics

*Asks and answers questions about **totalling and comparing categorical data**

Performance Standard – End of Year

With reference to the KPIs

By the end of Y2 a child should be mentally fluent with whole numbers, counting and place value. A child should know the number bonds to 20 and be precise in using and understanding place value

Using practical resources, a child can work with numerals, words and the four operations (e.g. concrete objects and measuring tools)

Using a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary

A child can describe and compare different quantities such as length, mass, capacity/volume, time and money

A child can read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1