St James CE Primary School

Name: _____

Class: _____

Year 2

Maths Targets

+ − (Addition & Subtraction)

(A15) I can solve more complex missing number problems (e.g. 14 + __ − 3 = 17).

(A14) I can use estimation to check that their answers to a calculation are reasonable (e.g. knowing 48 + 35 is less than 100).

(A13) I can recall doubles and halves to 20 .

(A12) I can check my answers or solve missing number problems by doing an inverse check.

(A11) I know that adding to numbers together can be done in any order but subtracting numbers can only be done in one order.

(A10) I can subtract mentally two two-digit numbers (e.g. 74 − 33) inc where grouping is required (e.g. 52-27)

(A9) I can add two two-digit numbers up to 100.

(A8) I can add and subtract a two-digit number and tens.

(A7) I can add and subtract a two-digit number and ones.

(A6) I can reason about addition e.g. know that the sum of 3 odd numbers will always be odd.

(A5) I can add or subtract three numbers such as 2 + 5 + 9.

(A4) I can apply knowledge of number bonds to 20 to learn and use related facts up to 100.

(A3) I can recall and use addition and subtraction facts to 20.

(A2) I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.

(A1) I answer addition and subtraction maths problems using objects to help me work it out.

⏳ (Measurement)

(ME13) I know there are 60 minutes in an hour and 24 hours in a day.

(ME12) I can tell and write the time to five minutes and draw the hands on a clock face to show these times.

(ME11) I can tell and write the time to quarter past/to the hour/half past and draw the hands on a clock face to show these times.

(ME10) I can put the time of events in order.

(ME9) I can solve problems involving addition and subtraction of money of the same unit, including giving change.

(ME8) I can find different combinations of coins that equal the same amounts of money.

(ME7) I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money.

(ME6) I can compare and order lengths, mass, volume/capacity and record the results using >, < and =

(ME5) I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given/ where not all numbers on the scale are given.

(ME4) I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.

(ME3) I can choose and use standard units to estimate and measure temperature in °C using thermometers.

(ME2) I can choose and use standard units to estimate and measure mass in kg and g using scales.

(ME1) I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.

÷ x (Multiplication and Division)

(M11) I can rewrite addition statements as simple multiplication statements.

(M10) I can solve problems with more than one step.

(M9) I can work out remainders when given known facts.

(M8) I can solve problems involving division, using materials, mental methods, and division facts, including problems in contexts.

(M7) I can solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication, including problems in contexts.

(M6) I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.

(M5) I use multiplication (×), division (÷) and equals (=) signs when writing out my times tables.

(M4) I can recognise odd and even numbers.

(M3) I can recall and use division facts for the 2, 5 and 10 multiplication tables (simple problem solving)

(M2) I can recall and use multiplication for the 2, 5 and 10 multiplication tables (simple problem solving)

(M1) I can use multiplication facts to make deductions outside known

H T U.th (Number & Place Value)

(N10) I can solve more complex missing number problems (e.g. 14 + − 3 = 17; 14 + Δ = 15 + 27).

(N9) I can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ − 14 = 28).

(N8) I can partition a two-digit number into different combinations of tens and ones.

(N7) I solve problems using number facts such as 18+2=20 and what I know about the value of digits in a number.

(N6) I can read and write numbers to at least 100 in digits and words.

(N5) I can compare and order numbers from 0 up to 100; use <, > and = signs.

(N4) I can find and show numbers on a number line.

(N3) I know what each digit means in Tens and Unit numbers such as 24.

(N2) I can count in 10's from any number, forward and backward.

(N1) I can count in steps of 2, 3, 5 and 10 from 0

⬡ (Geometry)

(G8) I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.

(G7) I can order combinations of mathematical objects in patterns and sequences.

(G6) I can describe similarities and differences of shape properties

(G5) I can compare and sort common 2-D shapes and everyday objects.

(G4) I can compare and sort common 3-D shapes and everyday objects.

(G3) I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.

(G2) I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.

(G1) I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.

◔ (Statistics)

(S6) I work on sorting objects and can answer questions about the groups of objects I have sorted.

(S5) I can sort objects into categories and tell you how many objects are in each category and show which category has the most.

(S4) I can interpret and construct simple tables.

(S3) I can interpret and construct block diagrams.

(S2) I can interpret and construct tally charts.

(S1) I can interpret and construct simple pictograms.

½ (Fractions)

(F4) I can find and compare fractions of amounts (e.g. 1⁄4 of £20 = £5 and 1⁄2 of £8 = £4 so 1⁄4 of £20 is greater than 1⁄2 of £8).

(F3) I can write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

(F2) I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 set of objects or quantity.

(F1) I can recognise, find, name and write fractions 1/3, 1/4, 2/4, 1/2 and 3/4 of a length and shape and know that they are part of a whole.