



My Year 2 Learning Journey for Mathematics

Strand		I am Working Towards Year 2's objectives with support (Emerging)	I am Working Towards Year 2's objectives (Developing)	I am Achieving Year 2's objectives (Secure)
NUMBER	Number & Place Value	1 I can read and write (in numerals) most numbers from 0 to 100 correctly.	<u>I can read and write in numerals numbers from 0 to 100 eg I can write 14 and 41 correctly.</u>	* I can read and write (in numerals and words) numbers from 0 to at least 100.
		2 I can partition two digit numbers to 20 into ten and ones and explain the value of each digit. I can say which of two numbers is bigger and place the correct sign < or > between two numbers to 50.	<u>I can partition two digit numbers into tens and ones and say the value of each digit, using apparatus. I am starting to develop my understanding eg by seeing that 77 and 33 has a difference of 40 for the tens and 4 for the ones. I can use < > and = signs correctly to compare and order numbers to 100 eg 35 < 53 and 42 > 36</u>	* <u>I can partition any two digit number into different combinations of tens and ones eg 23 = 2 tens and 3 ones or 1 ten and 13 ones (using apparatus if needed). I can use < > and = signs correctly to compare and order numbers to 100 and beyond eg order the numbers 3,31,13,30 and place the correct sign between 34, 54 and 17 or between statements such as 45 and 34+11.</u>
		3 I can count in steps of twos to 30 and beyond and in tens from 0 to 100	<u>I can count in steps of twos, fives and tens from 0 and use counting in groups to solve problems eg count 7 rows of 5 chairs in fives to work out how many there are.</u>	* I can count in steps of two, three, and five from 0 to 100, and in tens from any number, forward and backward eg continue the sequence 3,6,9 to find out whether 41 appears in it or count up in tens from 43.
		4 I can remember and use addition and subtraction facts to 10 fluently (e.g. 10 = 9 + ?; 8 = 10-?).	<u>I can remember and use number bonds and related addition and subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?).</u>	* I can remember and use addition and subtraction facts to 20 fluently eg 5+?=20, 17=8+?, and work out related facts up to 100 eg 2+7=9, so 20+70=90 and 42+37=79.
	Addition, Subtraction, Multiplication & Division	5 I can add 2 two digit numbers or a two digit number and ones (with a total below 30) eg 11 +15, 6+20 and show how I did it using objects, pictures and /or numbers.	<u>I can add a two digit number and ones or a two digit number and tens (where no re-grouping is required eg 23 +5, 46+20) and show how I did it using objects, pictures and /or numbers.</u>	* <u>I can add 2 two digit numbers (with an answer less than 100 eg 48 + 35) and show how I did it using objects, pictures and /or numbers</u>
		6 I can subtract 2 two digit numbers or a two digit number and ones (with a total below 30) and show how I did it using objects, pictures and /or numbers.	<u>I can subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 28 - 5; 46 - 20) and show how I did it using objects, pictures and /or numbers.</u>	* <u>I can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 - 33).</u>
		7 I can work out the answer to missing number problems eg 7 = □ - 9, using objects and pictures, with a little help. .	I am starting to understand that that addition and subtraction are opposites (inverse) and I can use sometimes use this to check my answers and work out missing number problems eg 7 = □ - 9, using objects and pictures.	* <u>I know that addition and subtraction are opposites (inverse) and I can use this to check my answers and work out missing number problems (e.g. Δ - 14 = 28).</u>
		8 I can use my knowledge of addition and subtraction to solve simple one step real-life problems with smaller numbers, with some help.	I can use my knowledge of addition and subtraction to solve simple one step real-life problems.	* I can use my knowledge of addition and subtraction to solve real-life problems with answers less than 100 (including measures) eg Janie is 6. Her mother is 32 years older. How old is Janie's mother?
		9 I can work out some multiplication facts from the 2 and 10 times table and can write them using the multiplication (×)and equals (=) signs. I can remember doubles and halves to 20 and am starting to link these facts to the 2 times table.	I am starting to remember multiplication and division facts for the 2 and 10 multiplication tables and write them using the signs (×),(÷) and (=). <u>I can use my knowledge of the 2 x table to remember doubles and halves to 20 (e.g. double 2 is 4, double 5 is 10 and half of 18 is 9).</u>	* <u>I know multiplication and division facts for the 2, 5 and 10 multiplication tables and write them using the signs (×),(÷) and (=).</u>
		10 I can solve simple real life x and ÷ problems using pictures, objects and arrays, with help.	I can solve simple real-life x and ÷ problems using pictures, objects and arrays.	* <u>I can use multiplication and division facts that I know to solve real-life problems and I remember that multiplying 2 numbers can be done in any order (commutative) eg sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; working out the total value of six 5p coins.</u>



	Fratio	1 1	I can make a sensible estimate of up to 30 objects.	I can estimate to check that my answers are sensible, with some prompting.	* I can estimate to check that my answers are sensible eg I know that 48+35 will be less than 100.
		1 2	I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.	I can recognise, find and name a third as one of three equal parts and a quarter as one of four equal parts of an object, shape or quantity.	* I can recognise and name fractions 1/3 , 1/4 , 1/2 , 2/4 and 3/4 of a length, shape, set of objects or amount eg I can work out that 1/3 of 6=2 or recognise 1/3 of a rectangle and know that each part of the whole must be equal.
MEASURE (including Money)		1 3	I recognise and know the value of different coins up to 20p and can use coins to make amounts up to 20p in different ways.	I recognise and know the value of different denominations of all coins and notes and can use coins to make amounts greater than 20p in different ways.	*I can use different coins to make the same amount eg using coins to make 50p in different ways, work out how many £2 coins are needed to exchange for a £20 note.
		1 4	I can solve simple real-life money problems by adding and subtracting money below 20p	I can solve simple real-life money problems by adding and subtracting money below £1 (£ or p),eg I buy a ruler for 20p and a pencil for 45p; how much will it cost altogether?	*I can solve simple real-life money problems by adding and subtracting money (£ or p), including giving change to £1 or in multiples of £1 to £20 eg I buy a ruler for 20p and a pencil for 45p; how much change from £1?
		1 5	I can solve practical problems by comparing: Lengths/heights [e.g. long/short] mass/weight [e.g. heavier/lighter than] capacity and volume [e.g. full/empty, more/less than]. When measuring, I can read the scale in 1's, (where all numbers are given).	I am starting to use standard units to estimate and measure. I can solve practical problems by comparing: lengths and heights [double/half] capacity and volume [e.g. half, half full, quarter]. When measuring, I can read the scale in 1's or 10's, (where all numbers are given).	I can choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml). * When measuring, I read the scale in 1's, 2's, 5's or 10's, (where all numbers are given) eg read the temperature on a thermometer
		1 6	I can tell the time to the hour on an analogue clock. I can draw hands on a clock face to show these times.	I can tell and write the time to o'clock on a digital and analogue clock and to half past and quarter past on an analogue clock.	*I can tell and write the time on an analogue and digital clock to o'clock, ½ past, and on an analogue and digital clock to ¼ past and ¾ to.
		1 7	I can recognise and name some 2-D shapes eg triangles, rectangles, squares, circles from a group of shapes or from pictures of the shapes.	<u>I can recognise and name the following 2-D shapes : triangles, rectangles, squares, circles from a group of shapes or pictures of the shapes.</u>	*I can name and describe different properties of 2-D shapes e.g .a triangle has 3 sides, 3 vertices and 1 line of symmetry.
		1 8	I can recognise and name some 3-D shapes eg cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.	<u>I can recognise and name the following 3-D shapes : cuboids, cubes, pyramids from a group of shapes or pictures of the shapes.</u>	*I can name and describe different properties of 3-D shapes eg a pyramid has 8 edges, 5 faces, 4 of which are triangles and one is a square.
STATISTICS		1 9	I can make a simple pictogram or tally chart with some help. I can answer questions about simple pictograms, tally charts, block diagrams and tables with some help.	I can make a simple pictogram or tally chart. I can answer questions about simple pictograms, tally charts, block diagrams and tables eg How many children chose blue as their favourite colour?	I can make simple pictograms, tally charts, block diagrams and tables eg make a tally chart to show how many children in each class. I can ask and answer questions about simple tally charts, pictograms, block diagrams (where one symbol or block= 1 unit) and tables by finding totals and comparing information eg How many more children chose blue than red? Which is the most popular drink?

My Learning Reflection

Autumn Test Score:	Spring Test Score:	Summer Test Score:



DO NOT PRINT OUT

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- Underlined steps in the Developing Section link to the 'Working Towards' standards for Key Stage 1 in the Interim Assessment Framework.
- Underlined steps in the Secure Section link to the Expected Standards for Key Stage 1 in the Interim Assessment Framework.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.