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| http://pix.iemoji.com/images/emoji/apple/8.3/256/direct-hit.png  **Maths Progress Tracker**  **Year 2 Targets 2018-2019**  **Number** | http://emojipedia.org/wp-content/uploads/2013/07/4-smiling-face-with-smiling-eyes.png  **Seen** | http://pix.iemoji.com/images/emoji/apple/8.3/256/smiling-face-with-open-mouth-and-smiling-eyes.png  **Secure** |
| **Master EYEs:**   1. **I can use my knowledge of maths to solve problems by selecting an appropriate method and working systematically and accurately in all areas of maths. (2N6, 2C4, 2C8, 2M9)** |  |  |
| 1. **I can explain my mathematical thinking using a variety concrete apparatus and pictorial representations, including number lines. (2N4)** |  |  |
| 1. **I can use and apply my maths skills to help me in other areas of the curriculum. (2C4)** |  |  |
| 1. I can compare and order numbers from 0 to 100 using < > and = signs (including for length, mass, volume and capacity). **(2N2b, 2M1)** |  |  |
| 1. I can read and write all numbers to 100 in digits and words. **(2N2a)** |  |  |
| 1. I can count forwards and backwards in tens from any number up to 100. **(2N1)** |  |  |
| 1. I can count forwards and backwards in steps of 2, 3 and 5 from 0 (positive numbers only). **(2N1)** |  |  |
| 1. I can recall multiplication and division facts for 2, 5 and 10 times tables and use them to solve simple problems, showing commutativity as necessary. **(2C6)** |  |  |
| 1. I can read and write number sentences using X ÷ and = signs within the 2, 5 and 10 multiplication tables. **(2C7)** |  |  |
| 1. I can 2. recall all number bonds to 10 3. use these to reason and calculate to and within 20 *(e.g. If 7+3=10 then 17+3=20; if 7-4=3 then 17-4=13)* 4. recognise other associated additive relationships *(e.g. If 14+3=17 then 3+14=17, 17-14=3 and 17-3=14)* **(2C1)** |  |  |
| 1. I can use inverse to check calculations and solve missing number problems using **+, -** and **= (2C3)** |  |  |
| 1. I can use estimation to check that my answers to a calculation are reasonable (e.g. 48 + 35 will be less than 100). |  |  |
| 1. I can recognise place value of each digit in a 2-digit number (tens and ones). **(2N3)** |  |  |
| 1. I can partition any 2- digit number in different combinations of tens and ones and explain my thinking verbally, in pictures or with apparatus e.g. 23 = 20 + 3 or 13 + 10 |  |  |
| 1. I can add any 2 two-digit numbers using an efficient strategy and explain my method verbally, in pictures or using apparatus.   (e.g. 48 + 35) (**2C2a)** |  |  |
| 1. I can subtract any 2 two-digit numbers using an efficient strategy and explain my method verbally, in pictures or using apparatus. (e.g. 72 -17) (**2C2a)** |  |  |
| 1. I can identify ¼, ⅓, ½, 2/4 and ¾ of a number or shape and know that all parts must be equal parts of the whole.   **(2F1a, 2F1b)** |  |  |
| 1. I can recognise equivalences of simple fractions e.g. 2/4 = ½ **(2F2)** |  |  |

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| 1. I can tell the time to fifteen minutes, including quarter past/to.   **(2M4a)** |  |  |
| 20. I can estimate and measure length, temperature, mass and  capacity and use the appropriate unit. **(2M2)** |  |  |
| 21. I can read scales in divisions of ones, twos, fives and tens in a  practical situation where all the numbers are given on the scale.  **(2M2)** |  |  |
| 22. I can describe the properties of 2D shapes including number of  sides and lines of symmetry. **(2G2a)** |  |  |
| 23. I can describe the properties of 3D shapes including number of  edges, faces and vertices. **(2G2b)** |  |  |
| 24. I can recognise and use the symbols for £ and p, and can  combine amounts to make a given value e.g. how many ways  can you make £1? **(2M3a, 2M3b)** |  |  |
| 25. I can construct and interpret simple pictograms, tally charts,  block charts and simple tables. **(2S1)** |  |  |
| 26. I can ask and answer simple questions about data by:   1. counting number of objects in a category and sorting categories by quantity. 2. totalling and comparing categories.   **(2S2a, 2S2b)** |  |  |
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| **Greater Depth** (in addition to the above) | Seen | Secure |
| I can read scales where not all the numbers on the scale are given and estimate points in between. |  |  |
| I can recall and use multiplication and division facts for 2,5,10 and make deductions outside known multiplication facts. |  |  |
| I can use reasoning about numbers and relationships to solve more complex problems and explain my thinking. |  |  |
| I can solve unfamiliar word problems that involve more than one step |  |  |
| I can read the time on a clock to the nearest 5 minutes. |  |  |
| I can describe similarities and differences of 2-D and 3-D shapes, using their properties. |  |  |

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| **Key:** | **(2N4), (2P2) etc**. – linked to KS1 test framework | KS1 Teacher Assessment Framework - WTS | KS1 Teacher Assessment Framework - EXS | KS1 Teacher Assessment Framework - GDS |