**Year 2 Maths Assessments**

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| **= Key National Expected Standard for Year 2** | | | | | **Autumn Term** | **Test** | **Spring Term** | **Test** | **Summer Term** | **Test** |
| Place Value | 1. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. | | | |  |  |  |  |  |  |
| 2. Know the place value of each digit in a two-digit number (tens, ones) and show understanding through partitioning. | | | |  |  |  |  |  |  |  |
| 3. Show number in different ways like in drawings or on a numberline | | | |  |  |  |  |  |  |
| 4. Compare and order numbers from 0 up to 100; use <, > and = signs. | | | |  |  |  |  |  |  |
| 5. Read and write numbers to at least 100 in numerals and in words. | | | |  |  |  |  |  |  |
| Add and Sub | 6. Solve problems with addition and subtraction: using cubes, drawings and my mental maths to help me | | | |  |  |  |  |  |  |
| 7. Use add and subtract facts to 20 fluently, and mentally subtract 2 two digit numbers eg:74-33 where no re grouping is needed | | | |  |  |  |  |  |  |  |
| 8. Add and subtract 2 digit and 1 digit, also 2 digit and 2 digit numbers using written, pictorial or concrete methods | | | |  |  |  |  |  |  |  |
| 9. Know that the numbers in adding can be any way around but in subtraction they can’t and that inverse can be used to check answers and solve missing number problems | | | |  |  |  |  |  |  |  |
| 10. Use adding, subtracting and estimation to solve calculations including missing digit number sentences | | | |  |  |  |  |  |  |  |
| Mult and Div | 11. Know my 2,5, and 10’s tables along with the division facts that go with them. | | | |  |  |  |  |  |  |  |
| 12. Solve Maths problems that have the symbols (×), division (÷) and equals (=) signs using with concrete resources and written methods | | | |  |  |  |  |  |  |  |
| 13. Know that the numbers in multiplication can be any way around but in division they can’t | | | |  |  |  |  |  |  |  |
| 14. Solve problems involving multiplication and division using my writing working out, mental maths and maths tools that my teacher gives to me EG Cubes or bead strings | | | |  |  |  |  |  |  |
| Fract | 15. Recognise/find/name/write fractions 1/3 , 1/4, ½, 2/4, 3/4 of a length, shape, set of objects or quantity, knowing that all parts must be equal | | | |  |  |  |  |  |  |  |
| 16. Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4and 1/2 | | | |  |  |  |  |  |  |
| MEASURE | 17. Use length/height (m/cm); mass (kg/g); temp (°C); cap (litres/ml) on scales of 2,5 10; when measuring and , use rulers, scales, thermometers and measuring vessels. | | | |  |  |  |  |  |  |  |
| 18. Compare and order lengths, mass, volume/capacity and record the results using >, < and = . | | | |  |  |  |  |  |  |
| 19. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. | | | |  |  |  |  |  |  |  |
| 20. Solve simple problems involving addition and subtraction of money of the same unit, including giving change. Eg 50p + 20p= or £3 + £2= | | | |  |  |  |  |  |  |
| 21.Order times shortest to longest . Know the number of minutes in an hour and the number of hours in a day. | | | |  |  |  |  |  |  |
| 22. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. | | | |  |  |  |  |  |  |  | |
| GEOMETRY | 23. Say how many sides vertices and lines of symmetry are on 2D shapes . | | | |  |  |  |  |  |  |  | |
| 24. Say how many edges, vertices and faces are on 3D shapes | | | |  |  |  |  |  |  |  | |
| 25. Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder; a triangle on a pyramid. | | | |  |  |  |  |  |  |  | |
| 26. Compare and sort common 2D and 3D shapes and everyday objects. | | | |  |  |  |  |  |  |
| 27. Order and arrange combinations of mathematical objects in patterns and sequences. | | | |  |  |  |  |  |  |
| 28. Use maths words to describe position, direction & movement inc movement in a straight line and distinguishing rotation as a turn & in terms of right angles for ⅟₄, ⅟₂, & ᶟ∕₄ turns (clock/anti-clockwise). | | | |  |  |  |  |  |  |
| STATS | 29. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. | | | |  |  |  |  |  |  |
| 30. Ask and answer simple questions and write down my answers in simple tables and charts | | | |  |  |  |  |  |  |
| Target Key | | Autumn | Spring | Summer |  |  |  |  |  |  |