

Year 2 Maths Assessment Grid

The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in mathematics, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.

| Working towards the expected standard | Working at the expected standard | Working at greater depth within the expected standard |
|---|--|--|
| <p>The pupil can:</p> <ul style="list-style-type: none"> • read and write numbers in numerals up to 100 • partition a two digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources (eg base 10 apparatus) to support them • add and subtract two digit numbers and ones and two digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (eg $23 + 5$, $46 + 20$, $16 - 5$, $88 - 30$) • recall at least four of the six (0+10, 1+9, 2+8, 3+7, 4+6, 5+5) number bonds for 10 and reason about associated facts (eg $6 + 4 = 10$ therefore $4 + 6 = 10$ and $10 - 6 = 4$) • count in twos, fives and tens from 0 and use this to solve problems • know the value of different coins • name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (eg triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres) | <p>The pupil can:</p> <ul style="list-style-type: none"> • read scales (the scale can be in the form of a number line, a practical situation or a graph axis) in divisions of ones, twos, fives and tens • partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • add and subtract any 2 two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg $48 + 35$, $72 - 17$) • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20 , recognising other associated additive relationships (eg if $7+3=10$ then $17+3=20$, if $7-3=4$ then $17-3=14$, leading to if $14+3=17$ then $3+14=17$, $17-14=3$ and $17-3=14$) • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole • use different coins to make the same amount • read the time on a clock to the nearest 15 minutes • name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry | <p>The pupil can:</p> <ul style="list-style-type: none"> • read scales (the scale can be in the form of a number line, a practical situation or a graph axis) where not all numbers on the scale are given and estimate points in between • recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts • use reasoning about numbers and relationships to solve more complex problems and explain their thinking (eg $29 + 17 = 15 + 4 + ?$; Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc) • solve unfamiliar word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?). • read the time on a clock to the nearest 5 minutes. • describe similarities and differences of 2D and 3D shapes, using their properties (eg that 2 different 2D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but different dimensions). |