**Band 2**

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|  | **B** | **JA** | **SA** | **A** |
| **Number and Place Value** |  |  |  |  |
| count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward |
| order objects and numbers  |  |  |  |  |
| recognise the place value of each digit in a two-digit number (tens, ones) |  |  |  |  |
| identify, represent and estimate numbers using different representations, including the number line |  |  |  |  |
| compare and order numbers from 0 up to 100; use <, > and = signs |  |  |  |  |
| read and write numbers to at least 100 in numerals and in words (including in expanded form)  |  |  |  |  |
| partition numbers to 100 |  |  |  |  |
| use place value and number facts to solve problems |  |  |  |  |
| **Addition and Subtraction** | **B** | **JA** | **SA** | **A** |
| add and subtract 1s and 10s  |  |  |  |  |
| solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures |  |  |  |  |
| solve problems with addition and subtraction applying his/her increasing knowledge of mental and written methods. Compare number sentences. |  |  |  |  |
| solve missing number problems  |  |  |  |  |
| recall and use addition and subtraction facts to 10 and 20 fluently (number bonds), and derive and use related facts up to 100 (fact families) |  |  |  |  |
| add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones |  |  |  |  |
| add two 2 digit numbers (**not** across a 10) |  |  |  |  |
| add two 2 digit numbers (across a 10) |  |  |  |  |
| subtract two 2 digit numbers (**not** across a 10) |  |  |  |  |
| subtract two 2 digit numbers (across a 10) |  |  |  |  |
| show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot |  |  |  |  |
| recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems |  |  |  |  |
| add three 1 digit numbers  |  |  |  |  |
| add by making 10, to the next 10 ad across 10  |  |  |  |  |
| subtract from a 10, subtract a 1 digit number from a 2 digit number (and across 10)  |  |  |  |  |
| **Multiplication and Division** | **B** | **JA** | **SA** | **A** |
| recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |  |  |  |  |
| calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs |  |  |  |  |
| show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot |  |  |  |  |
| solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |  |  |  |  |
| **Fractions** | **B** | **JA** | **SA** | **A** |
| make equal parts  |  |  |  |  |
| recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity |  |  |  |  |
| write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½ |  |  |  |  |
| **Measurement**  | **B** | **JA** | **SA** | **A** |
| choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temp. (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels |  |  |  |  |
| compare and order lengths, mass, volume/capacity and record the results using >, < and = |  |  |  |  |
| 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 |  |  |  |  |
| solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |  |  |  |  |
| compare and sequence intervals of time |  |  |  |  |
| 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 |  |  |  |  |
| remember the number of minutes in an hour and the number of hours in a day |  |  |  |  |
| **Properties of Shape** | **B** | **JA** | **SA** | **A** |
| identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line |  |  |  |  |
| identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces |  |  |  |  |
| identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid |  |  |  |  |
| compare and sort common 2-D and 3-D shapes and everyday objects |  |  |  |  |
| **Position and Direction** | **B** | **JA** | **SA** | **A** |
| order and arrange combinations of mathematical objects in patterns and sequences |  |  |  |  |
| use math. vocab.to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for 1/4, 1/2 and 3/4 turns (clockwise & anti-clockwise) |  |  |  |  |
| **Statistics** | **B** | **JA** | **SA** | **A** |
| interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |  |  |  |
| ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity |  |  |  |  |
| ask and answer questions about totalling and comparing categorical data |  |  |  |  |

