

YEAR 2 MATHS TARGETS

Name: _____

Number and Place Value	1. I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.			
	2. I can read and write numbers to at least 100 in numerals and in words.			
	3. I can compare and order numbers from 0 up to 100; using < > = signs.			
	4. I recognise the place value of each digit in a 2-digit number.			
	5. I can identify, represent and estimate numbers using different representations, including the number line.			
	6. I can use place value and number facts to solve problems.			
Calculations	7. I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.			
	8. I can add and subtract mentally, including:			
	9. A 2-digit number and ones			
	10. A 2-digit number and tens			
	11. Two 2-digit numbers			
	12. Adding three 1-digit numbers			
	13. I can add and subtract numbers using concrete objects and pictorial representations, including:			
	14. A 2-digit number and ones			
	15. A 2-digit number and tens			
	16. Two 2-digit numbers			
	17. Adding three 1-digit numbers			
	18. I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.			
	19. I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.			
	20. I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.			
	21. I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.			
	22. I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.			
	23. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.			
	24. I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.			
	25. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.			
Fractions	26. I recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.			
	27. I can write simple fractions.			
	28. I recognise the equivalence of 2/4 and 1/2.			

Measurement	29. I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$.			
	30. I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.			
	31. I can choose and use standard units to estimate and measure mass in kg and g using scales.			
	32. I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.			
	33. I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.			
	34. I recognise and use symbols for \pounds and p and combine amounts to make a particular value.			
	35. I can find different combinations of coins that equal the same amount of money.			
	36. I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.			
	37. I can compare and sequence intervals of time.			
	38. I know the number of minutes in an hour.			
	39. I know the number of hours in a day.			
	40. I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.			
Geometry	41. I can compare and sort common 2D shapes and everyday objects.			
	42. I can compare and sort common 3D shapes and everyday objects.			
	43. I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.			
	44. I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.			
	45. I can identify 2D shapes on the surface of 3D shapes.			
	46. I can order and arrange combinations of mathematical objects in patterns and sequences.			
	47. I can use mathematical vocabulary to describe position, direction and movement			
Statistics	48. I can interpret and construct simple pictograms.			
	49. I can interpret and construct tally charts.			
	50. I can interpret and construct block diagrams.			
	51. I can interpret and construct simple tables.			
	52. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.			
	53. I can ask and answer questions about totalling and comparing categorical data.			

Exceeding	1. I can count reliably up to 1000 in 2s, 5s and 10s.			
	2. I can count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000.			
	3. I can add and subtract fractions with a common denominator.			
	4. I can apply knowledge of number up to 100 to solve a one-step problem involving an addition, subtraction and simple multiplication and division.			
	5. I can apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context.			
	6. I can add and subtract two 2-digit and numbers to 100.			
	7. I can use an appropriate strategy to add and subtract numbers that move between and through 100, for example: $97 + 7$; $103 - 8$.			
	8. I know about right angles and where they can be seen in the environment.			
	9. I can tell the time to 5 minute intervals with both analogue and digital clocks and relate one to the other.			
	10. I can measure, compare, add and subtract using common metric measures.			

