

Pupil's name:		Year:				
 Upton Infant School		Year Two Maths Teacher Assessment Framework			Evidence (date)	
Working towards the expected standard				1	2	3
• 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 to support them						
• add & subtract 2-digit numbers + ones, & 2-digit numbers + tens, where no regrouping is required, explaining method verbally, in pictures or with apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)						
• recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 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 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).						
Working at the expected standard				1	2	3
• read scales 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 (e.g. 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 (e.g. 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 ¼, 1/3, ½, 2/4, ¾ 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 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.						
Working at greater depth within the expected standard				1	2	3
• read scales 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 (e.g. 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 2-D and 3-D shapes, using their properties (e.g. that two different 2-D 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).						