

Year Two MATHS	Y2 Low Emerging	Y2 High Emerging	Y2 Low Embedding	Y2 High Embedding	Y2 Low Expected	Y2 High Expected	Y2 Low Exceeding Y3 Low Emerging	Y2 High Exceeding Y3 High Emerging
STEP	8	9	10	11	12	13	14	15
Ticks required	15	30	44	59	74	79	84	88
✓ Total 93 with 11 Key Objectives		The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed				All Key objectives have to be secure in order to be exceeding		

		Mathematics - Year 2	Beginning	Progressing	Secure
Number: Number System and fractions and decimals	<i>I can count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backward.</i>				
	<i>I can recognise the place value of each digit in a 2-digit number (tens and ones).</i>				
	I can identify, represent and estimate number using different representations including number lines.				
	<i>I can compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</i>				
	<i>I can read and write numbers to at least 100 in numerals and in words.</i>				
Calculating: addition, subtraction, multiplication and division	<i>I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shapes set of objects or quantity.</i>				
	I can write simple fractions, e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .				
	<i>I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</i>				
	<i>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</i> A 2-digit number and ones A 2-digit number and tens Two 2-digit numbers Adding three 1-digit numbers				
	<i>I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</i>				
	<i>I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</i>				
	<i>I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</i>				
	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.				
Geometry: Properties, position and direction	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.				
	I can identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.				
	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.				
	I can identify 2-D shapes on the surface of 3-D shapes, e.g. a circle on a cylinder and a triangle on a pyramid.				
	<i>I can compare and sort common 2-D and 3-D shapes and everyday objects.</i>				
	I can order and arrange combinations of mathematical objects in patterns.				
Measurement	<i>I can use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in straight line.</i>				
	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers.				
	I can compare and order lengths, mass, volume/capacity and record the results using <, > and =.				
	<i>I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</i>				
	I can find different combinations of coins that equal the same amounts of money.				
	<i>I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</i>				
	<i>I can compare and sequence intervals of time.</i>				
Statistics	I can 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.				
	I know the number of minutes in an hour and the number of hours in a				
	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.				
Statistics	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.				
	<i>I can ask and answer questions about totalling and comparing categorical data.</i>				