

Year 2 TAFs - Maths

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| Working towards expected standard for Year 2 using apparatus and resources to support: | | | |
| Read and write numbers in numerals up to 100. | | | |
| Compare and order numbers 0-100 using =, < and > . | | | |
| Partition a two-digit number into tens and ones to demonstrate an understanding of place value. | | | |
| Add two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required. | | | |
| Subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required. | | | |
| Recall at least four of the six number bonds for 10. | | | |
| Use the commutative law to reason about number bonds for 10. | | | |
| Use the inverse relationship to write associated facts for 10. | | | |
| Count in twos, fives and tens from 0, and back. | | | |
| Use knowledge of 2, 5 & 10 to solve problems. | | | |
| Know the value of different coins up to at least £1. | | | |
| Read the time on an analogue clock to the nearest o'clock and half past. | | | |
| Recognise and name some common 2-D shapes (e.g. triangles, rectangles, squares, circles). | | | |
| Describe some of their properties of common 2-D shapes (e.g. number of sides). | | | |
| Recognise and name some common 3-D shapes (e.g. cuboids, cubes, pyramids and spheres). | | | |
| Describe some of their properties of common 3-D shapes (e.g. number of edges and faces). | | | |
| Answer simple questions by counting the number of objects in ones. | | | |
| Working at expected standard for Year 2 using pictures and apparatus to explain thinking: | | | |
| Read scales in divisions of ones, twos, fives and tens (in number lines or practically). | | | |
| Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally. | | | |
| Add any 2 two-digit numbers using an efficient strategy, explaining their method verbally. | | | |
| Subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally. | | | |
| Recall all number bonds to and within 10. | | | |
| Use known number bonds to reason with and calculate bonds to and within 20. | | | |
| Use the inverse relationship to write associated facts up to 20. | | | |
| Recall multiplication and division facts for 2, 5 and 10. | | | |
| Use known facts to solve simple problems, demonstrating an understanding of commutativity as necessary. | | | |
| Identify 1/4, 1/3, 1/2, 2/4 & 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 an analogue clock to the nearest 15 minutes. | | | |
| Compare and order measurements using =, < and > . | | | |
| Name 2-D shapes (incl pentagon, hexagon, octagon, decagon).. | | | |
| Describe properties of 2-D shapes (e.g. number of sides, vertices, right angles and symmetry). | | | |
| Name 3-D shapes (incl cone, cylinder, triangular prism). | | | |
| Describe properties of 3-D shapes (e.g. number of edges, vertices and faces). | | | |
| Ask and answer questions by counting number of objects in 2, 5, 10. | | | |
| Working at greater depth within Year 2 | | | |
| Read and estimate points on a scales where not all numbers are given. | | | |
| 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. | | | |
| Solve unfamiliar word problems that involve more than one step. | | | |
| Read the time on an analogue clock to the nearest 5 minutes. | | | |
| Describe similarities and differences of 2-D and 3-D shapes, using their properties. | | | |
| Ask and answer questions about totalling and comparing categorical data. | | | |