

	YEAR 2 LEVEL RECORD	R	1	2	3	4	5	6
	NUMBERS AND THE NUMBER SYSTEM COUNTING, PROPERTIES OF NUMBERS & NUMBER SEQUENCES							
2/1	Say the number names in order from zero to at least 30.							
2/2	Say the number names in order from 30 back to zero.							
2/3	Say the number names in order from zero to at least 50.							
2/4	Say the number names in order from 50 back to zero.							
2/5	Say the number names in order from zero to at least 100.							
2/6	Say the number names in order to from at least 100.back to zero.							
2/7	Fill in gaps on a number track less than 30 with some numbers already entered.							
2/8	Fill in gaps on a number track less than 50 with some numbers already entered.							
2/9	Fill in gaps on a number track less than 100 with some numbers already entered.							
2/10	Place numbers a specified interval in front of a given number on a number track.							
2/11	Place numbers a specified interval behind a given number on a number track.							
2/12	Counting forwards on a number track, give the interval between two specified numbers.							
2/13	Counting backwards on a number track, give the interval between two specified numbers.							
2/14	Count reliably up to 100 objects by grouping them in tens.							
2/15	Count reliably up to 100 objects by grouping them in twos.							
2/16	Count reliably up to 100 objects by grouping them in fives.							
2/17	Use, understand and begin to read 'count', 'tally' and how many?'							
2/18	Understand that if you tally in different groupings, the answer will still be the same.							

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2/19	Suggest appropriate tally groupings for different counting scenarios eg children in a class, sugar lumps in a box, eggs in a carton.							
2/20	Describe and extend simple number sequences: count on in ones, starting from any two digit number.							
2/21	Describe and extend simple number sequences: back in ones, starting from any two digit number.							
2/22	Describe and extend simple number sequences: count on in tens, starting from any two digit number.							
2/23	Describe and extend simple number sequences: count back in tens, starting from any two digit number.							
2/24	From zero and then from any small number, count on in 2s to at least 30.							
2/25	From zero and then from any small number, count on in 3s to at least 30.							
2/26	From zero and then from any small number, count on in 4s to at least 30.							
2/27	From zero and then from any small number, count on in 5s to at least 30.							
2/28	Count back in 2s from any number up to at least 30.							
2/29	Count back in 3s from any number up to at least 30.							
2/30	Count back in 4s from any number up to at least 30.							
2/31	Count back in 5s from any number up to at least 30.							
2/32	Investigate the patterns when child counts on in 2s on a 4x4 grid and colours the squares landed on. Repeat on a 5x5 and then predict 6x6.							
2/33	Describe the rule, and extend, ascending sequences to 30 which are multiples of 2.							
2/34	Describe the rule, and extend, descending sequences to 30 which are multiples of 2.							
2/35	Describe the rule, and extend, ascending sequences to 30 which are multiples of 3.							
2/36	Describe the rule, and extend, descending sequences to 30 which are multiples of 3							
2/37	Create sequences with a given constraint eg includes the numbers 6 and 12.							

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2/38	Within the context of sequences, understand and use <i>odd, even, sequence, predict, continue</i> and <i>rule</i> .							
2/39	Begin to read the above vocabulary.							
2/40	Respond to questions such as 'Which tens number comes before/after 30?'							
2/41	Know how many tens it takes to get from one number to another eg 20 to 70, 54 to 94.							
2/42	Count in hundreds from and back to zero.							
2/43	Respond to questions such as 'Which hundreds number comes before/after 400?'							
2/44	Know how many hundreds it takes to get from one number to another eg 120 to 270, 354 to 594.							
2/45	Begin to recognise two-digit multiples of 2 as numbers ending in 0, 2, 4, 6, 8.							
2/46	Begin to recognise two-digit multiples of 5 as numbers ending in 0 or 5.							
2/47	Begin to recognise two-digit multiples of 10 as numbers ending in 0.							
2/48	Understand and use <i>multiple</i> .							
2/49	Begin to read <i>multiple</i> .							
2/50	Recognise odd and even numbers to at least 30.							
2/51	Know which odd/even number comes before/ after a specified number to at least 30.							
2/52	Know that an even number is divisible exactly by 2 and there is 1 left over when an odd number is divided.							
	PLACE VALUE AND ORDERING							
2/53	Read whole numbers to at least 100 in figures.							
2/54	Read whole numbers to at least 100 in words.							
2/55	Write whole numbers to at least 100 in figures.							
2/56	Write whole numbers to at least 100 in words.							
2/57	Know what each digit in a two-digit number represents, including 0 as a place holder.							
2/58	Partition two-digit numbers into a multiple of ten and ones (TU).							

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2/59	Show two-digit numbers on an abacus.							
2/60	Understand and use <i>units or ones, tens, hundreds, digits, one-digit number, two-digit number, three-digit number, place value.</i>							
2/61	Begin to read the above vocabulary.							
2/62	In one step (operation) make 5 into 45 etc.							
2/63	In one step (operation) change 49 into 9 etc.							
2/64	Explain what number needs to go in each box- $64 = \square + 4$, $53 = 50 + \square$							
2/65	Make the biggest and smallest numbers with two provided digits.							
2/66	Exchange up to 100 pennies for 10p and 1p coins.							
2/67	Understand and use the vocabulary of comparing and ordering numbers eg <i>ordinal numbers in words, how many, the same number as, equal to, more than, less than, fewer than, greater than, smaller than, larger than, most, least, smallest, largest, order, first, last, before, after, next, between, halfway between.</i>							
2/68	Begin to read the above vocabulary.							
2/69	Use the = sign to represent equality.							
2/70	Compare two given two-digit numbers, say which is more or less, and give a number which lies between them.							
2/71	Say the number that is 1 more or less than any given two-digit number.							
2/72	Say the number that is 10 more or less than any given two-digit number							
2/73	Order whole numbers to at least 100.							
2/74	Position numbers to 100 on a number line.							
2/75	Position numbers to 100 in a 100 square.							
2/76	Position numbers to 100 in a number square fragment containing some numbers.							
2/77	Use a number line with its ends labelled in multiples of 10 ≤ 50 to find the halfway number eg halfway between 30 and 50.							

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	ESTIMATION AND ROUNDING							
2/78	Use <i>guess how many, estimate, round, nearest, roughly, nearly, close to, about the same as, too many, too few, enough, not enough.</i>							
2/79	Begin to read the above vocabulary.							
2/80	Give a sensible estimate of at least 50 objects.							
2/81	Record estimates on a number line and use it to find the difference between it and the actual number.							
2/82	Estimate the position of an undivided number line whose ends are numbered and ≤ 10 .							
2/83	Begin to round numbers less than 100 to the nearest 10 by saying which number it is nearer to (a number ending in 5 rounds up because it is halfway).							
	FRACTIONS							
2/84	Understand, use and begin to read <i>part, fraction, one whole, one half, one quarter.</i>							
2/85	Recognise and write $\frac{1}{2}$, $\frac{1}{4}$ as one half, one quarter.							
2/86	Begin to recognise and find one half of shapes.							
2/87	Recognise not-halves.							
2/88	Begin to recognise and find one quarter of shapes.							
2/89	Recognise not-quarters.							
2/90	Begin to recognise and find one half of small numbers of objects.							
2/91	Begin to recognise and find one half of objects such as a cake or a jar of water.							
2/92	Begin to recognise and find one quarter of small numbers of objects.							
2/93	Begin to recognise and find one quarter of objects such as a cake or a jar of water.							
2/94	Begin to recognise that two halves or four quarters make one whole and that two quarters and one half are equivalent.							
2/95	Recognise that two quarters and one half make one whole.							
2/96	Begin to position halves on a number line eg $5\frac{1}{2}$ is between 5 and 6.							

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2/97	Say half of an even number ≤ 20 .							
	CALCULATIONS UNDERSTANDING ADDITION AND SUBTRACTION							
2/98	Use <i>more, add, sum, total, altogether, equals, sign</i> .							
2/99	Begin to read the above vocabulary.							
2/100	Begin to write the above vocabulary.							
2/101	Use the +, – and = signs to record mental additions and subtractions in a number sentence.							
2/102	Recognise the use of a symbol such as n or s to stand for an unknown number, and complete using rapid recall for facts to 10.							
2/103	Recognise that addition can be done in any order, but not subtraction: for example, $3 + 21 = 21 + 3$, but $21 - 3$ does not equal $3 - 21$.							
2/104	Understand that more than two numbers can be added.							
2/105	Add two-digit numbers with the help of 10p and 1p coins or 10-sticks and unit bricks (totals up to 100).							
2/106	Add two-digit numbers with the help of a number line (totals up to 100).							
2/107	Add two-digit numbers with the help of 100 square (totals up to 100).							
2/108	Add two-digit numbers (totals up to 100) using and explaining mental strategies.							
2/109	Understand that subtraction is the inverse of addition (subtraction reverses addition).							
2/110	Begin to add three single-digit numbers mentally (totals up to about 20).							
2/111	Add three or more one- or two-digit numbers with the help of 10p and 1p coins or 10-sticks and unit bricks (totals up to 100).							
2/112	Add three or more one- or two-digit numbers with the help of a number line (totals up to 100).							
2/113	Add three or more one- or two-digit numbers with the help of 100 square (totals up to 100).							
2/114	Add three or more one- or two-digit numbers (totals up to 100) using and explaining mental strategies.							

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2/115	Investigate 3 hops on a number line from a given start to a specified end ≤ 100 and record in the form $32 + \nabla + \square = 100$							
2/116	Find the missing number in equations of the forms- $1 + \square + 5 = 35$ $1 + 29 + \square = 35$ $\square + 29 + 5 = 35$							
2/117	Explore the different totals which can be made by adding different combinations of provided numbers eg three out of 14,15,16,19.							
2/118	Using coins if necessary, add bills containing 3 or more two-digit numbers of pennies.							
	RAPID RECALL OF ADDITION AND SUBTRACTION FACTS							
2/119	Know by heart all addition and subtraction facts for each number to at least 10.							
2/120	Know all pairs of numbers with a total of 20 (e.g. $13 + 7$, $6 + 14$).							
2/121	Know by heart all pairs of multiples of 10 with a total of 100 (e.g. $30 + 70$).							
	MENTAL CALCULATION STRATEGIES (+ AND -)							
2/122	Use knowledge that addition can be done in any order to do mental calculations more efficiently eg the larger number first and count on in tens or ones, add three small numbers by putting the largest number first and/or find a pair totalling 10.							
2/123	Partition into '5 and a bit' when adding 6, 7, 8 or 9, then recombine (e.g. $16 + 8 = 15 + 1 + 5 + 3 = 20 + 4 = 24$).							
2/124	Partition additions into tens and units, then recombine.							
2/125	Find a small difference by counting up from the smaller to the larger number e.g. $42 - 39$, and know that it is easier than counting back.							
2/126	Identify near doubles, using doubles already known (e.g. $8 + 9$, $40 + 41$).							
2/127	Add/subtract 9 or 11 by adding/subtracting 10 and adjusting by 1.							
2/128	Begin to add/subtract 19 or 21 by adding/subtracting by 20 and adjust by 1.							
2/129	Use patterns of similar calculations eg $7+0 = 7$, $6+1=7$ etc to derive $3+4=$.							
2/130	State the subtraction corresponding to a given addition, and vice versa.							
2/131	Use known number facts and place value to add/subtract mentally eg different number sentences linking 2,7,9.							

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2/132	Add or subtract a single digit to or from any two-digit number without crossing the tens boundary eg 32+5.							
2/133	Add a single digit to/from a multiple of ten.							
2/134	Subtract a single digit from a multiple of ten.							
2/135	Begin to add a two-digit number to a multiple of ten without crossing the tens boundary or 100.							
2/136	Add a teens number to a two-digit number without crossing the tens boundary or 100.							
2/137	Subtract a teens number from a two-digit number without crossing the tens boundary or 100.							
2/138	Add 10 to any two-digit number, without crossing 100.							
2/139	Subtract 10 from any two-digit number, without crossing 100.							
2/140	Add a pair of multiples of 10 without crossing 100.							
2/141	Subtract a pair of multiples of 10 without crossing 100.							
2/142	Find what must be added to a two-digit multiple of 10 to make 100.							
2/143	Add a multiple of 10 to a two-digit number without crossing 100.							
2/144	Subtract a multiple of 10 from a two-digit number without crossing 100.							
2/145	Add a pair of multiples of 100 without crossing 1000.							
2/146	Subtract a pair of multiples of 100 without crossing 1000.							
2/147	Bridge through 10 or 20, then adjust.							
2/148	Add a pair of single-digit numbers, crossing 10.							
2/149	Subtract a single digit from a 'teens' number, crossing 10.							
2/150	Add a single digit to a 'teens' number, crossing 20.							
2/151	Subtract a single digit from a 'twenties' number, crossing 20.							
2/152	Find a small difference between a pair of numbers lying each side of 20, or another multiple of 10.							

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	UNDERSTANDING MULTIPLICATION AND DIVISION							
2/153	Use <i>double, times, multiply, multiplied by, multiple of, lots of, groups of, times as (big, long, wide...)</i> and read and write the <i>x</i> sign; <i>one each, two each etc, share, halve, divide, left over, divided by, equal groups of, and read and write the division sign ÷</i> .							
2/154	Begin to read the above vocabulary.							
2/155	Understand the operation of multiplication as repeated addition or as describing an array.							
2/156	Begin to understand that multiplication can be done in any order.							
2/157	Begin to understand division as grouping (repeated subtraction) or sharing.							
2/158	Use counters for sharing, then a number line for repeated subtraction and then mental strategies for dividing one- and two-digit numbers by one digit or 10.							
2/159	Use the <i>x, ÷</i> and <i>=</i> signs to record mental calculations in a number sentence.							
2/160	Recognise the use of a symbol such as \pounds or \pounds to stand for an unknown number in number sentences involving <i>x</i> or <i>÷</i> .							
2/161	Know and use halving as the inverse of doubling.							
	RAPID RECALL OF MULTIPLICATION AND DIVISION FACTS							
2/162	Understand and use <i>double, twice, half, halve, whole, divide by two, divide into two etc</i> .							
2/163	Begin to read the above vocabulary.							
2/164	Know by heart multiplication facts for the 2 times-table.							
2/165	Know by heart multiplication facts for the 10 times-table.							
2/166	Know doubles of numbers to 10 and the corresponding halves.							
2/167	Begin to know multiplication facts for the 5 times-table.							
2/168	Derive quickly division facts corresponding to the 2 and 10 times-tables; doubles of all numbers to at least 15 (e.g. 11 + 11 or 11 x 2); doubles of multiples of 5 to 50 (e.g. 20 x 2 or 35 x 2); halves of multiples of 10 to 100 (e.g. half of 70).							

	YEAR 2 LEVEL RECORD	R	1	2	3	4	5	6
	MENTAL CALCULATION STRATEGIES (x and ÷)							
2/169	Use known number facts and place value to mentally carry out simple multiplications and divisions.							
2/170	Multiply a single digit by 1 or 10.							
2/171	Divide a two-digit multiple of 10 by 1 or 10.							
2/172	Begin to double any multiple of 5 up to 50.							
2/173	Begin to halve any multiple of 10 to 100.							
2/174	Multiply a single digit up to 5 by 2,3,4,5.							
	CHECKING THE RESULTS OF CALCULATIONS							
2/175	Repeat addition in a different order.							
2/176	Check with an equivalent calculation.							
	SOLVING PROBLEMS							
	MAKING DECISIONS							
2/177	Understand and use <i>operation, sign, symbol, number sentence</i> .							
2/178	Begin to read the above vocabulary.							
2/179	Choose and use appropriate operations and efficient calculation strategies (e.g. mental, mental with jottings) to solve problems.							
2/180	Decide what equipment will be needed eg cubes, squared paper, 100 square, coins etc.							
2/181	Explain how the problem was solved.							
	REASONING ABOUT NUMBERS OR SHAPES							
2/182	Solve mathematical problems or puzzles, recognise simple patterns and relationships, generalise and predict.							
2/183	Suggest extensions by asking 'What if...?' or 'What could I try next?'							
2/184	Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it.							
2/185	Explain how a problem was solved orally and, where appropriate, in writing.							

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	PROBLEMS INVOLVING 'REAL LIFE', MONEY OR MEASURES							
2/186	Use mental addition, subtraction, simple multiplication and division to solve simple word problems involving numbers in 'real life', money or measures, using one or two steps. Explain how the problem was solved.							
	MONEY							
2/187	Understand <i>coin, pound, £, pence, price, cost, pay, costs more/less, change, total, how much?</i>							
2/188	Begin to read the above vocabulary.							
2/189	Recognise all coins.							
2/190	Exchange coins for their equivalent value of two or three smaller coins.							
2/191	Total coins to a pound or less.							
2/192	Begin to use £.p notation for money eg know that £4.65 indicates £4 and 65p.							
2/193	Find totals, give change, and work out which coins to pay.							
	MEASURES, SHAPE AND SPACE							
	MEASURES							
2/194	Use <i>long, short, tall, high, low, wide, narrow, deep, shallow, thick, thin, far, near, close, weight, weighs, heavy, light, balances, full, empty, holds, roughly, nearly, about, close to.</i>							
2/195	Begin to read the above vocabulary.							
2/196	Know that- 1 metre = 100 centimeters 1 kilogram = 1000 grams 1 litre = 1000 millilitres							
2/197	Estimate, measure and compare lengths in m.							
2/198	Estimate, measure and compare lengths in cm.							
2/199	Estimate, measure and compare masses using kg.							
2/200	Estimate, measure and compare capacities, using litres.							
2/201	For a variety of practical situations, correctly select m, cm, kg or l.							
2/202	For m, cm, l or kg, read a simple scale to the nearest labeled divisions.							

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2/203	Record estimates and measurements as '3 and a bit metres long' or 'about 8 centimetres' or 'nearly 3 kilograms heavy'.							
2/204	Use a ruler to draw and measure lines to the nearest centimetre							
2/205	Solve simple problems incorporating Year 2 units, using one or two steps, explaining reasoning and, where appropriate, writing a number sentence using one or two steps							
	TIME							
2/206	Use names of the days of the week, names of the months, seasons of the year, second, minute, hour, day, week, fortnight, month, year, season, morning, afternoon, evening, night, midnight, weekend, today, yesterday, tomorrow, now, soon, early, late, before, after, first, second, next, quick, fast, slow, how long ago?, how long will it be to...?, how long will it take to...?, how often...?, always, never, often, sometimes, usually, once, twice, and comparatives such as faster, slower, takes longer etc.							
2/207	Begin to read the above vocabulary.							
2/208	Suggest suitable Year 2 units to estimate or measure time and use them in practical contexts.							
2/209	Order the months of the year.							
2/210	Order the seasons.							
2/211	Know 1 week = 7 days 1 hour = 60 minutes, 1 minute = 60 seconds. 1 day = 24 hours 1 minute = 60 seconds.							
2/212	Use mental strategies to solve simple problems incorporating these units.							
2/213	Read the time to the hour, on a digital clock.							
2/214	Read the time to half hour on a digital clock.							
2/215	Read the time to a quarter past on a digital clock.							
2/216	Read the time to a quarter to on a digital clock							
2/217	Read the time to the hour on a 12-hour analogue clock.							
2/218	Read the time to half hour on a 12-hour analogue clock.							
2/219	Read the time to a quarter past on a 12-hour analogue clock.							
2/220	Read the time to a quarter to on a 12-hour analogue clock.							

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	SHAPE AND SPACE							
2/221	Understand and use <i>shape, pattern, flat, solid, hollow, side, edge, face, straight, curved, round, point, pointed, corner, sort, draw, make, build, circular, triangular, rectangular, surface.</i>							
2/222	Begin to read the above vocabulary.							
2/223	Use the mathematical names for common 3-D and 2-D shapes , including the pyramid, cylinder, pentagon, hexagon, octagon.							
2/224	Sort shapes and describe some of their features , such as the number of sides and corners, symmetry (2-D shapes), or the shapes of faces and number of faces, edges and corners (3-D shapes).							
2/225	Make and describe shapes, models, pictures and patterns using, for example, solid shapes, templates, pinboard and elastic bands, squared paper, straws, cubes, a programmable robot.							
2/226	Relate solid shapes to pictures of them.							
	SYMMETRY							
2/227	Understand, use and begin to read <i>fold, match, mirror line, reflection, symmetrical.</i>							
2/228	Use reflecting objects and surfaces to make and describe reflections.							
2/229	Create symmetrical patterns eg ink devils, pegboard, cubes etc							
2/230	Begin to recognise line symmetry in pictures and patterns, testing with a mirror.							
	POSITION AND MOVEMENT							
2/231	Understand and use mathematical vocabulary to describe position, direction and movement- <i>position, over, under, underneath, above, below, on, in, outside, inside in front, behind, beside, before, after, next to, opposite, between, close, far apart, middle, edge, corner, centre, top, bottom, side, direction, left, right, up, down, forwards, backwards, sideways, across, along, around, through, to, from, towards, away from, journey. higher, lower, clockwise, anti-clockwise, route.</i>							
2/232	Begin to read the above vocabulary.							
2/233	Describe, place, tick, draw or visualise objects in given positions using the Year 2 language.eg using squared paper, describe the movement of a counter in terms of how many squares along/up eg using squared paper, describe the movement of a counter in terms of how many squares up/down/left/right.							

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2/234	Understand and use <i>slide, roll, turn, whole turn, half turn, quarter turn, right angle, straight line</i> .							
2/235	Begin to read the above vocabulary.							
2/236	Recognise whole, half and quarter turns, to the left or right.							
2/237	Recognise whole, half and quarter turns, clockwise or anti-clockwise.							
2/238	Know that a right angle is a measure of a quarter turn.							
2/239	Recognise right angles in squares and rectangles.							
2/240	Give instructions for moving along a route in straight lines and round right-angled corners: for example, to pass through a simple maze.							
2/241	Describe repeating patterns in terms of the shape sliding along and turning through.							
	ORGANISING AND USING DATA							
2/242	Understand and use <i>sort, set, represent, graph, table, list, count, label, most, /least common/ popular</i> .							
2/243	Begin to read the above vocabulary.							
2/244	Solve a given problem by sorting, classifying and organising information in a list eg odd numbers from 15 to 35, discussing the results.							
2/245	Solve a given problem by sorting, classifying and organising information in a simple table eg names with 3,4,5,6...letters, discussing the results.							
2/246	Solve a given problem by sorting, classifying and organising information in a 4-branch decision tree, discussing the results.							
2/247	Solve a given problem by sorting, classifying and organising information in a pictogram where a symbol represents one unit eg faces for children going to bed at different times, discussing the results.							
2/248	Solve a given problem by sorting, classifying and organising information in a block graph where a block represents one, discussing the results.							
2/249	Discuss and explain results.							

