

Maths Assessment Checklist

Year 2

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Working towards the expected standard							
A		Add and subtract 1-digit and 2-digit numbers to 20, including zero					
B		Know the signs (+); (-) and (=)					
C		Solve a missing number problem, such as: $5 = 8 -$					
D		Count in 1s, 2s, 5s and 10s to and from any number and write numerals to 100					
E		Solve a one-step problem involving addition and subtraction, sometimes using apparatus to support					
F		Use number bonds and related subtraction facts within 20					
G		Solve a one-step problem involving multiplication and division, sometimes using apparatus to support					
H		Recall doubles and halves to 20					
Working at expected standard							
1	Place Value	Can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus					
2		Can count in steps of 2, 3 and 5 from 0 and in 10s from any number forward or back					
3		Can recognise the place value of each digit in a two digit number					
4		Can compare and order numbers from 0 up to 100 and use $<$, $>$ and $=$ signs					
5		Can read and write numbers to at least 100 in numerals and words					
6		Can use place value and number facts to solve problems					
7	+/-	Can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations					
8		Can use estimation to check that their answers to a calculation are reasonable					
9		Can subtract mentally a two-digit number from another two-digit number when there is no regrouping required					
10		Can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).					
11	x/÷	Can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary					
12		Can calculate mathematical statements for multiplication and division and write them using (x), (÷) and (=)					
13		Solve problems using multiplication and division					
14	Fractions	Can identify fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.					
15	Measure / Time	Can use different coins to make the same amount					
16		Can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given					
17		Can choose and use appropriate standard units to estimate and measure length, height, mass and capacity					
18		Can compare and order lengths, mass, volume, capacity					
19		Can recognise and use symbols for pound (£) and pence (p) and can combine amounts, using different combinations of coins					
20		Can solve simple problems in a practical context involving money					
21		Can read the time on the clock to the nearest 5 minutes.					
22		Know the number of minutes in an hour and the number of hours in a day					
23		Can compare and sequence intervals of time					

24	Shape	Can describe, compare and sort by properties of 2-D and 3-D shapes						
25		Can order and arrange mathematical objects in patterns and sequences						
26	Space	Can use mathematical vocabulary to describe position, direction and movement; including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and $\frac{3}{4}$ turns. (clockwise and anticlockwise)						

Working at the Greater Depth

Children should first be able to apply the skills within age related expectations, to a range of contexts, challenging them to develop a deeper understanding (depth not breadth).

Below could also be used:

27		Can reason about addition (e.g.; can reason that the sum of 3 odd numbers will always be odd).						
28		Can use multiplication facts to make deductions outside known multiplication facts						
29		Can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).						
30		Can solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$).						
21		Can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).						
32		Can solve word problems that involve more than one step						
33		Can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).						
34		Can find and compare fractions of amounts						
35		Can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.						
36		Can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).						