

## Year 2 maths

Key performance indicator	Performance standard
<p><b>Number and place value</b></p> <p>Counts in steps of two, three, and five from 0, and in tens from any number, forward and backward</p> <p>Compares and orders numbers from 0 up to 100</p> <p>Uses &lt; &gt; and = signs correctly</p> <p>Uses place value and number facts to solve problems</p> <p><b>Addition and subtraction</b></p> <p>Solves problems with addition and subtraction by:</p> <ol style="list-style-type: none"> <li>1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and</li> <li>2. applying an increasing knowledge of mental and written methods.</li> </ol> <p>Recalls and uses addition and subtraction facts to 20 and 100:</p> <ol style="list-style-type: none"> <li>1. fluently up to 20.</li> </ol> <p><b>Multiplication and division</b></p> <p>Recalls and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers</p> <p>Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p><b>Fractions (including decimals)</b></p> <p>Recognises, finds, names and writes fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y2 a child should be mentally fluent with whole numbers, counting and place value. A child should know the number bonds to 20 and be precise in using and understanding place value</p> <p>Using practical resources, a child can work with numerals, words and the four operations (eg concrete objects and measuring tools)</p> <p>Using a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary</p> <p>A child can describe and compare different quantities such as length, mass, capacity/volume, time and money</p> <p>A child can read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1</p>

**Measurement**

Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change

**Geometry: properties of shape**

Compares and sorts common 2-D and 3-D shapes and everyday objects

**Geometry: position and direction**

Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

**Statistics**

Asks and answers questions about totalling and comparing categorical data