

# Year 2 Maths Assessment Checklist

Name: .....

## Number - Number and Place Value

I can:

- ☐ count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- ☐ recognise the place value of each digit in a two-digit number (10s, 1s)
- ☐ identify, represent and estimate numbers using different representations, including the number line
- ☐ compare and order numbers from 0 up to 100; use <, > and = signs
- ☐ read and write numbers to at least 100 in numerals and in words
- ☐ use place value and number facts to solve problems

## Number - Addition and Subtraction

I can:

- ☐ solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- ☐ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ☐ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s
  - a two-digit number and 10s
  - 2 two-digit numbers
  - adding 3 one-digit numbers
- ☐ show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- ☐ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

## Number - Multiplication and Division

I can:

- ☐ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- ☐ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- ☐ show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- ☐ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

## Number - Fractions

I can:

- ☐ recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- ☐ write simple fractions, for example  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

## Measurement

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, scales, thermometers and measuring vessels
- ☐ compare and order lengths, mass, volume/capacity and record the results using >, < and =
- ☐ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ☐ find different combinations of coins that equal the same amounts of money
- ☐ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

- ☐ compare and sequence intervals of time
- ☐ 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
- ☐ know the number of minutes in an hour and the number of hours in a day

## Geometry - Properties of Shapes

I can:

- ☐ identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- ☐ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- ☐ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

compare and sort common 2-D and 3-D shapes and everyday objects

## Geometry - Position and Direction

I can:

- ☐ order and arrange combinations of mathematical objects in patterns and sequences
- ☐ 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 three-quarter turns (clockwise and anti-clockwise)

## Statistics

I can:

- ☐ interpret and construct simple pictograms, tally charts, block diagrams and tables
- ☐ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ☐ ask-and-answer questions about totalling and comparing categorical data