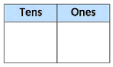
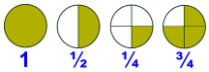
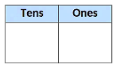
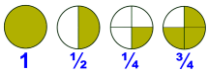
YEAR TWO END OF YEAR EXPECTATIONS MATHS NAME:

N.C. strand	Working towards the expected standard	Autumn	Spring	Summer
Number/Place value 	Read numbers in numerals up to 100			
	Write numbers in numerals up to 100			
	Begin to count in 2's, 5's and 10's.			
	Partition a two-digit number into tens and ones			
Addition/subtraction	Add two-digit numbers and ones, where no regrouping is required using objects or pictures. (e.g. 23 + 5)			
	Subtract two-digit numbers and ones where no regrouping is required using objects or pictures. (e.g. 28 - 5)			
	Add two-digit numbers and tens (46 + 20)			
	Subtract two-digit numbers and tens (86 - 30)			
	Recall all number bonds to 10.			
	Fluently add and subtract within 10.			
Multiplication/division	Count forwards in twos to solve one step problems.			
	Count forwards in fives to solve one-step problems.			
	Count forwards in tens to solve one-step problems.			
Fractions 	Identify $\frac{1}{2}$ of a quantity.			
	Identify $\frac{1}{2}$ of a number.			
	Identify $\frac{1}{2}$ of a shape.			
Measures	Know the value of different coins.			
	To tell, write and draw the time to the hour.			
	To tell, write and draw the time to half past the hour.			
Geometry	Name some common 2-D shapes.			
	Name some common 3-D shapes.			
	Begin to describe some of properties of 2-D and 3-D shapes.			
Statistics	Begin to interpret and construct simple pictograms, tally charts, block diagrams and simple tables.			
	Expected standard			
Number/Place value 	Write numbers to 100 in words.			
	Use a variety of representations to identify and represent numbers to 100.			
	Count forwards and backwards in 2's, 3's, 5's and 10's.			
	Compare numbers from 0 up to 100; use <, > and = signs.			
	Order numbers from 0 up to 100.			
	Partition any two-digit number into different combinations of tens and ones.			
Addition/subtraction	Add any 2 two-digit numbers using concrete objects, pictorial representations, and mentally (e.g. 48 + 35).			
	Subtract any 2 two-digit numbers using concrete objects, pictorial representations, and mentally (e.g.72 – 17).			
	Adding three one-digit numbers.			
	Recall all number bonds to 20.			
	Fluently add and subtract within 20.			
	Recognise other associated additive relationships. (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)			
Multiplication/division	Recall multiplication facts for 2 and use them to solve simple problems.			
	Recall multiplication facts for 5 and use them to solve simple problems.			
	Recall multiplication facts for10 and use them to solve simple problems.			

	Recall division facts for 2 and use them to solve simple problems.			
	Recall division facts for 5 and use them to solve simple problems.			
	Recall division facts for10 and use them to solve simple problems.			
Fractions 	Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a number.			
	Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape.			
	Begin to write simple fractions (e.g. $\frac{1}{2}$ of 6 =3)			
Measures	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C) and capacity (litres/ml).			
	Find different combinations of coins that equal the same amounts of money.			
	To tell, write and draw the time to quarter past/to the hour.			
	To tell, write and draw the time to five minutes.			
Geometry	Name and describe properties of 2-D shapes.			
	Name and describe properties of 3-D shapes.			
	To identify and draw lines of symmetry.			
	Use mathematical vocabulary to describe quarter, half and three-quarter turns.			
Statistics	Record, interpret and compare data.			
	Greater depth standard			
Measures	Read scales where not all numbers on the scale are given and estimate points in between (The scale can be in the form of a number line, a practical situation or a graph axis.)			
	Read the time on a clock to the nearest 5 minutes.			
Multiplication/division	Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.			
Reasoning about numbers	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + □; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? Etc.)			
Problem solving	Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')			
Geometry	Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).			
Statistics	Ask and answer questions about totalling and comparing categorical data.			