

## Mathematics KPIs Year 2

### Number and place value

- \*Counts in steps of two, three, and five from 0, and in tens from any number, forward and backward
- \*Compares and orders numbers from 0 up to 100
- \*Uses < > and = signs correctly
- \*Uses place value and number facts to solve problems

### Addition and Subtraction

- \*Solves problems with addition and subtraction by:
  1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and
  2. applying an increasing knowledge of mental and written methods.
- \*Recalls and uses addition and subtraction facts to 20 and 100

### Multiplication and Division

- \*Recalls and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers
- \*Solves problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

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### Fractions (including decimals)

- \*Recognises, finds, names and writes fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shape, set of objects or quantity

### 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

## Mathematics Performance Standards Year 2

With reference to the KPIs

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

Using practical resources, a child can work with numerals, words and the four operations (e.g. concrete objects and measuring tools)

Using a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary

A child can describe and compare different quantities such as length, mass, capacity/volume, time and money

A child can read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

