Coast Academies Maths Framework Band 2
Number

	Objective	Almost	Meeting	Exceeding
1	Count forward in tens from any number.	Pupil can count up in tens from 10.	Pupil can count up in tens from 43.	Pupil can count forward in 20s from 120.
2	Count backwards in tens from any number.	Pupil can count backwards in tens from 40.	Pupil can count back in tens from 63.	Pupil can count backward in 20s from 120.
3	Identify ten more or ten less than any given number	Pupil can pick the number 14 as being ten less than 24 from a set of two-digit numbers.	Pupil can identify the numbers 96 and 116 as being ten less and ten more than 106.	Pupil can explain how to work out the number ten less than 44.
4	Count forwards in steps of 2, 3, and 5 from 0.	Pupil can continue the sequence 2, 4, 6 … to determine whether 22 is an even number.	Pupil can continue the sequence 3, 6, 9 … to determine whether the number 41 is in it.	Pupil can count up in 3s from any number.
5	Count backwards in steps of 2, 3 and 5.	Pupil can continue the sequence 22, 20, 18… to determine whether 12 is in it.	Pupil can continue the sequence 33, 30, 27 … to determine whether the number 23 is in it.	Pupil can count back in 3s from any number.

6	Recognise the place value of each digit in a two-digit number (tens, ones).	Pupil can count out the number of counters represented by any two-digit number up to 20.	Pupil can count out the number of counters represented by any two-digit number.	Pupil can solve problems such as 'Find the two-digit number such that the tens digit is 7 more than the ones digit and the ones digit is an odd number'.
7	Read and write numbers to at least 100 in numerals and words.	Pupil can find a given page in a book with 40 pages and write it in words.	Pupil can form a two-digit number from two digit cards and write it in words.	Pupil can make all the possible two-digit numbers using 2, 5 and 7 and arrange them in alphabetical order.
8	Identify, represent and estimate numbers to 100 using different representations, including the number line, and partitioning in different ways.	Pupil can partition 54 as 50 + 4 and show this using at least one type of manipulative.	Pupil can partition 54 as 50 + 4 and 40 + 14 and 52 + 2, showing these on a number line and using concrete objects.	Pupil can find partitions of 54 and relate them to addition and subtraction, choosing the most efficient partition for a particular mental calculation, justifying their choice.
9	Compare and order numbers from 0 up to 100; use <, > and = signs.	Pupil can choose the larger number out of 28 and 64 and place the correct sign (< or >) between 8 and 32.	Pupil can order the numbers 13, 31, 3 and 30 and place the correct sign (<, > or =) in statements such as between 34 and 17 and between 45 and 34 + 11.	Pupil can solve problems involving ordering numbers in the context of measures and solve missing number problems such as '1 + 36 < 73, what values could I have?'

10	Solve number problems with number facts and place value from the Year 2 curriculum.	Pupil can solve problems such as 'I have two cards. One shows the digit 2 and the other shows the digit 5. What is the largest two-digit number I can make by putting them side by side?', with prompting.	Pupil can solve problems such as 'I have two cards. One shows the digit 4 and the other shows the digit 8. What is the largest two-digit number I can make by putting them side by side?'	Pupil can make up problems such as 'I have two cards. One shows the digit 4 and the other shows the digit 7. What is the largest two-digit number I can make by putting them side by side?', and justify their answer.
11	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	The pupil can demonstrate that 8 + 2 is the same as 2 + 8 but that 8 ? 2 is not the same as 2 ? 8, using appropriate images or manipulatives with appropriate supportive questioning.	The pupil can demonstrate that 8 + 2 is the same as 2 + 8 but that 8 ? 2 is not the same as 2 ? 8, using appropriate images or manipulatives.	The pupil can provide a general argument that the result of adding two numbers does not depend on the order in which they are written, and a general argument that this does not work with subtraction.

12	Understand that sum and difference indicate addition and subtraction respectively.	Pupil can recognise that the sum of two numbers is found by adding them together, with appropriate supportive questioning.	Pupil can interpret 'sum' as implying addition and 'difference' as implying subtraction.	Pupil can interpret 'sum' as implying addition and 'difference' as implying subtraction and that, in the case of finding the difference, you subtract the smaller number from the larger one.
13	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Pupil can demonstrate that 8 x 2 is the same as 2 x 8 but that 8 ÷ 2 is not the same as 2 ÷ 8, using appropriate images or manipulatives with appropriate questioning.	Pupil can demonstrate that 8 x 2 is the same as 2 x 8 but that 8 ÷ 2 is not the same as 2 ÷ 8, using appropriate images or manipulatives.	Pupil can provide a general argument that the result of multiplying two numbers does not depend on the order in which they are written, and a general argument that this does not work with division.
14	Use a variety of language to describe multiplication and division	Pupil can associate sharing with division, relating it to their own experience, and describe a multiplicative situation using 'lots of'.	Pupil can associate the language of grouping and sharing with division, and of combining equal groups and 'lots of' for multiplication.	Pupil can identify what language is associated with multiplication and division and realises that some applies to both.

15	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers and adding three one-digit numbers.	Pupil can correctly answer questions such as 3 + 5 + 2, 27 + 12 and 25 ? 9 with the help of some jottings.	Pupil can correctly answer questions such as 3 + 5 + 2, 27 + 12 and 65 ? 29 with no jottings.	Pupil can keep a mental running total of a sequence of two-digit numbers and correctly find their total.
16	Use addition and subtraction facts to 20 and derive related facts up to 100.	Pupil can correctly answer 6 + 12 = 18 and deduce that 16 + 12 = 28.	Pupil can deduce that 20 + 70 = 90 and 42 + 37 = 79 from 2 + 7 = 9.	Pupil can solve problems such as 'I am thinking of two numbers. Their sum is 87 and their difference is 17. What are the numbers?'
17	Calculate mentally using multiplication and division facts for the 2, 5 and 10 multiplication tables.	Pupil can respond correctly when asked for answers to multiplication questions involving facts from the 2, 5 and 10 multiplication tables.	Pupil can recognise even numbers and recognise the 10 multiplication table as even multiples of 5. They also work out 40 ÷ 5 = 8 from 8 x 5 = 40.	Pupil can solve problems such as 'Using 2, 2, 5 and 10, make as many numbers from 1 to 20 as you can'.

18	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	The pupil can solve problems such as 'Gemma has five more marbles than Bob. Bob has 12 marbles. How many does Gemma have?', with manipulatives.	Pupil can solve problems such as 'Jane's mother is 32 years older than her. Jane is 6 years old. How old is her mother?	Pupil can make up questions that require addition or subtraction in context.
19	Use the inverse relationship between addition and subtraction to solve missing number problems.	Pupil can solve problems such as 'I think of a number, add five and get the answer 11. What is my number?' using subtraction, with prompting.	Pupil can solve problems such as 15 = ? ? 12 using addition.	Pupil can solve problems such as 18 + ? = 28 ? 9.
20	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Pupil can solve problems such as 'Jon goes to the shop and buys five packs of apples. There are four apples in each pack. How many apples does he buy?', with supporting equipment.	Pupil can solve problems such as 'Jon goes to the shop and buys five packs of apples. There are four apples in each pack. how many apples does he buy?	Pupil can make up questions that require multiplication or division in context.

21	Recall addition and subtraction facts to 20 fluently, deriving related facts to 100	Pupil can list the pairs of numbers that add to ten without prompting, and can solve missing number problems such as ? + 12 = 20 with prompting	Pupil can solve missing number problems such as 5 + ? = 20 and 17 = 8 + ?.	Pupil can solve problems such as 'I am thinking of two numbers. Their sum is 20 and their difference is six. What are they?'
22	Recall multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Pupil can recall multiplication table facts such as 4 x 5 = 20.	Pupil can recall or deduce 5 x 7 = 35 to solve problems.	Pupil can predict whether the answer to a 2, 5 or 10 multiplication table question will be odd or even.
23	Recall division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Pupil can recall division facts such as 20 ÷ 10 = 2.	Pupil can recall or deduce 35 ÷ 5 = 7 and 35 ÷ 7 = 5 to solve problems.	Pupil can work out 30 ÷3 = 10.

24	Record addition and subtraction in columns using an expanded format involving partitioning.	Pupil can partition 17 + 12 to 10 + 7 + 10 + 2 in a vertical arrangement to get 20 + 9 = 29, with supporting equipment	Pupil can partition 27 + 12 to 20 + 7 + 10 + 2 in a vertical arrangement to get 30 + 9 = 39.	Pupil can devise a variety of ways of recording addition and subtraction, some of which are in a vertical format.
25	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	Pupil can solve missing number problems involving multiplication facts such as 6 x ? = 30, and use manipulatives and images to demonstrate 2 x 5 = 10 with prompting.	Pupil can solve missing number problems such as 45 ÷ ? = 9 and 2 x ? = 24, and use counters or other manipulatives to demonstrate the number sentence 2 x 5 = 10 and 10 ÷ 2 = 5.	Pupil can solve problems such as 'Write an expression involving only multiplication and division of 2, 5 and 10 to make the numbers from 1 to 20' and any calculation involving two two-digit numbers and the four operations using the symbols +, ?, x, ÷ and =.

26	Check subtraction calculations using addition calculations by adding in a different order.	Pupil can check their answer to 7 + 9 by working out 9 + 7 and, with prompting, notice that 9 + 7 is 'easier' when you count on.	Pupil can check their answer to 47 ? 10 = 37 by working out 37 + 10 to give 47. The pupil can check their answer to 5 + 8 + 2 by working out 8 + 2 + 5.	Pupil can explain why checking subtractions by subtracting the numbers in a different order does not work. The pupil can select the most reliable method to work out 8 + 4 + 7 and then check it by adding in a different order.
27	Recognise, find, name and write fractions 1/3 and 1/4 of a length, shape, set of objects or quantity.	Pupil can arrange a set of 12 counters into four groups of three counters each and identify, with prompting, that each of them represents a quarter.	Pupil can identify three equal parts of a rectangle and know that each of them represents 1/3.	Pupil can divide a rectangle into three or four equal parts and explain how to represent 1/2, 1/4 and 1/3 using them.

28	Recognise, find, name and write fractions 2/4 and 3/4 of a length, shape, set of objects or quantity.	Pupil can arrange a set of 12 counters into four groups of three counters each and identify, with prompting, that three of them represent 3/4.	Pupil can identify four equal parts of a rectangle and know that two of them represent 2/4 and three of them represent 3/4.	Pupil can divide a rectangle into three or four equal parts and explain how to represent 1/2, 2/4, 3/4, 1/3 and 2/3 using them.
29	Recognise the equivalence of 2/4 and 1/2.	Pupil can arrange a set of 12 counters into four equal sets of three each and identify two of these sets as two quarters as well as one half.	Pupil can count in steps of 1/4, saying half rather than 2/4 and 1 1/2 instead of 6/4.	Pupil can explain that 2/4 is equivalent to 1/2 and give an example of when that might be used.
30	Write simple fractions	Pupil can work out 1/2 of 8 with supporting diagrams.	Pupil can work out 1/2 of 8 = 4 and 1/3 of 6 = 2 using manipulatives or images as appropriate.	Pupil can work out half of any even number up to 24 and a fifth of any multiple of 5 up to 60.