

Year 2 Mathematics Teacher Assessment

Name:

Class:



Working below age-related expectation

Working at age-related expectation

Working at greater depth

These children can:

Practise and recall facts and skills (i.e. Curriculum objective)
Use objects and mathematical manipulative, pictures and simple recording to represent concepts Start to talk about their work

Solve simple problems with support

These children can:

Apply facts and skills to problems and investigations, identifying what they need to be know and what they need to be able to do in order to solve problems

Represent their work in a variety of ways

Describe and explain their work using mathematical language to reason

Make connections and links between mathematical ideas

These children can:

Work independently to choose ways to tackle and solve problems of greater complexity

Present work in a clear and organised way, choosing appropriate methods of recording

Explain work clearly and accurately using mathematical language

Use reasoning to make predictions, conjectures and generalisations and ask their own questions

Use their maths skills confidently in a variety of contexts, including cross curricular tasks

Number	Place Value	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil 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	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil 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	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil 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 (x), (÷) 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 & division, using materials, arrays, repeated addition, mental methods, and multiplication & division facts, including in context					

Number	Fractions	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$ 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 $\frac{1}{2}$ and $\frac{2}{4}$					

Measurement	The pupil can:	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	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					
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Geometry	Properties of shape	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil 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	Evidence				Overall
		Autumn	Spring 1	Autumn	Spring 1	
	The pupil 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	The pupil can:	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	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					

I am working at...	2e (significantly below)	2d	2d+	2c	2c+	2m
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When making your judgement, number domains always hold the most weighting and should play the major role in informing your decision.