

Year 2 Maths Key Learning Indicators

Name: \_\_\_\_\_



Autumn Target

Number: Place Value

|    | Objective  | Achieved |  |  |
|----|--|----------|--|--|
| 1  | I can count objects to 100 in numerals and words.  |          |  |  |
| 2  | I can partition numbers into tens and ones.  |          |  |  |
| 3  | I can use the < > = symbols to compare numbers from 0 to 100.  |          |  |  |
| 4  | I can order numbers and objects 0 - 100 from smallest to greatest or greatest to smallest.                                 |          |  |  |
| 5  | I can identify, represent and estimate numbers using different representations, including the number line.                 |          |  |  |
| 6  | I can count forwards from any multiple of 2, 5 or 10 with the same multiple.   |          |  |  |
| 7  | I can count backwards from any multiple of 2, 5 or 10 with the same multiple.  |          |  |  |
| 8  | I can count on in 3s from any multiple of 3.   |          |  |  |
| 9  | I can count backwards in 3s from any multiple of 3.  |          |  |  |
| 10 | I can use place value and number facts to solve problems.  |          |  |  |
| 11 | I can represent numbers to 100 using a range of concrete materials.  |          |  |  |
| 12 | I can present my work in the correct place value columns.  |          |  |  |
| 13 | I can vocabulary such more than, less than and equal to.   |          |  |  |
| 14 | I can compare numbers 0 to 100 using language such as greater than, less than, more than, fewer, most, least and equal to. |          |  |  |

Number: Addition and Subtraction

|    | Objective  | Achieved |  |  |
|----|--|----------|--|--|
| 1  | I can identify all addition and subtraction fact families up to 20.                                      |          |  |  |
| 2  | I can identify all number bonds to 100.  |          |  |  |
| 3  | I can add a 1 digit number to a 2 digit number using a number line, but not always 'jumping' in 1s.      |          |  |  |
| 4  | I can subtract a 1 digit number to a 2 digit number using a number line, but not always 'jumping' in 1s. |          |  |  |
| 5  | I can add a two digit number using concrete resources and pictorial representations.                     |          |  |  |
| 6  | I can subtract a two digit number using concrete resources and pictorial representations.                |          |  |  |
| 7  | I can add three 1 digit numbers.   |          |  |  |
| 8  | I can add and subtract 1s from a number, not yet bridging 10.  |          |  |  |
| 9  | I can add 10 more to a number.   |          |  |  |
| 10 | I can subtract 10 from a number.   |          |  |  |
| 11 | I know that 10 ones is the same as 1 ten and apply this to the above.                                    |          |  |  |
| 12 | I can find number bonds to 100 with tens and ones.   |          |  |  |

Measurement: Money

|   | Objective   | Achieved |  |  |
|---|---|----------|--|--|
| 1 | I can recognise and use the £ and p symbols.  |          |  |  |
| 2 | I can find different combinations of coins that equal the same amounts of money.    |          |  |  |
| 3 | I can solve simple practical addition problems involving money of the same unit.    |          |  |  |
| 4 | I can solve simple practical subtraction problems involving money of the same unit. |          |  |  |
| 5 | I can solve subtraction problems to give change.                                    |          |  |  |
| 6 | I can count 1p, 2p, 5p 10p and 20p coins.   |          |  |  |
| 7 | I can count in £1, £2, £5, £10 and £20s with 100.                                   |          |  |  |
| 8 | I can combine pounds and pence (such as £3 and 20p not £3.20) to find a total.      |          |  |  |
| 9 | I can find the difference between amounts of money.                                 |          |  |  |

## Number: Multiplication and Division

|   | Objective  | Achieved |  |  |
|---|--|----------|--|--|
| 1 | I can add three equal groups together to show repeated addition.   |          |  |  |
| 2 | I can recognise the multiplication symbol and use it in a number sentence.                                       |          |  |  |
| 3 | I can use an array and the multiplication symbol to create a number sentence.                                    |          |  |  |
| 4 | I can count in 2s and use the multiplication symbol.   |          |  |  |
| 5 | I can count in 5s and use the multiplication symbol.   |          |  |  |
| 6 | I can count in 10s and use the multiplication symbol.  |          |  |  |
| 7 | I can recognise and describe equal groups.   |          |  |  |
| 8 | I can make equal groups.   |          |  |  |
| 9 | I can use pictorial representations, equal groups and use the multiplication symbol to create a number sentence. |          |  |  |