Year 2 Maths Target Tracker Statements

Number and Place Value		**Addition and Subtraction**
Demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35<53 and 42>36.		Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
		Solve problems with addition and subtraction applying his/her increasing knowledge of written and mental methods where regrouping may be required.
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.		Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
Recognise the place value of each digit in a two-digit number (tens and ones).		Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a 2-digit number and ones.
Identify, represent and estimate numbers using different representations, including the number line.		Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a 2-digit number and tens.
Compare and order numbers from 0 up to 100; use <, > and = signs.		Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two 2-digit numbers.
Read and write numbers to at least 100 in numerals.		
Read and write numbers to at least 100 in words.		Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three 1-digit numbers.
Use Place Value and number facts to solve problems.		
Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.		Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
Use reasoning within addition e.g. reason that the sum of 3 odd numbers will always be odd.		Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Recall the multiples of 10 below and above any given 2-digit number e.g. say that for 67 the multiples are 60 and 70.		Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9.
Multiplication and Division		Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100.
Recall and use multiplication and division facts for the 2,5 and 10 x tables, including recognising odd and even numbers.		Solve missing number problems using addition and subtraction.
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.		**Measurement**
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.		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.
Solve problems involving multiplication and division, using concrete materials and mental methods.		
Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that 2 x 7 = 14 and 2 x 8 = 16, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.		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.

Use multiplication facts to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18 x 5 cannot be 92 as it is not a multiple of 5.		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.
Solve word problems involving multiplication and division with 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.		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.
Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements. E.g. 10 + 10 + 10 + 5 + 5 = 3 x 10 + 2 x 5 = 4 x 10		Remember the number of minutes in an hour and the number of hours in a day.
Fractions		Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given e.g. read the temperature on a thermometer or measure capacity using a measuring jug.
Recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.		
Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.		Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given e.g. a number line with missing labels.
		Read the time on a clock to the nearest 15 minutes.
		Geometry: Position and Direction
Geometry: Properties of Shape		Order and arrange combinations of mathematical objects in patterns and sequences.
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.		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)
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 e.g. A circle on a cylinder and a triangle on a pyramid.		**Statistics**
		Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences. E.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them.		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.