Year 2 Maths Assessment Checklist

Number and Place Value

- [ ] I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

- [ ] I can recognise the place value of each digit in a two-digit number (tens, ones).

- [ ] I can identify, represent and estimate numbers using different representations, including the number line.

- [ ] I can compare and order numbers from 0 up to 100, using <, > and = signs.

- [ ] I can read and write numbers to at least 100 in numerals and in words.

- [ ] I can use place value and number facts to solve problems.

Addition and Subtraction

I can solve problems with addition and subtraction:

- [ ] using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- [ ] applying my increasing knowledge of mental and written methods

- [ ] I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- [ ] a two-digit number and ones

- [ ] a two-digit number and tens

- [ ] two two-digit numbers

- [ ] adding three one-digit numbers

Addition and Subtraction continued

☐ I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

☐ I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

☐ I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

☐ I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.

☐ I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

☐ I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

☐ I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

☐ I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

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Measurement

☐ I can 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.

☐ I can compare and order lengths, mass, volume/capacity and record the results using >, < and = signs.

☐ I can recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value.

☐ I can find different combinations of coins that equal the same amounts of money.

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☐ I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

☐ I can compare and sequence intervals of time.

☐ I can 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.

☐ I can say the number of minutes in an hour and the number of hours in a day.

Geometry - Properties of Shape

☐ I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

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☐ I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Geometry - Properties of Shape continued

☐ I can identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].

☐ I can compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – Position and Direction

☐ I can order and arrange combinations of mathematical objects in patterns and sequences.

☐ I can 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

☐ I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

☐ I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

☐ I can ask and answer questions about totalling and comparing categorical data.

Notes