

Name:

		Year 2 Maths Learning Card		
PROBLEM SOLVING	GD	I can use reasoning about numbers and relationships to solve more complex problems and explain my thinking (e.g. $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)		
	GD	I can solve unfamiliar word problems that involve 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?')		
		I can solve problems by trying something out and learning from it.		
		I can solve problems by making a list or putting information into a table.		
		I can investigate a statement to see if it is true and give examples.		
		I can show my answers to problems orally, or with pictures, words, symbols and models.		
		I can find missing numbers in patterns and make predictions about what will be next in the sequence.		
PLACE VALUE	WTS	I can read and write numbers in numerals up to 100.		
	WTS	I can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.		
	WTS	I can count in twos, fives and tens from 0 and use this to solve problems.		
	ARE	I can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus		
		I can count in steps of 3.		
		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.		
		I can use $- + = \times \div \leq \geq$ signs.		
		I can read and write numbers to at least 100 in words		
		I can use place value and number facts to solve problems.		
ADDITION & SUBTRACTION	WTS	I can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$ ; $46 + 20$ ; $16 - 5$ ; $88 - 30$ )		
	WTS	I can recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$ , therefore $4 + 6 = 10$ and $10 - 6 = 4$ )		
	ARE	I can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$ ; $72 - 17$ )		
	ARE	recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ , then $17 + 3 = 20$ ; if $7 - 3 = 4$ , then $17 - 3 = 14$ ; leading to if $14 + 3 = 17$ , then $3 + 14 = 17$ , $17 - 14 = 3$ and $17 - 3 = 14$ ).		
		I can recall addition and subtraction facts to 20 and use related facts to 100.		
		I can add and subtract a two-digit number and ones using objects, pictures and mentally.		
		I can add and subtract a two-digit number and tens using objects, pictures and mentally.		
		I can add and subtract two two-digit numbers using objects, pictures and mentally.		
		I can add three one-digit numbers using objects, pictures and mentally.		
		I can solve problems with addition and subtraction using objects and pictures involving numbers quantities and measures		
		I can show that addition of two numbers can be done in any order and subtraction cannot.		
		I can use the inverse of addition and subtraction to check calculations and solve missing number problems.		
		I can solve problems with addition and subtraction using mental and written methods		
Multiplication and Division	ARE	I can recall multiplication and division facts for 2, 5 and 10		
	ARE	I can use multiplication and division facts for 2, 5 and 10 to solve simple problems, demonstrating an understanding of commutativity as necessary.		
	GD	I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.		
		I can use the multiplication, division and equal sign.		
		I can show that multiplication of two numbers can be done in any order and division cannot.		
		I can solve problems with multiplication and division, using arrays, repeated addition and repeated subtraction.		
		I can recognise odds and evens and relate these to multiplication and division facts		
		I can write mathematical statements within the 2, 5, and 10x table using the $\times$ , $\div$ and $=$ signs		

Fractions	ARE	I can identify $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{4}$ , $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole.			
		I can recognise and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ .			
		I can find $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ 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 $\frac{1}{2}$ .			
		I can recognise and show, using diagrams, equivalent fractions with small denominators			
		I can count up to 10 in fractions from any number on a number line			
MEASUREMENT	WTS	I can know the value of different coins.			
	ARE	I can read scales in divisions of ones, twos, fives and tens.			
	ARE	I can use different coins to make the same amount.			
	ARE	I can read the time on a clock to the nearest 15 minutes.			
	GD	I can read scales* where not all numbers on the scale are given and estimate points in between			
	GD	I can read the time on a clock to the nearest 5 minutes.			
		I can compare and order mass, lengths, volume, capacity and record the results using $\leq$ and $=$			
		I can use appropriate standard units to estimate and measure length/height in a direction (m/cm).			
		I can use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.			
		I can use appropriate standard units to estimate and measure temperature (C) to the nearest appropriate unit using thermometers.			
		I can use appropriate standard units to estimate and measure capacity (l/ml) to the nearest appropriate unit.			
		I can recognise and use symbols for pounds (£) & pence (p)			
		I can solve simple problems in a practical way including giving change.			
		I can compare and sequence intervals of time.			
		I know that 60 minutes is one hour and there are 24 hours in a day.			
SHAPE	WTS	I can name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).			
	ARE	I can name and describe properties of 2-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.			
	ARE	I can name and describe properties of 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.			
	GD	I can describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).			
		I can identify 2D shapes on the surface of 3D shapes e.g. circles on a cylinder.			
POSITION AND DIRECTION		I can compare and sort 2D and 3D shapes and everyday objects.			
		I can order and arrange mathematical objects into patterns and sequences.			
		I can use and describe position, direction and movement.			
STATISTICS		I understand rotation as a turn and in terms of right angles for $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ turns (clockwise and anti-clockwise)			
		I can make pictograms and tally charts.			
		I can ask and answer questions about the totals of the pictograms and compare the data by counting the number of objects in each category.			
		I can make block diagrams.			
		I can ask and answer questions about the totals of the block diagrams and compare the data.			
		I can make tables.			
	I can ask and answer questions about the totals of the simple tables and compare the data.				
	I can investigate a question by getting the right equipment and showing what I have found out in lists, tables and pictures.				