Doddinghurst Infant School
Church Lane, Doddinghurst, Brentwood, Essex, CM15 0NJ

Year 2 Maths Assessment – Number

	12 points (expected end of y1)	13 points	14 points	15 points (expected end of year 2)
Number and place value	• Count to 100, forwards and backwards beginning from 0, 1 or any number. • Count in multiples of 2,5 and 10s. • Read and write numbers to 100 in numerals. • Read and write numbers from 1 to 20 in words. • Begin to recognise the place value of numbers beyond 20 (tens and ones) • Identify and represent numbers using object and pictorial representations including a number line (up to 100 and beyond) • Use the language of equal to, more than, less than, fewer, most, and least. • Given a number (up to 100) identify one more and one less. • Recognise and create repeating patterns with numbers, objects, and shapes.	• Use number names in order and one-to-one correspondence to count sets of at least 50 objects reliably. • Count to 100, forwards and backwards. • Read and write numbers to 20 in words. • Order numbers from 1 to at least 20 in ascending and descending order. • Know the number that is 1 more and 1 less than any number up to 100. • Use the language of more than, less than (fewer), most, equal to. • Identify and represent numbers to at least 20 using objects, structured apparatus, and number lines. • Use the number facts they know to solve problems	• Count to and across 100, forwards or backwards, beginning with 0 or 1, or from any given number. • Count in multiples of 2s, 5s and 10s. • Count in steps of 10 within 100, starting from any number. • Read and write numbers from 1 to 100 in numerals, and up to 30 in words (not necessarily spelled correctly). • Use the place value of each digit to order numbers to 100. • Partition a 2-digit number into tens and ones • Know the number that is 1 more and 1 less than any number up to 100. • Use the language of least. • Identify and represent numbers using objects, structured apparatus, and number lines. • Use place value and number facts to solve simple problems.	• Read and write numbers to at least 100 in numerals and words. • Count in steps of 2 and 5 from 0, and in 10s to 100, forwards and backwards • Read scales in divisions of ones, twos, fives, and tens • Partition any 2-digit number into different combinations of tens and ones • Count in multiples of 3 to at least 30. • Use place value to compare and order numbers up to 100 sometimes using less than (<), equals (=) and greater than (>) signs correctly. • Identify and represent numbers using different representations including the number line. • Reason about place value and number facts and use them to solve problems.

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Addition and subtraction	• Read, write, and interpret mathematical statements involving addition (+) subtraction (-) and (=) signs. • Represent and use number bonds and related subtraction facts within 20 (i.e. 12 + 4 = 16) • Add and subtract one digit and two-digit numbers to 20 including 0 (using objects and pictorial representations) • Solve one step problems that involve addition and subtraction (using objects and pictorial representations) • Solve missing number problems such as 7=? – 9	• Recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10. • Using apparatus represent and use number bonds and related subtraction facts within 20. • Add and subtract 1-digit and 2-digit numbers to 20, including zero, using concrete objects, structured apparatus, pictorial representations, and basic written methods. • Begin to use addition (+), subtraction (–) and equals (=) signs to record their work. • Read the mathematical statements they have recorded. • Use these skills and approaches to solve single step problems.	• Recall and use addition and subtraction facts for all numbers up to 10. • Add and subtract numbers mentally, including: o 2 single-digit numbers o a number up to 20 and 1s. • Add and subtract numbers using concrete objects, pictorial representations including: o a two-digit number and 1 o adding 3 single-digit numbers with a total up to 20. • Read, write, and interpret mathematical statements involving addition (+), subtraction (–) and equals (=). • Solve missing number addition problems involving single-digit numbers. • Solve simple 1 or 2 step problems with addition and subtraction. • Show that addition can be done in any order (commutative).	• Recall and use addition and subtraction facts for all numbers up to 10 fluently and use these to reason with and calculate bonds to and within 20 (7 + 3 = 10 then 17 + 3 = 20) • Relate number facts to 10 to adding and subtracting multiples of 10 within 100. • Add and subtract numbers mentally, including: o a 2-digit number and 1s o a 2-digit number and 10s o 2 simple, 2-digit numbers, which do not involve bridging a 10 o adding 3 single-digit numbers. • Add and subtract numbers any 2-digit number using an efficient strategy • Demonstrate an understanding of commutativity • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems at least involving a 2-digit number and 1s or 10s. • Solve simple 2-step problems with addition and subtraction, applying increasing knowledge of mental and written methods. • Show that subtraction cannot be done in any order.

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Multiplication and division	• Recall and use doubles of all numbers to 10 and corresponding halves. • Solve multiplication calculations as repeated addition. • Solve one step problems that involve multiplication and division, calculating using objects, pictures, and arrays with the support of the teacher.	• Count in 10s from 0 to answer questions involving multiplication facts for the 10 multiplication table. • Begin to recall and use doubling and halving facts for numbers up to double 5. • Begin to recognise even numbers to 10. • Solve single step problems involving grouping and sharing by using objects.	• Recall multiplication facts for the 2, and 10 multiplication table and use them to derive division facts, and count in steps of 10 to answer questions. • Recall and use doubling and halving facts for numbers up to double 10 and other significant doubles. • Recognise odd and even numbers to 20. • Solve simple problems involving grouping and sharing, using objects, pictorial representations, and arrays	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication table using the appropriate signs (×, ÷ and =). • Solve simple problems involving multiplication and division. • Recognise odd and even numbers to at least 100. Explain how they know a particular number is odd or is even. • Make connections between multiplication and division by 2 and doubling and halving and use these to reason about problems and calculations. • Show that multiplication of 2 numbers can be done in any order (commutative). • Understand multiplication as repeated addition
	12 points (expected end of year 1)	**13 points**	**14 points**	**15 points (expected end of year 2)**
Fractions	• Recognise, find, and name a half as one of two equal parts of an object, shape, or quantity. • Recognise, find, and name a quarter as one of four equal parts of an object, shape, or quantity.	• Recognise, find, and name a half as 1 of 2 equal parts of an object or shape. Recognise, find, and name a quarter as 1 of 4 equal parts of an object, shape, or quantity. • Recognise and find half of a moveable small set of objects or a quantity.	• Recognise, find, and name a quarter as 1 of 4 equal parts of an object, shape, or quantity. Begin to recognise that all parts must be equal parts of a whole. • Begin to solve simple problems involving fractions.	• Recognise, find, name, and write fractions of a half of a length, shape, set of objects or quantity. • Identify ¼, 1/3, ½, 2/4, ¾ of a number or shape and know that all parts must be equal parts of a whole • Express simple problems using fraction notation and solve them. • Recognise the equivalence of 2/4s and ½ in practical contexts and when counting in fractions.