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

Year 2 maths assessment Shape and Space

	12 points (expected end of y1)	13 points	14 points	15 points (expected end of year 2)
Properties of shape	• Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres	• Recognise, name, and describe the properties of 2-D shapes (including: rectangles, squares, circles, and triangles). • Recognise, name, and describe the properties of 3-D shapes such as cuboids (including: cubes, pyramids, and spheres). • Sort shapes based on simple properties.	• Recognise, name, and describe the properties of common 2-D shapes including pentagons and hexagons. • Recognise, name, and describe the properties of common 3-D shapes including cones and spheres. • Solve simple problems involving shapes	• Compare and sort common 2-D and 3-D shapes and everyday objects, on the basis of their geometric properties including vertices, sides, edges, faces, lines of symmetry • Identify lines of symmetry in a vertical line of 2-D shapes. • Identify 2-D shapes on the surface of 3-D shapes. • Solve problems involving shapes and reason about their properties
	12 points (expected end of year 1)	**13 points**	**14 points**	**15 points (expected end of year 2)**
Position and direction	• Describe movement, including whole, half, quarter, and three-quarter turns • Describe position and direction Recognise and create repeating patterns with objects and shapes	• Describe position, directions, and movement, including whole, half, quarter, and three-quarter turns. • Solve simple problems involving position and direction.	• Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical vocabulary to describe position, direction, and movement, including movement in a straight line; distinguish between rotation as a turn and in terms of right angles for quarter, half, and three-quarter turns (clockwise and anti-clockwise).	• All aspects of geometry – position and direction at the national standard are embedded. • Order and arrange combinations of mathematical objects in more complex patterns and sequences. • Solve more complex problems involving position and direction

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Measurement	• Measure and begin to record: - lengths and heights, *using non-standard and then standard units (m/cm)* - mass/weight, *using non-standard and then standard units (kg/g)* - capacity and volume *using non-standard and then standard units (litres/ml)* - time (hours/minutes/seconds) *within children's range of counting competence* • Compare, describe, and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) • Recognise and use language relating to dates, including days of the week, weeks, months, and years • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • Recognise and know the value of coins • Count up small amounts of money with a combination of 1p, 2p, 5p and 10p coins	• Solve simple measure problems in a practical context using direct comparison and non-standard units. • Sort coins and recognise the value of 1p, 2p, 5p, 10p, 20p, £1 and £2 coins. • Begin to recognise the days of the week and sequence the events of a day in chronological order using appropriate language such as before, after, next, morning, afternoon. • Tell the time at the hour and half past	• Measure and begin to record the following: o lengths and heights o mass/weight o volume/capacity o time. • Recognise and know the value of different denominations of coins and notes. • Begin to recognise and use the symbols for pounds (£) and pence (p). • Combine amounts to make small values. • Sequence the events of several days in chronological order using appropriate language. • Tell the time to half past the hour, quarter past the hour • Recognise and use language relating to dates, including days of the week, weeks, months, and years. • Know there are 7 days in a week. • Know the name of the day before or after a given day. • Solve simple measure problems in a practical context using standardised units.	• Read scales in divisions of ones, twos, fives, and tens Compare and order lengths, mass, volume, capacity and record the results using greater than (>), less than (<) and equals (=). • Reason about simple multiplicative relationships such as twice as long, 10 times as high. • 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 labelled unit using rulers, scales, thermometers and measuring vessels. • Recognise and use the 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. • Compare and order intervals of time. • Recognise, tell, and write the times: o'clock, half past and quarter past and begin to recognise quarter to the hour. • Draw hands on a clock to show the time within the nearest 15 minutes • Solve problems involving money of the same unit, including giving change, and other measures, including time.

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Statistics	• Sort objects, numbers and shapes to a given criterion and their own • Present and interpret data in block diagrams using practical equipment • Ask and answer simple questions by counting the number of objects in each category Ask and answer questions by comparing categorical data	• Begin to group objects into sets according to simple properties. • Answer simple questions by counting the number of objects in a category	• Interpret and construct simple pictograms where the picture is worth 1 unit. • Interpret simple tally charts and block diagrams. • Ask and answer questions that require counting the number of objects in each category	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions that require sorting the categories by quantity, totalling, and comparing simple categorical data