About the Objectives

These objectives are the key skills that the majority of children should have by the end of Year 2.

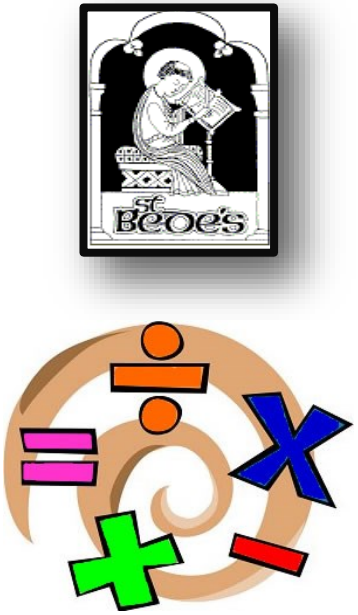
Some objectives are harder than they seem, e.g. children who can count up to 100 may still have trouble saying which number comes after 47 or which number comes before 50.

By the end of Year 2, we want most children to be secure in these key objectives.

The words below, called the 'Stages of Learning', are the words we will use to help you understand your child's progress as they continue to build on their learning through the year.

% of Objectives Met with confidence	Stage of Learning	What this means at the end of the year
0-25% 26 – 50 %	Beginning Emerging	less than expected attainment for end of Year 2
51 – 63 % 64 – 75 %	Developing Secure	expected attainment for end of Year 2
76 – 88 % 89 – 100 %	Confident Advanced	more than expected attainment for end of Year 2

St Bede's
Catholic Infant & Nursery School



Year 2
Maths Objectives

A Booklet for Parents

Maths

By the end of Year 2, most children should be secure in the following objectives…

Number and Place Value	Measurement
I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.	*I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature (°C); or capacity (litres/ml).*
I know what each digit means in Tens and Unit numbers such as 24.	*I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals.*
I can find and show numbers on a number line.	*I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.*
I can order numbers up to 100 and tell you which numbers are bigger or smaller.	*I can find different combinations of coins that equal the same amounts of money.*
I use the greater than, less than and equals signs in maths and know what they mean.	*I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p?*
I can read and write numbers to 100 in digits and words.	*I can put the time of events in order.*
I solve problems using number facts such as 18+2=20 and what I know about the value of digits in a number.	*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.*
Addition and Subtraction	*I know there are 60 minutes in an hour and 24 hours in a day.*
I answer addition and subtraction maths problems using objects to help me work it out.	**Statistics**
I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.	*I can read and construct picture graphs, tally charts and tables.*
I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.	*I can sort objects into categories and tell you how many objects are in each category and show which category has the most.*
I can add and subtract numbers such as 34 - 8 or 52 + 5 using objects or pictures to help.	*I work on sorting objects and can answer questions about the groups of objects I have sorted.*
I add and subtract two-digit numbers using objects to help me.	**Shape**
I can add or subtract numbers such as 42 - 22 or 56 + 29 using objects or pictures to help me.	*I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.*
I can add or subtract three numbers such as 2 + 5 + 9.	*I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.*
I know that adding to numbers together can be done in any order but subtracting numbers can only be done in one order.	*I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.*
I can check my answers or solve missing number problems by doing an inverse check.	*I can compare 2-D and 3-D shapes with everyday objects around me.*
Multiplication and Division	**Position**
I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.	*I can order combinations of mathematical objects in patterns and sequences.*
I use multiplication (×), division (÷) and equals (=) signs when writing out my times tables.	*I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.*
I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.	
I can solve multiplication and division problems using times table facts and objects or pictures to help me.	
Fractions	
I can find 1/3 or 1/4 or 2/4 or 3/4 of a shape, length or set of objects.	
I can write simple fractions sentences such as 1/2 of 6 = 3 and know that 2/4 equals 1/2.	