

## Year 2 Maths: Evidence Gathering Grid

Name:		Date/title/book:					Using and applying
Pupils can:							
NUMBER AND PLACE VALUE	WTS: Read and write numbers in numerals up to 100.						
	WTS: Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support.						
	<b>From PoS : Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</b>						
	EXS: Read scales in divisions of ones, twos, fives and tens.						
	EXS: Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.						
	GD: Read scales where not all the numbers on the scale are given and estimate points in between.						
NUMBER FACTS	WTS: Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$ and $10 - 6 = 4$ ).						
	WTS: Count in twos, fives and tens from 0 and use this to solve problems.						
	EXS: 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 $17 - 3 = 14$ ).						
	EXS: Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.						
	GD: Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.						
CALCULATION	WTS: 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. $23 + 5$ ; $46 + 20$ ; $16 - 5$ ; $88 - 30$ ).						
	<b>From PoS : Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</b>						
	EXS: Add and subtract within 100 any two-digit numbers using efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$ ; $72 - 17$ ).						
	GD: Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \underline{\quad}$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.).						
	GD: 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?').						
FRAC TION S	EXS: 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 a whole.						
MEASURE	WTS: Know the value of different coins.						
	EXS: Use different coins to make the same amounts.						
	EXS: Read the time on a clock to the nearest 15 minutes.						
	GD: Read the time on a clock to the nearest 5 minutes.						
GEOMETRY	WTS: Know some common 2D and 3D shapes from a group of shapes or from picture of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres) .						
	EXS: Name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.						
	GD: Describe similarities and differences of 2D and 3D shapes, using their properties (e.g. that two different 2D 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.)						