Year 2		Step 7	Step 8
Problem Solving		**- I can use place value and number facts to solve problems.** **- I can solve problems with addition and subtraction:** ***using concrete objects and pictorial representations, including those involving numbers, quantities and measures*** ***applying my increasing knowledge of mental and written methods.*** **- I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** **- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.**	
Number	**Place Value**	- I can partition numbers into tens and ones using practical apparatus. - I can order numbers from 0 to 100. - I can read and write numbers to 50 in words. - I am beginning to understand the role of 0 as a place holder.	- I can partition numbers into tens and ones using a number sentence. - I can compare numbers from 0 to 100 using mathematical language. - I can read and write numbers to at least 100. - I understand the role of 0 as a place holder.
	Counting	- I can count in steps of 2, 5 and 10 forwards and backwards	I can count in steps of 2, 5 and 10 forwards and backwards fluently.
	Fractions and Decimals	- I can recognise, read, find, name and write fractions 1/4 , 2/4 and of a shape, length and discrete (countable) and continuous (measures) quantities. - I can count in steps of ½ to 10. - I can write simple fractions e.g. $^1/_2$ of 6 = 3.	- I can recognise, find, name and write fractions ¼ 2/4 and ¾ of a shape, length and discrete (countable) and continuous (measures) quantities. I can count in steps of ½ and ¼ to 10.
Calculating	**Addition and Subtraction**	- I am beginning to recall and use addition and subtraction facts to 20. I know that addition is commutative but subtraction is not. I know that addition and subtraction are inverses - I can add and subtract numbers using concrete objects, pictorial representations and mentally including: *A 2-digit number and ones* *A 2-digit number and tens* *Adding three 1-digit numbers.*	- I can recall and use addition and subtraction facts to 20 fluently. I can use the fact that addition is commutative but subtraction is not. I can use the that addition and subtraction are inverses - I can add and subtract numbers using concrete objects, pictorial representations and mentally including: *A 2-digit number and ones* *A 2-digit number and tens* *Adding three 1-digit numbers.* *Two 2-digit numbers*
	Multiplication and Division	- I am beginning to recall and use multiplication and division facts for the 2 times tables including recognising odd and even numbers. - I am beginning to use x and ÷ and = to record my work. - I am beginning to know that multiplication can be done in any order but division cannot. I am beginning to know the 2 and 10 times table facts up to x12 without counting.	- I can recall and use multiplication and division facts for the 10 times tables. - I can recognise that multiplication of two numbers can be done in any order and division of one number by another cannot. - I can use x and ÷ and = to record my work. I know the 2 and 10 timestable facts up to x12 without counting. I am beginning to know the 5 times table facts up to x12 without counting.
Geometry	**Properties of shape**	- I am beginning to describe the properties of 2-D shapes. - I am beginning to describe the properties of 3-D shapes. - I am beginning to compare and sort 2D and 3D shapes and everyday objects according to their geometrical properties	- I can identify and describe the properties of a wide range of 2-D shapes including the number of sides. - I can identify and describe the number of edges, vertices and faces in 3-D shapes. - I can compare a wide range of 2D and 3D shapes.

			- I can recognise 2-D shapes on the surface of 3-D shapes.
	Position and direction	- I can respond to instructions using mathematical vocabulary to describe position, direction and movement (including movement in a straight line) - I can order and arrange combinations of mathematical objects.	- I can give instructions using mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn for quarter, half and three-quarter turns anti-/ clockwise
Measurement		- I am beginning to measure length/ height in any direction (m/cm); mass (kg/g); temperature (℃); capacity (litres/ml). - I can directly compare lengths, mass, volume/capacity.	- Using standard units I can estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature (℃) capacity (litres/ml). - I can order lengths, mass, volume/capacity using measures using <, > and =
Measurement - Money		- I can recognise and use the symbols for pounds (£) and pence (p). I can count coins up to a value of £5 I can combine amounts to make a particular value (up to £2) - I am beginning to solve addition/ subtraction problems involving money.	- I can recognise and use the symbols for pounds (£) and pence (p). - I am beginning to solve problems involving giving change from multiples of 10p using counting up.
Measurement - Time		- I can compare and sequence intervals of time. - I am beginning to know quarter past/to the hour. - I am beginning to recognise 5 minutes intervals.	-I am beginning to work out time durations for half/ quarter hours. - I can draw the hands on a clock to show quarter hours. - I know the amount of minutes in an hour.
Statistics		- I can discuss how I collected the data - I can discuss the data I have collected	- I can collect data and record it in a simple list, simple table and tally chart. - I can ask and answer questions about the data I have collected. - I am beginning to compare the data.