

Year 2

Progression of Objectives through I Can Statements

Using and Applying Maths	Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence	B1	<i>I can solve a problem involving money</i>
		D1	<i>I can decide what calculation to do to solve a problem</i>
		B2	<i>I can decide which calculations to do to solve a problem</i>
		D2	<i>I can decide what calculation to do to solve a problem</i>
		E2	<i>I can use calculations to solve problems and I know which calculation to use</i>
		B3	<i>I can decide which calculations are needed to solve a two-step word problem</i>
		D3	<i>I can decide which calculations are needed to solve a two- step word problem</i>
	Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem	E1	<i>I know what information I need to use to solve a problem and can describe what I did step by step I can record it in a number sentence and check if my answer makes sense</i>
		E2	<i>I know what I need to do to help me solve a problem and then I can work out the answer I can show how I solved a problem or puzzle and explain steps in my working</i>
		E3	<i>When I have worked out the answer to a problem I can look again at the problem and then check that the answer makes sense</i>
	Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagram	C1	<i>I can decide what information I need to answer a question I can put information in lists or tables</i>
		C2	<i>I can organise information and make lists and tables</i>
		C3	<i>I can test out an idea by collecting and organising information</i>
	Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples	B1	<i>I can sort a set of 3D shapes I can continue a number pattern I can explain how I know</i>
		B2	<i>I can complete a symmetrical picture by drawing the 'other half'</i>
		B3	<i>I can describe and continue the pattern for a set of numbers or shapes</i>
	Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences	A1	<i>I can explain to others how I solved a problem</i>
		A2	<i>I can explain how I solved a problem and say why I did it that way</i>
		A3	<i>I can show and explain clearly how I solved a problem</i>
		E3	<i>I can explain how I worked out the answer to a problem and can show the working I did</i>

Counting and Understanding Number	Read and write two-digit and three-digit numbers in figures and words; describe and extend number sequences and recognise odd and even numbers	A1	<i>I can read and write two-digit numbers I know which numbers are odd and which are even</i>
		A2	<i>I can read and write numbers up to 1000 in figures and in words I know which numbers are odd and which are even</i>
		B2	<i>I can describe the patterns in a set of calculations I can explain how I know</i>
		A3	<i>I can read and write numbers up to 1000 in figures and in words I can explain the pattern for a sequence of numbers and work out the next few numbers in the list</i>
	Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1	A1	<i>I can count objects by putting them into groups I can partition numbers</i>
		A2	<i>I can explain what each digit in a two-digit number stands for I can partition numbers in different ways</i>
		A3	<i>I can use partitioning to help me to carry out calculations</i>
	Order two-digit numbers and position them on a number line; use the greater than (>) and less than (<) signs	A1	<i>I can write numbers in order and position them on a number line I can use the greater than and less than symbols to show that one number is larger or smaller than another</i>
		A3	<i>I can write numbers in order and position them on a number line I can use the greater than and less than symbols to show that one number is larger or smaller than another</i>
	Estimate a number of objects; round two-digit numbers to the nearest 10	A1	<i>I can round numbers to the nearest 10</i>
		A3	<i>I can say roughly how many there are in a group of objects</i>
	Find one half, one quarter and three quarters of shapes and sets of objects	E1	<i>I can use my knowledge of halving numbers to help me to work out half and a quarter of a set of objects or a shape I can also work out three quarters</i>
		E2	<i>I can find a half or a quarter of a set of objects I can fold a piece of paper into halves or quarters</i>
		E3	<i>I can find three quarters of a set of objects or of a shape</i>

Knowing and Using Number Facts	Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100	B1	<i>I can recall number facts for each number up to 10</i>
		B2	<i>I can recall number facts for each number up to 10 I know which pairs of numbers make 20</i>
		B3	<i>I know which pairs of numbers make 20 I know all the pairs of multiples of 10 that make 100</i>
	Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves	B1	<i>I know that if I double a number then halve the answer I get back to the number I started with</i>
		E1	<i>I know doubles of numbers up to 10 and I can use what I know to work out halves I understand the connection between doubling and halving</i>
		E2	<i>I know some of my doubles up to 20 I can work out the rest and some others too</i>
		B3	<i>I know the doubles of all the numbers up to 20</i>
		E3	<i>I can double all numbers up to 20 and can find matching halves</i>
	Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10	B1	<i>I can count in steps of 2, 5 or 10</i>
		E1	<i>I can recognise some of the 2, 5 and 10 times tables and can explain the patterns I see I can use these patterns to see if other numbers belong to the sequence</i>
		B2	<i>I know some of the number facts in the 2, 5 and 10 times tables I know that multiples of 2 are even numbers</i>
		E2	<i>I know some of my times tables for 2, 5 and 10 I can use counting or other strategies for those I don't know I know that multiples of 5 end in 5 or 0</i>
		B3	<i>I know my 2, 5 and 10 times tables and can work out the division facts that go with them I can tell if a number is a multiple of 2, 5 or 10</i>
		E3	<i>I know my 2, 5 and 10 times tables I can work out divisions that go with the tables</i>
	Use knowledge of number facts and operations to estimate and check answers to calculations	B1	<i>I can check the answer to an addition by doing a related subtraction</i>
		B3	<i>I can check answers to calculations involving doubling by halving the answer</i>

Calculating	Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers	A1	<i>I can add and subtract some numbers in my head</i>
		D1	<i>I can add and subtract some numbers in my head</i>
		A2	<i>I can add and subtract some numbers in my head I can add and subtract bigger numbers using practical equipment or by writing notes to help me</i>
		D2	<i>I can add and subtract some numbers in my head I can add and subtract bigger numbers using practical equipment or written notes to help me</i>
		A3	<i>I can add and subtract two-digit numbers using practical equipment or written notes to help me</i>
		D3	<i>I can add and subtract two-digit numbers using practical equipment or written notes to help me</i>
	Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences	A1	<i>I know that addition and subtraction 'undo' each other I can write three other related number sentences for $6 + 3 = 9$</i>
		A3	<i>I know when it is easier to use addition to work out a subtraction</i>
	Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders	E1	<i>I can use a number line to do multiplication and division and can work out remainders if there are any</i>
		E2	<i>I can use sharing to work out divisions and can explain what I did</i>
		E3	<i>I can use arrays to help me work out multiplication I can do multiplication and division in different ways and show how I do them</i>
	Use the symbols +, −, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. $\square \div 2 = 6$, $30 - \square = 24$)	E1	<i>I know how to write number sentences for multiplication and division as well as addition and subtraction I can explain what my number sentence means</i>
		A2	<i>I know how to write number sentences using the symbols +, −, ×, ÷ and = I can explain what different number sentences mean</i>
		E2	<i>I know how to write number sentences for multiplication and for division I can explain what different number sentences mean</i>
		A3	<i>I can work out the missing number in a number sentence such as $14 + \square = 35$</i>
		E3	<i>I can work out the missing numbers in number sentences When I think I have the answer, I can put it in the number sentence and check whether it is correct</i>

Understanding Shape	Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties	B1	<i>I can look at pictures of 2D shapes and name them</i>
		B2	<i>I can use a construction kit to make a model of a 3D solid that I know</i>
		B3	<i>I can match familiar solids to their pictures</i>
	Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes	B2	<i>I can make a symmetrical pattern using coloured tiles I can draw a line of symmetry on a shape</i>
	Follow and give instructions involving position, direction and movement	D1	<i>I can follow and give instructions to mark a position on a grid</i>
		D2	<i>I can make a floor robot follow a path marked out on the floor I can estimate the number of robot steps that the robot must take to reach the traffic cone</i>
	Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn	D2	<i>In PE I can turn on the spot through whole, half or quarter turns, either clockwise or anticlockwise</i>
		D3	<i>I know that a quarter turn make a right angle I can point out right angles in the classroom</i>

Measuring	Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments	C1	<i>I can find out if something is longer or shorter than a metre I can find out if something will hold a litre of water I can use a balance to compare two things to see which is lighter I can use a balance to find out if something is lighter or heavier than a kilogram or half kilogram</i>
		D1	<i>I can use a metre rule to mark out 1 metre I can measure out a litre of water</i>
		C2	<i>I can estimate whether a container holds more or less than a litre I can estimate whether an object is heavier or lighter than a half kilogram by putting a half kilogram in one hand and the object in the other I know how long a metre is and I know how long a centimetre is</i>
		D2	<i>I can estimate length in centimetres I can estimate length in metres I can decide whether it is better to use centimetres or metres for measuring different lengths</i>
		C3	<i>I can measure length, using a metre tape or a ruler I can measure in centimetres/metres I can use a measuring jug to measure a litre of water and to find out how much water other containers hold I can measure weight in kilograms and half kilograms</i>
		D3	<i>I know that a metre is 100 centimetres long I know that a kilogram is 1000 grams I know that a litre is 1000 millilitres</i>
	Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre	C1	<i>I can read numbers on a scale</i>
		D1	<i>I can read numbers on a scale</i>
		C2	<i>I can use a ruler or metre stick to measure how long something is I can read numbers on a scale and work out the numbers between them</i>
		D2	<i>I can use a ruler or metre rule to measure how long something is I can read numbers on a scale and can work out the numbers between them</i>
		C3	<i>I can read scales marked in 5s and 10s I can measure and draw lines to the nearest centimetre</i>
		D3	<i>I can read scales marked in 2s, 5s and 10s I can measure and draw lines to the nearest centimetre</i>
	Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour	D1	<i>I can estimate how long an activity might take, then check using a timer I can tell the time when it is something o'clock or half past the hour</i>
		D2	<i>I know that one hour is the same as 60 minutes I can tell the time when it is quarter past, half past or quarter to the hour I know that a quarter past three is the same time as three fifteen</i>
		D3	<i>I know that there are 24 hours in a day I can use a clock face to help me to count in steps of 5 minutes</i>

Handling Data	Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data	C1	<i>I know how to collect information I can use lists and tables to show what I found out</i>
		C2	<i>I can make block graphs and get information from other people's graphs</i>
		C3	<i>I can use ICT to show results</i>
	Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'	C1	<i>I can sort objects and talk about how I sorted them</i>
		C2	<i>I can sort objects and use diagrams to show how I sorted them</i>
		C3	<i>I can sort objects in different ways and explain how I sorted them</i>