

Steps 19 to 21 Mathematics: Planning and Assessment from National Curriculum Year 2					43 Statements	13 KPIs
Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.	
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2		
	Statements routinely required	11	23	34, including all underlined KPIs		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Number & Place Value	Addition & Subtraction	Multiplication & Division	Measurement	Geometry: Properties of Shapes
<ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>Read and write numbers to at least 100 in numerals and in words.</li> <li>Use place value and number facts to solve problems.</li> </ul>	<p><i>Solve problems with addition and subtraction:</i></p> <ul style="list-style-type: none"> <li>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;</li> <li>Applying their increasing knowledge of mental and written methods.</li> </ul> <p><i>Recall and use addition and subtraction facts to 20 and 100:</i></p> <ul style="list-style-type: none"> <li>fluently up to 20;</li> <li>related facts to 100.</li> </ul> <p><i>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</i></p> <ul style="list-style-type: none"> <li>a two-digit number and ones;</li> <li>a two-digit number and tens;</li> <li>two two-digit numbers;</li> <li>adding three one-digit numbers.</li> </ul> <ul style="list-style-type: none"> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<p><i>Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:</i></p> <ul style="list-style-type: none"> <li>length/height in any direction (m/cm);</li> <li>mass (kg/g);</li> <li>temperature (°C);</li> <li>capacity (litres/ml).</li> </ul> <ul style="list-style-type: none"> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</li> <li>Recognise and use symbols for pounds (£) and pence (p);</li> <li>Combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amounts of money.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>Compare and sequence intervals of time.</li> <li>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.</li> <li>Know the number of minutes in an hour and number of hours in a day.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].</li> <li>Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
				Geometry: Position & Direction
				<ul style="list-style-type: none"> <li>Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>
				Statistics
				<ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>Ask and answer questions about totalling and comparing categorical data.</li> </ul>

End of key stage 1: Know number bonds to 20; be precise in using place value; read and spell mathematical vocabulary at a level consistent with their increasing work reading and spelling knowledge at key stage 1.