



Key Performance Indicators				Performance Standard
Number				
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	
<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use place value and number facts to solve problems.</p>	<p>Solve problems with addition and subtraction:</p> <p>i. using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>ii. applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>i. a two-digit number and ones</p> <p>ii. a two-digit number and tens</p> <p>iii. two two-digit numbers</p> <p>iv. adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<ul style="list-style-type: none"> ❖ By the end of Y2 a child should be mentally fluent with whole numbers, counting and place value. A child should know the number bonds to 20 and be precise in using and understanding place value. ❖ Using practical resources, a child can work with numerals, words and the four operations (eg concrete objects and measuring tools). ❖ A child can read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:
1 - 5	2d	25	6 - 11	2c	26	12 - 16	2b	27	17	2a	28