

## YEAR 2 - KEY ASSESSMENT CRITERIA: MATHS

### EXCEEDING- Non-Negotiable Statements

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 1  | I can reason about addition ( <i>e.g. pupil can reason that the sum of 3 numbers will always be odd</i> ).   |  |  |  |  |  |
| 2  | I can use multiplication facts to make deductions outside known multiplication facts ( <i>e.g. a pupil knows that multiples of 5 have 1 digit of 0 or 5 and uses this to reason that <math>18 \times 5</math> cannot be 92 as it is not a multiple of 5</i> ).       |  |  |  |  |  |
|    | I can work out mental calculations where regrouping is required ( <i>e.g. <math>52 - 27</math>, <math>91 - 73</math></i> ).  |  |  |  |  |  |
| 4  | I can solve more complex missing number problems ( <i>e.g. <math>14 + \_\_ - 3 = 17</math>, <math>14 + \_\_ = 15 + 27</math></i> ).  |  |  |  |  |  |
| 5  | I can work our remainders given known facts. ( <i>e.g. 15 divided by 5 =3 with 0 remainder, 16 divided by 5 will have a remainder of 1</i> ).  |  |  |  |  |  |
| 6  | I can solve word problems that involve more than one step ( <i>e.g. which has the most biscuits, 4 packets with 5 in each pack or 3 packets with 10 in each pack</i> ).  |  |  |  |  |  |
| 7  | I can recognise the relationship between addition & subtraction and can write addition statements as simplified multiplication statements ( <i>e.g. <math>10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10</math></i> ).                                |  |  |  |  |  |
| 8  | I can find and compare fractions of amounts ( <i>e.g. <math>1/4</math> of 20 =£5 and <math>1/2</math> of £8=4 so a <math>1/4</math> of 20 is greater than <math>1/2</math> of £8</i> ).  |  |  |  |  |  |
| 9  | I can read the time on the clock to the nearest 5 minutes.<br>I can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers are given on the scale.  |  |  |  |  |  |
| 10 | I can describe similarities and differences of shape properties ( <i>e.g. find 2 different 2D shape that only have 1 line of symmetry, that a cube and cuboid have the same number of edges, faces and vertices but can describe what is different about them</i> ). |  |  |  |  |  |

10 exceeding statements in Year 2