Oswald Road Maths Targets 2017

Year 2 (60 Targets)

	Autumn Term	Secure	GD
	Number : Place Value		
1.	Can I count in steps of 2, 3 and 5 from 0 forwards?		
2.	Can I count in steps of 2, 3 and 5 from 0 backwards?		
3.	Can I count in steps in tens from any number forwards?		
4.	Can I count in steps in tens from any number backwards?		
5.	Can I recognise the place value of each digit in a two digit number (tens, ones)? (Pupils can partition two-digit numbers into different combinations of tens and ones.)		
6.	Can I identify, represent and estimate numbers to 100 using different representations including the number line?		
7.	Can I compare and order numbers from 0 up to 100; use <, > and = signs?		
8.	Can I read and write numbers to at least 100 in numerals?		
9.	Can I read and write numbers to at least 100 in words?		
10.	Can I use place value and number facts to solve problems?		
	Number: Addition and Subtraction		
11.	Can I recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100?		
12.	Can I show that the addition of two numbers can be done in any order (commutative)? Can I recognise the relationship between addition and subtraction?		
13.	Can I show that subtraction of one number from another cannot be done in any order?		
14.	Can I add numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers? Can I reason about addition?		
15.	Can I subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two-digit numbers; adding three one digit numbers? Can I work out mental calculations where regrouping is required?		
16.	Can I estimate to check that my answer to a calculation are reasonable (e.g knowing that 48+35 will be less than 100).		
17.	Can I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems? Can I solve more complex missing number problems?		
18.	Can I solve problems with addition: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods?		
19.	Can I solve problems with subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods?		
	Number: Multiplication and Division		
20.	Can I recall and use multiplication and division facts for the 2, 5 and 10 times tables? Can I use multiplication facts to make deductions outside know multiplication facts?		

21.	Can I recall doubles and halves to 20?		
22.	Can I recognise odd and even numbers?		
23.	Can I calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (x) and equals (=) sign?		
24.	Can I calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) sign? Can I determine remainders given known facts?		
25.	Can I solve problems involving multiplication, using materials, arrays, repeated addition, mental methods and multiplication, including problems in contexts? Can I rewrite addition statements as simplified multiplication statements?		
26.	Can I solve problems involving division, using materials, mental methods and division facts, including problems in contexts? Can I solve word problems that involve more than one step?		
27.	Can I show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot?		
	Measure: Money		
28.	Can I recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value?		
29.	Can I find different combinations of coins that equal the same amounts of money?		
30.	Can I solve simple problems in a practical context involving addition of money of the same unit?		
31.	Can I solve simple problems in a practical context involving subtraction of money of the same unit, including giving change?		

	Spring Term	Secure	GD
	Number : Fractions		
32.	Can I recognise, find and name fractions ½, 1/3, 1/4, 2/4 and 3/4 of a length and shape?		
33.	Can I recognise, find and write fractions ½, 1/3, 1/4, 2/4 and 3/4 of a length and shape?		
34.	Can I recognise, find and name fractions ½, 1/3, 1/4, 2/4 and 3/4 of a set of objects or quantity?		
35.	Can I recognise, find and write fractions ½, 1/3, 1/4, 2/4 and 3/4 of a set of objects or quantity?		
36.	Can I write simple fractions for example, ½ of 6 = 3? Can I find and compare fractions of amounts?		
37.	Can I recognise the equivalence of 2/4 and ½?		
	Geometry – Properties of shape		
38.	Can I identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line? Can I describe similarities and differences of shape properties?		
39.	Can I identify lines of symmetry in a 2D shape?		
40.	Can I identify and describe the properties of 3D shapes, including the number of edges, vertices and faces?		
41.	Can I identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid?		
42.	Can I compare and sort common 2D and 3D shapes and everyday objects?		
	Statistics Graphs		
43.	Can I interpret and construct a simple pictograms?		
44.	Can I interpret and construct a tally charts?		
45.	Can I interpret and construct a simple block diagrams?		
46.	Can I interpret and construct a simple tables?		
47.	Can I ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity?		
48.	Can I ask and answer questions about totalling and comparing categorical data?		
	Measure: Length and Mass		
49.	Can I choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers?		
50.	Can I choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales?		
51.	Can I compare and order length and mass and record the results using >, < and =?		

	Summer Term	Secure	GD
	Measure: Time		
52.	Can I read the time on the clock to the nearest 15 minutes?		
	Can I tell and write the time, including quarter past/to the hour and draw the hands on a clock face to show these times? Can I tell and write the time to five minutes and draw the hands on a clock face to show these times?		
53.	Can I know the number of minutes in an hour and the number of hours in a day?		
54.	Can I compare and sequence intervals of time?		
	Measure: Capacity, volume and temperature		
55.	Can I choose and use appropriate standard units to estimate and measure temperature ($_{o}$C) to the nearest appropriate unit, using thermometers?		
56.	Can I choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels? Can I read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given?		
57.	Can I compare and order volume/capacity and record the results using >, < and =?		
	Geometry: Position and directions		
58.	Can I order and arrange combinations of mathematical objects in patterns and sequences?		
59.	Can I 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?		
60.	Can I 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, anti-clockwise?		