



## YEAR 2 MATHS EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

**Working towards expected standards** means that your child is still working towards the expectations for the year group.

**Working at the expected standard** means that your child is confidently achieving the end of year expectations.

**Working at greater depth means** that your child is confidently achieving above the expectations for the year group.

| <b>Working towards expected standard for Year 2 using apparatus and resources to support:</b>                    |
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| Read and write numbers in numerals up to 100.  |
| Compare and order numbers 0-100 using =, < and > .   |
| Partition a two-digit number into tens and ones to demonstrate an understanding of place value.                  |
| Add two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required.                 |
| Subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required.            |
| Recall at least four of the six number bonds for 10.   |
| Use the commutative law to reason about number bonds for 10.   |
| Use the inverse relationship to write associated facts for 10.   |
| Count in twos, fives and tens from 0, and back.  |
| Use knowledge of 2, 5 & 10 to solve problems.  |
| Know the value of different coins up to at least £1.   |
| Read the time on an analogue clock to the nearest o'clock and half past.   |
| Recognise and name some common 2-D shapes (e.g. triangles, rectangles, squares, circles).                        |
| Describe some of their properties of common 2-D shapes (e.g. number of sides).                                   |
| Recognise and name some common 3-D shapes (e.g. cuboids, cubes, pyramids and spheres).                           |
| Describe some of their properties of common 3-D shapes (e.g. number of edges and faces).                         |
| Answer simple questions by counting the number of objects in ones.   |
| <b>Working at expected standard for Year 2 using pictures and apparatus to explain thinking:</b>                 |
| Read scales in divisions of ones, twos, fives and tens (in number lines or practically).                         |
| Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally. |
| Add any 2 two-digit numbers using an efficient strategy, explaining their method verbally.                       |
| Subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally.                  |
| Recall all number bonds to and within 10.  |
| Use known number bonds to reason with and calculate bonds to and within 20.                                      |
| Use the inverse relationship to write associated facts up to 20.   |
| Recall multiplication and division facts for 2, 5 and 10.  |

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| Use known facts to solve simple problems, demonstrating an understanding of commutativity as necessary.  |
| Identify $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{4}$ & $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole. |
| Use different coins to make the same amount.   |
| Read the time on an analogue clock to the nearest 15 minutes.  |
| Compare and order measurements using =, < and >.   |
| Name 2-D shapes (incl pentagon, hexagon, octagon, decagon)..   |
| Describe properties of 2-D shapes (e.g. number of sides, vertices, right angles and symmetry).   |
| Name 3-D shapes (incl cone, cylinder, triangular prism).   |
| Describe properties of 3-D shapes (e.g. number of edges, vertices and faces).  |
| Ask and answer questions by counting number of objects in 2, 5, 10.  |
| <b>Working at greater depth within Year 2</b>  |
| Read and estimate points on a scale where not all numbers are given.   |
| Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.   |
| Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.   |
| Solve unfamiliar word problems that involve more than one step.  |
| Read the time on an analogue clock to the nearest 5 minutes.   |
| Describe similarities and differences of 2-D and 3-D shapes, using their properties.   |
| Ask and answer questions about totalling and comparing categorical data.   |

### WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- Have a secure understanding of the audience and purpose for their writing.

### GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

### HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.