Dimple Well Infant School and Nursery

Mathematics Assessment based on the National Curriculum Expectations for Year Two

Updated 2019 / 2020

Year 2 Mathematics Assessment		Name		
Working towards the expected standard (end of KS1)				
TAF	Recognise odd and even numbers			
TAF	Read and write numbers in numerals up to 100			
TAF	Partition a two digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them			
TAF	Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no re-grouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 - 5; 88 - 30)			
TAF	Recall at least 4 of the 6 number bonds to 10 and reason about associated facts (e.g. 6+4=10 so 4+6=10 and 10-6=4)			
TAF	Count in 2s, 5s and 10s from 0 and use this to solve problems			
TAF	Know the value of different coins			
TAF	Name some common 2-d and 3-d shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares and circles and cubes, cuboids, pyramids and spheres)			
NC	Solve problems with addition and subtraction using concrete objects			
NC	Order mathematical objects in sequences and patterns			
NC	Count objects in a category and can sort by quantity			
Working at the expected standard (end of KS1)				
TAF	Partition two-digit numbers into different combinations of tens and ones. Explaining their thinking verbally, in pictures or using apparatus			
TAF	Add 2 two-digit numbers within 100 using an effective strategy, explaining their method verbally, in pictures or using apparatus			
TAF	Subtract 2 two-digit numbers within 100 using an effective strategy, explaining their method verbally, in pictures or using apparatus			
TAF	Recall all number bonds to and within 10 and use these to reason and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 3+7=10 then 13+7=20 then 20-3=17 then 10-3=7			
TAF	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.			
TAF	Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems demonstrating an understanding of commutativity as necessary			
TAF	Identify 1/ 3 , 1/ 4 , 1/ 2 , 2 /4 , 3 /4 and knows that all parts must be equal parts of the whole			

TAF	Use different coins to make the same amount			
TAF	Read scales in divisions of 1, 2, 5 and 10			
TAF	Read the time on the clock to the nearest 15 minutes			
TAF	Name and describe properties of 2-D and 3-D shapes including number of sides, vertices, edges, faces and lines of symmetry			
NC	Use < > and = symbols across a range of mathematical strands			
NC	Identify, represent and estimate numbers using different representations including the number line.			
NC	Use mathematical vocabulary to describe position, direction and movement in a straight line and understands that a rotation is a turn (quarter, half, three quarter and whole turns) (clockwise and anti clockwise)			
NC	Read and interpret data by constructing pictograms, tallies, block diagrams and tables			
NC	Ask and answer questions about totalling and comparing data			
Working at greater depth within the expected standard (end of KS1)				
TAF	Read scales where not all of the numbers are given and estimate points in between			
TAF	Recall and use multiplication facts for 2, 5 and 10 and make deductions outside known multiplication facts			
TAF	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29+17 = 15+4+?? OR Jack and Sam have £14 Jack has £2 more than Sam how much money does Sam have?)			
TAF	Solve unfamiliar word problems that involve more than one step (e.g. which has the most biscuits, 4 packets with 5 in each packet or 3 packets with 10 in each packet?)			
TAF	Read the time on the clock to the nearest 5 minutes			
TAF	Describe similarities and differences between 2-D and 3D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions)			
NC	Count in 3s			
NC	Apply mental methods as well as formal written methods for addition and subtraction calculations			

TAF – Teacher Assessment Framework as outlined by the Government

NC – Linked to National Curriculum Objectives though not formally assessed within the Teacher Assessment Framework (TAF)