

Stage 2 Maths Expectations – National Standard

A pupil is able to demonstrate sufficient evidence of the following:

Read and write numbers to at least 100 in numerals and words.	Count in steps of 2, 3 and 5 from 0, and in 10s to 100, forwards and backwards. Solve problems using counting strategies (e.g. arrays)	Recognise place value of each digit in a two-digit number and demonstrate an understanding of e.g. work out difference between 77 and 37.	Use place value to compare and order numbers up to 100 sometimes using less than (<), equals (=) and greater than (>) signs correctly.	
Identify and represent numbers using different representations including the number line.	Reason about place value and number facts and use them to solve problems. <ul style="list-style-type: none"> • Doubles and halves • Number bonds 	Recall and use addition and subtraction facts to 20 fluently, including using inverse and solving missing number calculations. Derive and use related facts to 100.	Pupils use estimation to check that their answer is reasonable (e.g. $48 + 35$ will be less than 100).	
Add and subtract numbers <u>mentally</u> , including: <ul style="list-style-type: none"> • a 2-digit number and ones • a 2-digit number and 10s • 2 simple, 2-digit numbers, which do not involve bridging a 10 • adding 3 single-digit numbers. 	Add and subtract numbers using <u>objects, pictorial representations</u> including: <ul style="list-style-type: none"> • a 2-digit number and 10s • adding 2, 2-digit numbers • simple cases of subtracting 2, 2-digit numbers • adding 3 single-digit numbers. 	Show that addition of two numbers can be done in any order. Show that subtraction can't be done in any order.	Solve simple problems with addition and subtraction, <ul style="list-style-type: none"> • Using concrete objects and pictorial representations • applying increasing knowledge of mental and written methods. 	
Recall and use multiplication and division facts for the 2, 5, 10 multiplication table using the appropriate signs (\times , \div and $=$). Include recognise and use odd and even numbers.	Show that multiplication of 2 numbers can be done in any order (commutative) and division of one number by another cannot.	Begin to solve simple problems involving multiplication and division. <ul style="list-style-type: none"> • Use materials • Arrays • Repeated addition • Mental methods • Multiplication and division facts 	Identify $1/3$, $1/4$, $1/2$, $2/3$ and $3/4$ and explain that all parts must be equal parts of the whole.	
Recognise, find and write $1/3$, $1/4$, $2/4$, $3/4$ of a length, shape, set of objects or quantity. Use fractions within problems.	Write simple fractions e.g. half of six and recognise equivalence of $2/4$ and $1/2$ in practical contexts.	Choose and use the appropriate standard units to estimate and measure to the nearest appropriate unit <ul style="list-style-type: none"> • length/height • mass • capacity • temperature 	Compare and order using $<$ $>$ $=$ symbols <ul style="list-style-type: none"> • length • mass • capacity 	
Find combinations of coins that equal the same amount of money.	Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change.	Compare and sequence intervals of time. Read the time to the nearest fifteen minutes.	Identify and describe the properties of 2d shapes including number of sides and line symmetry in a vertical line and on the surface of a 3d shape.	
Identify and describe the properties of 3d shapes including number of edges, vertices and faces.	Compare and sort common 2d and 3d shapes and everyday objects.	Use mathematical vocabulary to describe position, direction and movement.	Interpret, construct pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing data.	
Start of Autumn	Data Capture 1	Data Capture 2	Data Capture 3	End of Summer