



# Year 2

This document should be used by the class teacher. The names of children not yet confident should be written against each criterion and updated during the school year after further specific teaching and intervention.

Strand	'Ready to Progress' criteria
<b>Number and Place Value (NPV)</b>	<p>Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning.</p> <p>Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.</p>
<b>Number Facts (NF)</b>	<p>Secure fluency in addition and subtraction facts within 10, through continued practice.</p>
<b>Addition and Subtraction (AS)</b>	<p>Add and subtract across 10, for example: <math>8 + 5 = 13</math>, <math>13 - 5 = 8</math></p> <p>Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".</p> <p>Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p> <p>Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>
<b>Multiplication and Division (MD)</b>	<p>Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables</p> <p>Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>
<b>Geometry (G)</b>	<p>Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p>