

Year 2 Ready to progress

2NPV-1 Recognise the place value of each digit in two-digit numbers and compose and decompose two-digit numbers using standard and non-standard partitioning.	2T – Tell the time to the hour, half hour, quarter to and quarter past
2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	2T – Know there are 60 minutes in an hour.
2AS-1 Add and subtract across 10.	Greater Depth
2AS-2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”.	The pupil can read scales where not all numbers on the scale are given and estimate points in between.
2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice (<i>there is no written assessment for this criterion</i>).	The pupil can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.
2AS-3 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.	The pupil can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \dots$; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’).
2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	The pupil can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \dots$; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’).
2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).	The pupil can solve unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’).
2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	The pupil can describe similarities and differences of 2-D and 3-D 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)
2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	