Achievement Statements
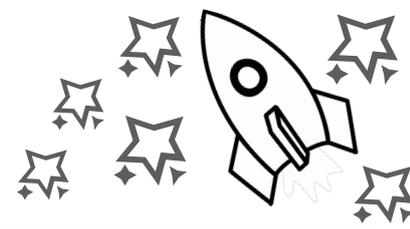## Year 2 Mathematics

Foundational Achievement Statements	Power Statement
I can say the value of each digit in a 2-digit number (tens, ones)	☆
I can read, write and order numbers from 0 up to 100	☆
I can place < > and = correctly to describe the relationship between numbers	
I can add and subtract three 1-digit numbers mentally	☆
I can add and subtract two 2-digit numbers in my head	☆
I can count on in 2's, 3's, 5's and 10's from any 2-digit number	☆
I can recall multiplication and division facts for the 2, 5 and 10 multiplication tables	☆
I can calculate the answer to multiplication and division calculations within the multiplication tables that I know and writhe them using the multiplication (x), division (÷) and equals (=) signs	☆
I can double any number up to and including 50 and work out half of any even number up to 100	☆
I can find and name 1/3, 1/4, 2/4 and 3/4 of a length, shape and sets of objects or quantity	
I can read scales on measuring equipment like rulers, weighing scales, thermometers and measuring cylinders to the nearest numbered unit using standard units	☆
I can compare and order measurements and record the results using >, < and =	☆
I can tell and write the time at quarter past/to the hour and draw hands on a clock face to show these times	☆
I can tell and write the time to 5 minute intervals past/to the hour and draw hands on a clock face to show these times	
I can say the number of minutes in an hour and the number of hours in a day	
I can compare and sequence intervals of time	
I can name and use the symbols £ and p correctly	☆
I can combine amounts of money to make a given value	☆
I can add and subtract money of the same unit to work out what change to give e.g 18p item paid with a 20p coin	☆
I can say how many sides 2-D shapes have	☆
I can compare and sort common 2-D and 3-D shapes and everyday objects	
I can say which 2-D shapes make up the faces of a common 3-D shapes	
I can say how many edges, vertices and faces common 3-D shapes have	
I can work out how many lines of symmetry some common 2-D shapes have	
I can describe how an object is turning using the words like: right angle, clock-wise, anti-clockwise, quarter turn, half turn and three quarter turn	

Conceptual Achievement Statements	Power Statement
I can solve word problems using place value and number facts with two digit numbers with some accuracy	☆
I can choose if it's best to work out an answer using a mental method or a written method	
I can estimate an answer to an addition, subtraction, multiplication or division up to 100	
I can solve simple one step addition and subtraction problems where a number is missing within 20	☆
I can show that I can add two numbers in any order and get the same answer	☆
I can check the answer to a subtraction by adding the answer to the amount that is being subtracted	☆
I can use objects to calculate half of an odd number of objects, giving the answer as a remainder and fraction	
I can check my answer for a division by multiplying the answer by the divider i.e because multiplication and division calculations are the inverse of each other	☆
I can check my answer for a multiplication by dividing the answer by one of the multipliers i.e. because multiplication and division calculations are the inverse of each other	☆
I can prove that I can multiply two numbers in any order and get the same answer	☆
I can prove that changing the order of numbers in a division calculation makes the answer change	☆
I can solve one-step word problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication facts	☆
I can write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of two quarters to one half	☆
I can compare intervals of time and sequence them in the right order (seconds, minutes, hours, days, weeks, months, years)	
I can find information of pictograms, tally charts, block diagrams and simple tables	☆
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	
I can show information in pictograms, tally charts, block diagrams and simple tables	
I can rewrite addition statements as simplified multiplication statements e.g. 10+10+10+5+5+5+5+5 as 3x10 + 4x5 as 5x10	

The Progression of Evidence

This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.