The new "End of Year" curriculum objectives are highlighted in yellow. Up to three 'stepping stones' have been provided for each Year Group objective. These are suggested skills that children should have learnt before moving on to the new end of year objective. In many cases these have been taken from APP documents or the previous Year Group's program of study from the 2014 curriculum. These 'stepping stones' are for advice only and are by no means definitive or the only route into an objective.

Year 2		Step 1	Step 2	Step 3	End of Year Expectations ALSO REFER TO EXPECTATIONS FROM NCETM WHEN MAKING JUDGEMENTS.
Using and Applying	Problem solving	**I can use place value and number facts to solve problems.** **I can solve problems with addition and subtraction:** • **using concrete objects and pictorial representations, including those involving numbers, quantities and measures** • **applying my increasing knowledge of mental and written methods** **I can solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** **Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.**			
Number	Number system	I can count in steps of 2, 5 and 10 forwards. I can recognise the value of 1digit number as a unit value I can partition numbers into tens and ones using practical apparatus I can order numbers from 0 to 100 I can read and write numbers to 50 in words	I can count in steps of 2, 5 and 10 forwards and backwards. I can recognise the value of the tens digit in multiples of 10. I can partition numbers into tens and ones using a number sentence. I can compare numbers from 0 to 100 using mathematical language e.g. greater than, more than, less than. I can read and write numbers to at least 100.	I can count in steps of 3 forwards, and in tens from any number forwards. I am beginning to understand place value of 2-digit numbers. I can partition numbers in different ways (e.g. 23 = 20 + 3; 23 = 10 + 13) I am beginning to use <, > and = signs when comparing and ordering numbers. I am beginning to read and write numbers to at least 100 in words.	**I can count in steps of 2, 3 and 5 from 0, and in tens from any number forward and backward.** **I can recognise the place value of each digit in a 2-digit number (tens and ones).** **I can identify, represent and estimate number using different representations including a number line.** **I can compare and order numbers from 0 up to 100; use <, > and = signs.** **I can read and write numbers to at least 100 in numerals and in words.**

	Fractions and decimals	I can recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a shape I am beginning to write simple fractions e.g. ½ of 6 = 3	I can recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length. I can write simple fractions e.g. ½ of 6 = 3	I am beginning to recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a set of objects or quantity. I am beginning to recognise the equivalence of 2/4 and ½.	**I can recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity.** **I can write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.**
Calculating	**Addition and Subtraction**	I can recall and use addition and subtraction facts to 20 fluently. I can add and subtract numbers using concrete objects, including: • A 2-digit number and ones • A 2-digit number and tens • Two 2-digit numbers • Adding three 1-digit numbers I know that addition / subtraction are inverse operations.	I can recall and use addition and subtraction facts to 50 fluently. I can add and subtract numbers using pictorial representations, including: • A 2-digit number and ones • A 2-digit number and tens • Two 2-digit numbers • Adding three 1-digit numbers I can make all related number statements (e.g. 6+8=14, 8+6=14, 14-8 =6, 14-6=8)	I am beginning to derive and use related facts up to 100 e.g. 3 + 7 = 10, 30 + 70 = 100. I am beginning to add and subtract numbers mentally, including: • A 2-digit number and ones • A 2-digit number and tens • Two 2-digit numbers • Adding three 1-digit numbers I am beginning to show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. I can work out the value of a missing number, e.g. 30 - ? = 24	**I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.** **I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:** • **A 2-digit number and** • **ones** • **A 2-digit number and** • **tens** • **Two 2-digit numbers** • **Adding three 1-digit numbers** **I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.** **I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.**

	Multiplication and Division	I can count in 2's, 5's and 10's. I can record pictorially using arrays. I am beginning to recognise that multiplication of two numbers can be done in any order and division of one number by another cannot.	I can recall and use multiplication and division facts for the 10 times tables I can record my work in a written form using: • Repeated addition to solve multiplication problems. • Repeated subtraction to solve division problems. I recognise that multiplication of two numbers can be done in any order and division of one number by another cannot.	I can recall and use multiplication and division facts for the 2 and 5 times tables, including recognising odd and even numbers. I can record my work in a written form using mathematical symbols (+, ÷, =).	**I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.** **I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.** **I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.**

Year 2		Step 1	Step 2	Step 3	End of Year Expectations
Geometry	**Properties**	I am beginning to describe the properties of 2-D shapes. I am beginning to describe the properties of 3-D shapes. I can tell you what makes 2- D/3-D shapes special and sort them in to groups.	I can describe the properties of 2-D shapes including the number of sides, corners. I can describe the properties of 3-D shapes using language such as face, edge, vertices. I am beginning to recognise 2-D shapes on the surface of 3-D shapes. I can compare 2-D and 3-D shapes and am beginning to sort 2-D and 3-D shapes in everyday objects.	I am beginning to recognise symmetry in 2-D shapes. I am beginning to recognise the number of edges, vertices and faces in 3-D shapes. I can sort shapes in 2 or more different ways using different criteria each time e.g, they might choose 'dimensions' or 'right angled'	**I can identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.** **I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.** **I can identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.** **I can compare and sort common 2-D and 3-D shapes and everyday objects.**
	Position and direction	I can use mathematical vocabulary to describe position e.g. first, second, third.	I can use mathematical vocabulary to describe direction and movement including distinguishing between rotation as a turn e.g left and right.	I can order and arrange combinations of mathematical objects. I can use mathematical vocabulary in terms of right angles for quarter, half and three-quarter turns (clockwise, anti clockwise).	**I can order and arrange combinations of mathematical objects in patterns.** **I can use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.**

Measurement	Using standard units I can estimate length/ height in any direction (m/cm); mass (kg/g); temperature (^{o}C); capacity (litres/ml). I can compare lengths, mass, volume/capacity.	I am beginning to measure length/ height in any direction (m/cm); mass kg/g); temperature (^{o}C); capacity (litres/ml). I can order lengths, mass, volume/capacity.	I can measure to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. I am beginning to record my results using <,> and =.	**I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g);temperature (^{o}C);capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.** **I can compare and order lengths, mass, volume/capacity and record the results using <, > and =.**
Money	I am beginning to recognise and use the symbols for pounds(£) and pence (p). I am beginning to add/ subtract using money. I am beginning to solve addition/subtraction problems involving money.	I can recognise and use the symbols for pounds (£) and pence (p) I can add/ subtract using money. I can solve simple addition/subtraction problems involving money.	I am beginning to combine amounts to make a particular value. I am beginning to find combinations of coins that equal the same amounts of money. I am beginning to solve problems involving giving change.	**I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.** **I can find different combinations of coins that equal the same amounts of money.** **I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.**

Time	I can compare different times. I am beginning to know quarter past/to the hour. I am beginning to recognise minutes.	I am beginning to work out time durations for half/ quarter hours. I can draw the hands on a clock to show quarter hours. I know the amount of minutes in an hour.	I can work out time durations that do not go over the hour. I can tell the time in 5 minute intervals and begin to write the hands on a clock to show these times. I am beginning to know the amount of hours in a day.	**I can compare and sequence intervals of time.** **I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.** **I know the number of minutes in an hour and the number of hours in a day.**
Statistics	I can discuss how I collected the data. I can discuss the data I have collected.	I can collect data and record it in a simple list or tally chart. I can answer questions about the data I have collected e.g. How many of our names have 5 letters? I am beginning to compare the data.	I can collect data and record it in a simple pictogram or block diagram. I can draw simple conclusions about the data that I have collected. I can make comparisons about the data I have collected e.g. say how many more….than…. and recognise the category that has the most/least.	**I can interpret and construct simple 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 ask and answer questions about totalling and comparing categorical data.**

Judgements (based on the end of year expectation statements): Some highlighting (approx 10 – 50%) = Developing   Good level of highlighting (50-80%) = Securing

Vast majority of highlighting (80%+10%) = Exceeding