Year 2 Teacher Assessment Frameworks
-Mathematics-

Pre-Key Stage Standard 1 (PKF1)

The pupil can:

- demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item)
- distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects
- demonstrate an understanding of the concept of 1:1 correspondence

Pre-Key Stage Standard 2 (PKF2)

The pupil can:

- identify the big or small object from a selection of two
- say the number names to 5 in the correct order.
- demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked
- copy and continue simple patterns using real life materials (e.g. apple, orange, apple, orange)
- sort objects according to a stated characteristic (e.g. group all the small balls together)

Pre-Key Stage Standard 3 (PKF3)

The pupil can:

- identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10
- demonstrate an understanding that the last number counted represents the total number of the count
- copy and continue more advanced patterns using real life materials (e.g apple, apple orange, apple, apple orange)
- use real life materials to add and subtract 1 from a group of objects and indicate how many are now present

Pre-Key Stage Standard 4 (PKF4)

The pupil can:

- count to 20 demonstrating that the next number in the count is one more and the previous number is one less
- solve number problems involving the addition and subtraction of single digit numbers up to 10
- demonstrate an understanding that the total number of objects changes when objects are added or taken away
- demonstrate an understanding that the number of objects remains the same when they are arranged, providing that nothing has been added or taken away
- demonstrate an understanding of the mathematical symbols of add, subtract and equal to
- read and write numbers in numerals from 0-9
- demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5
- demonstrate an understanding of the commutative law
- demonstrate an understanding of inverse relationships involving addition and subtraction

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)
- recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

• read scales in divisions of ones, twos, fives and tens
• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships
(e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
• identify ¼, 1/3, ½, 2/4, ¾, of a number or shape, and know that all parts must be equal parts of the whole
• use different coins to make the same amount
• read the time on a clock to the nearest 15 minutes
• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth within the expected standard

The pupil can:

read scales where not all numbers on the scale are given and estimate points in between
• recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
• use reasoning about numbers and relationships to solve more complex problems and explain their thinking
(e.g. 29 + 17 = 15 + 4 + □; 'together Jack and Sam have £14. Jack has £2 more than Sam.
How much money does Sam have?' etc.)
• 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?')
• read the time on a clock to the nearest 5 minutes
• 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).