## Year 2 Maths I CANS

|  | Numbers within $\mathbf{1 0 0}$ |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can read, write, represent, partition, compare and order numbers to 100 |  |  |
| 2 | I can explore patterns including, odds and evens, tens and ones |  |  |


|  | Addition and subtraction of 2-digit numbers |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can apply number bonds to add and subtract |  |  |
| 2 | I can represent and explain addition and subtraction of two 2-digit numbers. |  |  |
| 3 | I can add three 1-digit numbers |  |  |


|  | Addition and subtraction word problems |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 1 | I can begin to understand bar models as a representation |  |  |  |
| 2 | I can create, label and sketch bar models |  |  |  |


|  | Measures: Length |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can draw and measure lengths in centimetres |  |  |
| 2 | I can use < > and = to compare and order lengths in metres and centimetres |  |  |


|  | Graphs |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can represent and interpret: pictograms, block diagrams, tables and tally charts |  |  |


|  | Multiplication and Division: 2x, 5x, 10x |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can calculate the times tables of 2,5, and 10 by skip counting |  |  |
| 2 | I can relate the 2 times table to doubling |  |  |
| 3 | I can explore representations of multiplication and division |  |  |
| 4 | I can understand commutativity |  |  |


|  | Time |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can tell the time on an analogue clock: quarter past, quarter to and five minute intervals |  |  |
| 2 | I can calculate durations of time in minutes and seconds |  |  |
| 3 | I can sequence daily events |  |  |
| 4 | I can tell you how many minutes in an hour and hours in a day |  |  |


|  | Fractions |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can understand part-whole relationships |  |  |
| 2 | I can understand fractions as part of a whole or a whole set |  |  |
| 3 | I can relate fractions to division |  |  |
| 4 | I can find equivalent fractions |  |  |

## Addition and subtraction of 2-digit numbers

1
I can illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies


|  | Money |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can recognise coins and notes |  |  |
| 2 | I can use $£$ and $p$ accurately |  |  |
| 3 | I can add and subtract amounts |  |  |
| 4 | I can calculate change |  |  |


|  | Face, shapes and patterns; lines and turns |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can explore, sort and describe 2-D shapes |  |  |
| 2 | I can find lines of symmetry in 2-D shapes |  |  |
| 3 | I can identify 2-D shapes on 3-D shapes |  |  |
| 4 | I can compare and sort 2-D and 3-D shapes |  |  |
| 5 | I can use language to describe position, direction and rotation to follow a route |  |  |


|  | Numbers within $\mathbf{1 0 0 0}$ |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 1 | I can represent in different ways |  |  |  |
| 2 | I can compare using symbols |  |  |  |
| 3 | I can read scales |  |  |  |


|  | Measures: Capacity and volume |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can read and measure temperature |  |  |
| 2 | I can estimate, measure and understand litres and millilitres |  |  |
| 3 | I can compare and order capacities |  |  |


|  | Measures: Mass |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 1 | I can weigh and compare masses in kilograms and grams |  |  |  |


|  | Exploring calculation strategies |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can apply addition and subtraction strategies to solve equations |  |  |
| 2 | I can illustrate and explain addition and subtraction using column method |  |  |


|  | Multiplication and Division: $\mathbf{3 x} \mathbf{4 x}$ |  |  |
| :--- | :--- | :--- | :--- |
| 1 | I can use multiplication and division facts for 3 and 4 |  |  |
| 2 | I can relate 4 times table to doubling the 2 times tables |  |  |
| 3 | I can describe, interpret and represent using arrays and bar models |  |  |
| 4 | I can recognise inverse relationship |  |  |

