

Numeracy Framework

Year 2

Identify processes and connections

- ✎ transfer mathematical skills to play and classroom activities
- ✎ identify steps to complete the task or reach a solution
- ✎ select appropriate mathematics and techniques to use
- ✎ select and use relevant number facts and mental strategies
- ✎ select appropriate equipment and resources
- ✎ use knowledge and practical experience to inform estimations

Review

- ✎ use simple checking strategies to decide if answers are reasonable
- ✎ interpret answers within the context of the problem and consider whether answers are sensible
- ✎ interpret information presented in simple charts and diagrams and draw appropriate conclusions

Represent and communicate

- ✎ use everyday and mathematical language to talk about their own ideas and choices
- ✎ present their work orally, pictorially and in written form and use a variety of ways to represent collected data
- ✎ devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences



I am able to (use number skills to)...

- ✎ count sets of objects by grouping in 2s, 5s or 10s
- ✎ read and write numbers to 100
- ✎ compare and order 2-digit numbers
- ✎ use mental recall of number facts to 10 to derive other facts, i.e. doubling and halving (e.g. $40 + 40$), bonds of 10 (e.g. $60 + 40$)
- ✎ recall 2, 5 and 10 times tables and use to work out simple problems
- ✎ find halves and quarters in practical situations
- ✎ find small differences within 20 by using 'counting on' strategies
- ✎ use mental recall of number facts to 10 and place value to add or subtract larger numbers (e.g. $24 + 4$, $30 + 5$, $34 + 10$)
- ✎ using checking strategies:
 - repeat addition in a different order, use halving and doubling within 20
- ✎ use different combinations of money to pay for items up to £1
- ✎ find totals and give change from multiples of 10p



I am able to (use measuring skills to)...

- ✎ use standard units to measure:
 - length, height and distance: using metres, half metres or centimetres
 - weight (mass): using kilograms or 10 gram weights
 - capacity: comparing containers by finding out how much they hold; introduce the litre
- ✎ interpret 'half past', 'quarter past' and 'quarter to' on an analogue clock
- ✎ read hours and minutes on a 12-hour digital clock
- ✎ demonstrate a developing sense of how long tasks and everyday events take
- ✎ compare daily temperatures using a simple thermometer ($^{\circ}\text{C}$)



I am able to (use data skills to)...

- ✎ gather and record data from: simple lists and tables, diagrams, block graphs, pictograms where the symbol represents one unit
- ✎ extract and interpret information from lists, tables, diagrams and graphs.

