

MPPS Y2 Maths Progression Statements - *Statements in **bold** are on the Y2 TAF.

Working towards the expected standard in Y2	Working at the expected standard in Y2	Working at greater depth in Y2
Number and Place Value		
Count in 10's, forwards and backwards, starting with any 1- digit number	Count in 10s, forwards and backwards, starting with any 1 or 2-digit number	Count in 10's, forwards and backwards, starting with any 1, 2 or 3- digit number
Identify 10 more or less than any 2-digit number with support.	Identify 10 more or less than any 2-digit number	Identify 10 more or less than any 2 or 3-digit number.
Count forwards in steps of 2s and 5s, starting with 0 and use counting strategies to solve problems	Count in 2s, 3s and 5s from 0, forwards and backwards.	Count forwards and backwards, in steps of 2, 3 and 5, starting with any given number
Compare and order numbers from 0-50, including using the appropriate symbols of <> and =	Compare and order numbers from 0-100, including using the appropriate symbols of <>and =	Compare and order numbers from 0-100, including using the appropriate symbols of <>and = alongside other operation symbols (e.g. $1+35<53$).
Recognise the place value of each digit in any 2-digit number using the terms tens and ones, with apparatus to support	Recognise the place value of each digit in any 2-digit number, using the terms tens and ones	Recognise place value of 2-digit numbers within a problem-solving context (e.g. Find a 2-digit number where the tens digit is 7 more than the ones digit).
*Partition 2-digit numbers into tens and ones	*Partition 2-digit numbers into different combinations of tens and ones and explain their thinking, with apparatus to support if required	Partition 2 and 3-digit numbers into different combinations of tens and ones
*Identify, read, and write numbers up to 100 in numerals. (Can write the numbers 14 and 41 correctly)	*Identify, read, and write numbers up to 100 in numerals and words.	*Identify, represent, and estimate numbers up to 100. Identifying which is the best method within a context. To include number lines
Recognise odd and even numbers with support	Recognise odd and even numbers	Recognise odd and even numbers within a context
Use place value and number facts to solve simple problems.	Use place value and number facts to solve problems	Use place value and number facts to solve two-step problems
Addition and Subtraction		
Add and subtract numbers where no regrouping is required (Eg: $23 + 5$; $46 + 20$) using objects, pictorial representations and mentally, to include: <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • 3 one-digit numbers 	Add and subtract numbers when regrouping is required (Eg: $23 + 5$; $46 + 20$) using objects, pictorial representations and mentally, to include: <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • o3 one-digit numbers 	Can reason about addition e.g. the sum of three odd numbers will always be odd
*Use number bonds and recall at least 4 addition and subtraction facts up to 10 (Eg: $10 = 9 + ?$; $10 = 6 + ?$) and reason about associated facts.	*Recall all number bonds to and within 10 and use these to calculate with and reason about bonds to and within 20. *Use and recall addition and subtraction facts up to 20, and derive related facts up to 100 (e.g. if $2+7=9$ then $20+70=90$)	*Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
		Can solve problems involving addition and subtraction facts up to 100 (e.g: The sum is 87 and the difference is 17, what is the number)
<i>Record addition and subtraction in columns using partitioning, with appropriate resources</i>	*Add 2 two-digit numbers using objects, pictorial representations and mentally, within 100. (eg: $48+35$) *Subtract mentally a two-digit number from another two-digit number where no regrouping is required. (eg:	Record addition and subtraction, in a variety of ways, including columns for partitioning, selecting the most efficient strategy.

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	Mentally add and subtract 1&2-digit numbers to 20, including 0	Add and subtract using 2 two-digit numbers mentally, where regrouping is required. (Eg: 52-27, 91-73)
Show that addition of 2 numbers can happen in any order, but that subtraction cannot. Using appropriate resources to support.	Show that addition of 2 numbers can happen in any order, but that subtraction cannot.	
	Solve one-step problems that involve addition and subtraction, using objects and pictorial representations, and missing number problems (e.g. $7 = ? - 9$)	*Solve unfamiliar word problems which involve more than one step.
Begin to find missing numbers in addition number sentences.	Use the inverse operation to find missing values and check calculations (e.g: $? - 14 = 28$)	
Use estimation to check that their answers to a calculation are reasonable, with support	Use estimation to check that their answers to a calculation are reasonable	
Multiplication and Division		
*Count in and begin to recall multiplications up to the 2, 5 and 10x table	*Recall multiplication and division facts for the 2, 5 and 10x tables and use to solve problems.	*Recall multiplication and division facts for the 2, 5 and 10x tables, in order to aid them to solve problems
Recall doubles and halves up to 20	Recall doubles and halves beyond 20, using partitioning when required	Recall doubles and halves to 50, using partitioning when required
Determine remainders using known facts using objects and manipulatives. With support when required	Determine remainders using known facts using objects, pictorial representations and manipulatives	Determine remainders using known facts
Solve problems, within a context, using multiplication and division, with support, using: <ul style="list-style-type: none"> • Appropriate resources • Arrays • Repeated addition • Times tables facts 	*Solve problems, within a context, using multiplication and division using: <ul style="list-style-type: none"> • Appropriate resources • Arrays • Repeated addition • Times tables facts 	*Solve two-step problems, within a context, using multiplication and division, with support, using: <ul style="list-style-type: none"> • Appropriate resources • Arrays • Repeated addition (represented as multiplication) • Times tables facts
	Show that multiplication of two numbers can be done in any order (commutative) and division of 1 number by another cannot.	
		*Use multiplication facts to make deductions outside known multiplication facts.
Fractions and Decimals		
Recognise, find and name, with support, fractions involving $\frac{1}{2}$, and $\frac{1}{4}$, of a length, shape, object or quantity	*Recognise, find, name and write fractions involving $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{3}$ and $\frac{1}{4}$, of a length, shape, object or quantity	Recognise, name and apply fraction knowledge involving $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{1}{4}$ and other non-unit fractions of a length, shape, object or quantity
Recognise equivalent fractions for a $\frac{1}{2}$, with prompting	Recognise equivalent fractions for a $\frac{1}{2}$	Recognise equivalent fractions for a $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$.
Measurement		
Recall the number of minutes in an hour, hours in day and days in a week with prompting.	Recall the number of minutes in an hour and hours in a day	Recall the number of minutes in an hour and hours in day, applying this to interval-based problems
Compare and sequence intervals of time, with prompting	Compare and sequence intervals of time	Compare and sequence intervals of time, using multiples of 5 minutes

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Tell and record (on a clock) o clock and half past.	*Tell and record (on a clock) the time to the nearest fifteen minutes	Tell and record (on a clock) the time to five minutes.
*Know the value of different coins	*Use different coins to make the same amount.	
Solve simple problems in a practical context, including addition, with the same unit of money	Solve simple problems in a practical context, including addition and subtraction, including giving change within the same unit of money	Solve complex problems in a practical context, including addition and subtraction, including giving change within the different unit of money
Compare measurements, including being able to record using $<>$ and = with prompting	Compare and order a series of measurements, including being able to record using $<>$ and =	Compare, order and create a series of measurements, to fulfil a given criterion, including being able to record using $<>$ and =.
Read scales in divisions of 1s when all numbers are given.	*Read scales in divisions of ones, twos, fives and tens including practical situations, where all numbers on the scale are given	*Read scales where not all numbers on the scale are given and estimate points in between.
Measure and record the following using the appropriate standard measures and equipment: <ul style="list-style-type: none"> Length/height (cm) Mass (g) Capacity (litres) 	Measure and record the following using the appropriate standard measures and equipment: <ul style="list-style-type: none"> Length/height (cm/m) Mass (kg/g) Temperature ($^{\circ}$C) Capacity (l/ml) 	Measure and record the following using the appropriate standard measures and equipment, beyond 100: <ul style="list-style-type: none"> Length/height (cm/m) Mass (kg/g) Temperature ($^{\circ}$C) Capacity (l/ml)
Properties of Shape		
*Identify and name some 2-D shapes. (Triangle, rectangle, square and circle)	*Identify and describe the properties of 2-D shapes, including the number of sides, corners and vertical lines of symmetry	*Identify and describe the properties of a wide range of 2-D shapes, including the number of sides and vertical lines of symmetry. Describing similarities and differences between 2D shapes
*Identify and name some 3-D shapes. (Cuboid, cube, pyramid and sphere)	*Identify and describe the properties of 3-D shapes, including the faces, edges and vertices.	*Identify and describe the properties of a wide range of 3-D shapes, including the faces, edges and vertices. Describing similarities and differences between 3D shapes
	*Identify 2D shapes on the faces of 3D shapes	
*Compare and sort common 2-D and 3-D shapes	*Compare and sort common 2-D and 3-D shapes, including where they can be seen in everyday objects	Compare and sort common 2-D and 3-D shapes, including where they can be seen in a variety of everyday objects
Position, Direction and Movement		
Order and arrange a selection of shapes into a pattern or sequence, with support	Order and arrange a selection of shapes into a pattern or sequence	Solve problems involving ordering and arrange a selection of shapes into a pattern or sequence
Use mathematical vocabulary to describe position and movement (forwards/backwards, left/right)	Use mathematical vocabulary to describe position and movement (forwards/backwards, left/right, quarter, half, three quarter turns, clockwise, anti-clockwise)	Use mathematical vocabulary to solve problems involving position and movement (forwards/backwards, left/right, quarter, half, three quarter turns, clockwise, anti-clockwise)
Statistics		
Interpret and construct simple pictograms and tally charts	Interpret and construct simple pictograms, tally charts, block diagrams and tables	Interpret, construct and deduce from simple pictograms, tally charts, block diagrams and tables
Answer questions about totalling and comparing data	Ask and answer questions about totalling and comparing data by counting the number of objects in each category and sorting the categories by quantity.	Ask and answer more complex questions about totalling and comparing data

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