



Addition			
Year 2			
1. * I can add 2 digit numbers under 100.			
2. I can partition a number to add using number bonds to 20 e.g. $8 + 7$ is $8 + 2 + 5$			
3. I can recall and use addition facts to 20 and derive and use related fact to 100			
4. I can add 3 one digit numbers			
5. I can add 10 or 100 to any number and can add in multiples of 10			

6. * I can partition 2 numbers into tens and ones and add without crossing into the next 10.			
Division			
Year 2			
1. I can divide using concrete objects, pictorial representations (using arrays or Singapore method) and repeated subtraction			
2. * I can recall division facts for the 2, 5 and 10 times tables.			
3. I know that division of one number by another can not be done in any order (non-commutative or non-reversible).			
Fractions			

Year 2			
1. * I can recognise, find, name and write fractions $1/3$ $1/4$ $1/2$ and $2/4$ of a length, shape, set of objects or quantity.			
2. I can recognise simple equivalent fractions of $1/2$ e.g. $2/4$, $4/8$, $3/6$.			
3. I can count in halves and quarters up to 10 recognising that fractions are numbers between whole numbers, using an unstructured number line and chanting as a class.			
Measures			
Year 2			
1. I can measure using appropriate equipment e.g ruler, weighing scales, measuring jug			

2. * I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.			
3. I can recognise and use symbols for £ and p			
4. * I can find different combinations of coins that equal the same amount. (E.g. how many 2 pence coins to make 20p? How many 5 pence coins make 50p? How many £2 coins equal a £20 note?)			
5. I can compare and order measures using the signs $<$ $>$ and $=$			



Multiplication			
Year 2			
1. I can multiply using objects, pictorial representations (using arrays) and repeated addition.			
2. * I know that multiplication can be done in any order (commutative/reversible like addition).			
3. I can write calculations using the multiplication (x) and equal (=) signs			
Place Value			
Year 2			
1. * I can understand the value of each digit in a 2-digit number by partitioning two-digit numbers into different combinations of tens and ones. This may include using apparatus. (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).			

2. *I know the difference between tens and ones (e.g. I can say the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones).			
3. *I can compare and order numbers from 0 up to 100 using > < and = signs			
Position and direction			
Year 2			
1. I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns and clockwise and anti-clockwise			
2. I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line			

3. I can order and arrange combinations of mathematical objects in patterns and sequences			
Shape			
Year 2			
1. * I can describe properties of 2-D and 3-D shapes			
2. I can identify 2D shapes on the surface of 3D shapes e.g. a circle on a cylinder			
3. I can identify, describe and sort 3D shapes by talking about the number of faces, edges and vertices			
Statistics			

Year 2			
1. I can interpret and construct simple pictograms and block diagrams			
2. I can interpret and construct simple tally charts, tables and bar charts.			
Subtraction			
Year 2			
1. *I can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 ? 33).			
2. I can subtract using partitioning on a number line for numbers up to 100			



LEARNING LADDERS

3. * I can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. ? + 14 = 28)			
4. * I can use estimation to check that my answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).			
Time			
Year 2			
1. * I can read the time on the clock to the nearest 15 minutes.			
2. I can compare and sequence intervals of time			

3. I can read and write the time on an analogue clock for quarter past and quarter to			
4. I can tell and write the time to 5 minutes and draw the hands on a clock face to show these times			
Times Tables			
Year 2			
1. I can count in 3's from zero. 0 3 6 9 12 etc.			
2. * I can remember and use multiplication and division facts for 2, 5 and 10 times tables			



Ansa Analyser			
Year 2			
1. I can distinguish between fiction and non-fiction texts.			
2. I can talk about the features of certain non-fiction texts (non-chronological report, recount, instruction and letter).			
3. I can recognise a range of patterns in texts, including stories, poems and non-fiction e.g. conventions of familiar story openings and endings, rhyme and alliteration			
Decoding			
Year 2			
1. * In age appropriate books, I can read most words accurately without overt sounding and blending, and sufficiently fluently to show understanding rather than on decoding individual words.			

2. * I can sound out most unfamiliar words accurately, without undue hesitation.			
3. I can read all of the Year 1 and 2 high frequency words.			
4. * I can read most common exception words.			
5. * I can read accurately most words containing common suffixes, e.g. unimportant.			
6. * I can read accurately most words of two or more syllables.			
Dood the detective			

Year 2			
1. I can begin to make a plausible prediction about what might happen on the basis of what has been read so far			
2. *I can provide simple explanations about events or information, e.g. why a character acted in a particular way, their thoughts, feelings and actions.			
3. *I can make simple inferences about a familiar text e.g on the basis of what is being said and done.			
4. *I can explain the meaning of interesting WOW words in context, e.g. despair, marvel, including words with common prefixes and suffixes, e.g. undecided, forgetful.			

Epi Explorer			
Year 2			
1. I can recognise key literary features in a familiar text i.e. alliteration, similes, onomatopoeia.			
2. *I can identify how vocabulary choice affects meaning - 'the word crept lets you know that he is trying to be quiet'			
3. I can make links between the book I am reading with other books that I have read.			
Rex Retriever			
Year 2			
1. *I can locate some specific information, e.g. key events, names or key information in a non-fiction text.			



LEARNING LADDERS

2. *I can summarise a story, giving the main points clearly and in sequence.

--	--	--	--

3. *Having read a text, I can find the answers to questions, both written and oral.

--	--	--	--

4. I can demonstrate how to use information text, e.g. using layout, index, contents page and glossary.

--	--	--	--

5. * In a book that I can read fluently, I can explain what has happened so far .

--	--	--	--



Grammar Giants Targets			
Year 2			
1. * I can use full stops and capital letters correctly with some use of exclamation marks and question marks.			
2. I can begin to use the possessive apostrophe for a singular person. e.g. The girl's book.			
3. I can use apostrophes for contractions in my writing.			
4. * I can use the present and past tenses consistently. e.g. Today I play. Yesterday I played.			
Handwriting Hero Targets			

Year 2			
1. *I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.			
2. * I am beginning to join my letters and understand which letters need to be joined in my writing			
3. * I can write with the correct space between words.			
Organised Targets			
Year 2			
1. I can write about real events, recording these simply and clearly (recount of a trip)			

2. I can use an appropriate opening and ending. e.g Once upon a time...			
3. I can use time words the signal time e.g. then, next, after, before.			
4. *I can use subordination (e.g. when, if, that, because) and coordination (e.g or, and, but).			
5. I can write simple, coherent narratives (fictional)			
Purposeful Targets			
Year 2			
1. *I can write about real events, recording these simply and clearly			

2. *I can write simple, coherent narratives about personal experiences and those of others (real or fictional)			
3. *I can use different types of sentences e.g. question, command, exclamation or statement.			
4. I can choose the style needed for different types of writing such as letters, instructions, reports, poetry and stories.			
Super Spelling Target			
Year 2			
1. *I can spell most of the common exception words.			



LEARNING LADDERS

2. *I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

--	--	--	--

3. *I can add suffixes to spell longer words- e.g. -ment, -ful, -less, -ly and -est.

--	--	--	--

4. * I can spell many words using the correct graphemes.

--	--	--	--

Word Wonder Targets

Year 2

1. * I can use expanded noun phrases e.g the blue, sparkling waves.

--	--	--	--

2. I can use interesting adverbs to describe actions. e.g. He ran quickly up the stairs.

--	--	--	--

3. I can use simple similes. e.g. It was as yellow as the sun.

--	--	--	--