Broadmayne First School Year Two Milestones

Unit	Milestones:
Place Value: Count	• I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • I can recognise 10s and 1s, (the place value of each digit in a two digit number) • I can use a place value chart
Place Value: Represent	• I can identify, represent and estimate numbers using different representations, including the number line • I can read and write numbers to at least 100 in numerals and in words • I can recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning up to 100 • I can write numbers in the expanded form
Place Value: Use and Compare	• I can compare and order numbers from 0 up to 100; use <, > and = signs
Place Value: Problems and Rounding	• I can use place value and number facts to solve problems • I can reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10: • I can estimate numbers on a numberline
Addition and Subtraction: Calculations	• I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens' two two-digit numbers, adding three one digit numbers • I can add and subtract across a 10 • I can recall and use addition facts to 20 fluently and derive and use related facts up to 100 • I can show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • I can calculate with money • I can find change • I can use my knowledge of the 4 operations with lengths and heights
Addition and Subtractions: Problems	• I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures • I can apply an increasing knowledge of mental and written methods

Multiplication and Division: Recall / Use	• I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • I can recognise and make equal groups • I can add equal groups • I can make equal groups by grouping
Multiplication and Division: Calculations	• I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • I can divide by 2, 5, 10
Multiplication and Division: Problems	• I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • I can draw and interpret pictograms (2s,5s,10s,)
Fractions:	Recognise and write: • I can recognise, find, name and write fractions $1/3,\ 1/4,\ 2/4\ and\ 3/4$ of a length, shape, set of objects or quantity Compare: • I can recognise the equivalence of ¼ and ½ Calculations: • I can write simple fractions for example, ½ of 6 = 3
Using Measures:	• I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (℃); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • I can compare and order lengths, mass, volume/capacity and record the results using >, < and =
Money:	• I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • I can find different combinations of coins that equal the same amounts of money • I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Time:	• I can compare and sequence intervals of time • I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • I know the number of minutes in an hour and the number of hours in a day
Geometry: 2D / 3D shapes	• I can identify, name and describe the properties of 2-D shapes, presented in different orientations, and know that rectangles including the number of sides and line symmetry in a vertical line • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

	• compare and sort common 2-D / 3D shapes and everyday objects and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • I can recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres] • I can count sides and vertices on 2D shapes • I can count I can count faces, edges and vertices on 3D shapes
Position and Direction:	• I can order and arrange combinations of mathematical objects in patterns and sequences • I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)
Statistics: Present and interpret data	• I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables
Statistics: Solve statistical problems	• I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • I can ask and answer questions about totalling and comparing categorical data