

Year 2 outcomes for Spring

How to use these sheets

- Print the 2 pages back to back on one sheet of A4
- Copy so you have one per child
- Fold in the middle so that the outcomes list is on the front of an A5 leaflet
- This page then sticks into the back of each child's exercise book.
- The outcomes are then on the front of the folded leaflet
- When you open the leaflet, you can see each week's outcomes.
- After marking the work each day, use your own ticking system to indicate how well the child has performed against the outcome for that day/week.
- The child, after each week, can self assess against the outcomes.
- If appropriate, parents can also assess their child's performance against outcomes.

Suggested ticking system

Red = need more help with this

Green = have mastered this outcome

Orange = not yet mastered but can do it with support.

Abbreviations used on the Outcomes Sheets

T Teacher P Parent/Carer C Child

NB Outcomes are also listed on the medium term plans

Key outcomes are in **bold**.

1. **Count from 0 in steps of 2, 3, 5 and 10.** / 2. Count on and back in 10s from any number.
3. **Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones.**
4. **Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers with <, > and = signs.**
3. Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words.
4. Use place value and number facts to solve problems, e.g. $60 - \square = 20$
5. **Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15).**
6. **Know different unit patterns when adding or subtracting, first when not crossing a ten and then when crossing a ten, in numbers up to 100.**
7. Add two or three single-digit numbers, using number facts and counting up.
8. **Add a two-digit no. and tens; add two 2-digit nos that total < 100 by counting on in 10s & 1s.**
9. **Count back in ones or tens or use number facts to take away, e.g. $27-3 =$ or $54-20 =$.**
10. **Begin to count up to find a difference between two numbers with a small gap, e.g. 42–38.**
11. Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot.
12. **Recognise that addition and subtraction are inverse operations; use addition to check subtractions and solve missing number problems.**
13. Solve problems involving addition and subtraction of numbers, quantities and measures, using recall of number facts and appropriate models and images.
14. **Know 2x, 5x and 10x tables, and related division facts, e.g. saying how many 10s in 40; use x and \div signs correctly.**
15. Understand equivalence in simple calculations: $3 \times 4 = 6 \times \square$
16. **Double and halve numbers up to 20** and multiples of 5 to 50; recognise odd & even numbers.
17. Write multiplications and divisions, using x, \div and = signs; calculate answers.
18. Understand that multiplication can be done in any order (commutative) and division cannot.
19. Solve multiplication/division problems in context, using recall of $x \div =$ facts, doubling, halving, arrays, 'clever counting'.
20. Count in halves and quarters, recognising fractions as numbers
21. Begin to recognise the equivalence of $\frac{2}{4}$ & $\frac{1}{2}$ on the number line & in other practical contexts.
22. **Understand $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$, $\frac{2}{3}$ as fractions of quantities in a practical context; solve problems using shapes, objects, quantities.**
23. Choose/use appropriate standard units to estimate and measure length/height, mass, temperature and capacity to the nearest appropriate unit using rulers, instruments.
24. **Compare and order objects according to length, (mass) weight and capacity using suitable units, and record the results using >, < and = .**
25. Recognise/use symbols for pounds (£) & pence (p); combine amounts, find different combinations of coins that give the same amount.
26. **Solve simple problems in a practical context; add and subtract pence & pounds, including finding and giving change.**
27. **Tell/write the time on digital/analogue clocks to $\frac{1}{2}$ past, $\frac{1}{4}$ past & $\frac{1}{4}$ to the hour; draw hands on a clock face to show these times;**
28. Begin to tell and write the time on digital and analogue clocks to the nearest 5 minutes.
29. Know number of minutes in an hour & hours in a day; use it to compare/ sequence intervals of time.
30. Construct simple tables, pictograms, tally charts, block diagrams where unit scale is labelled in 1s or multiples of 2; interpret, ask & answer appropriate questions.
31. **Identify/describe common 2-D shapes, referring to properties including on the surface of 3-D shapes; compare/sort 2-D shapes**
32. Recognise symmetry in a vertical line
33. **Identify/describe common 3-D shapes, referring to no. of edges, vertices, faces (curved and flat); compare/sort 3-D shapes.**
34. Order and arrange combinations of mathematical objects in patterns and sequences.
35. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.
36. Distinguish between rotation as a turn and in terms of right angles for quarter, half & three-quarter turns (clockwise & anti-clockwise).

Week	Outcome	T	C	P
1	4. Locate any 2-digit number on a beaded and a landmarked line; use this to order and compare nos with <, > & = signs.			
	5. Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words.			
	6. Use place value and number facts to solve problems.			
2	4. Locate any 2-digit number on a 1-100 grid or a landmarked line			
	10. Add a two-digit no. and tens; add two 2-digit nos that total < 100 by counting on in 10s and 1s.			
	11. Count back in tens and ones or use number facts to take away			
	12. Begin to count up to find a difference between two numbers with a small gap, e.g. 50–46.			
	15. Solve problems involving addition and subtraction of numbers, using appropriate models and images.			
3	7. Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15			
	8. Know different unit patterns when adding or subtracting, first not crossing a ten, then crossing a ten, in nos <100.			
	9. Add two or three single-digit numbers, using number facts and counting up.			
	11. Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =.			
	13. Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot.			
4	24. Understand $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ as fractions of quantities in practical context; solve problems using shapes, objects, quantities.			
	27. Recognise/use symbols for pounds (£) & pence (p); combine amounts, find diff combinations of coins to give same amount.			
	28. Solve simple problems in a practical context; add and subtract pence & pounds, incl. finding and giving change.			
5	25. Choose/use appropriate standard units to estimate/measure weight, to nearest appropriate unit using balances and scales			
	26. Compare and order objects according to weight, using suitable units, and record the results using >, < and = .			
	29. Tell/write the time on digital/analogue clocks to $\frac{1}{2}$ past, $\frac{1}{4}$ past & $\frac{1}{4}$ to the hour			
	31. Know number of minutes in an hour and seconds in a minute; understand how long a minute is (<i>this part is not on NC or HAT</i>) Compare intervals of time (1 or 2 minutes...)			

Week	Outcome	T	C	P
6	1. Count from 0 in steps of 2 and 5.			
	16. Know 2x, 5x and 10x tables, and related division facts, e.g. how many 10s in 40; use x and ÷ signs correctly.			
	19. Write multiplications and divisions, using x, ÷ and = signs; calculate answers.			
	20. Understand that multiplication can be done in any order (commutative) and division cannot.			
	21. Solve multiplication/division problems in context, using recall of x /÷ facts, doubling, halving, arrays, 'clever counting'.			
7	19. Write multiplications and divisions, using x, ÷ and = signs; calculate answers.			
	20. Understand that multiplication can be done in any order (commutative) and division cannot.			
	21. Solve multiplication/division problems in context, using recall of x /÷ facts, doubling, halving, arrays, 'clever counting'.			
	17. Understand equivalence in simple calculations: $3 \times 4 = 6 \times \square$			
8	25. Choose/use appropriate standard units to estimate and measure capacity to the nearest appropriate unit			
	26. Compare and order objects according to capacity using suitable units, and record the results using >, < and = .			
	32. Construct simple tables, pictograms, tally charts, block diagrams where unit scale is labelled in 1s or multiples of 2; interpret, ask and answer appropriate questions.			
9	18. Double and halve numbers up to 20 and multiples of 5 to 50; recognise odd & even numbers.			
	10. Add a two-digit number and tens; add two 2-digit nos that total < 100 by counting on in 10s and 1s.			
	11. Count back in ones or use number facts to take away, e.g. 27-3 =.			
10	12. Begin to count up to find a difference between two numbers with a small gap, e.g. 42–38.			
	14. Recognise that addition and subtraction are inverse operations; use addition to check subtractions			
	28. Solve simple problems in a practical context; add and subtract pence, incl. finding and giving change			
11	35. Identify/describe common 3-D shapes, referring to no. of edges, vertices, faces (curved and flat); compare/sort 3-D shapes.			
	29. Tell/write the time on digital/analogue clocks to $\frac{1}{2}$ past, $\frac{1}{4}$ past & $\frac{1}{4}$ to the hour			
	30. Begin to tell and write the time on digital and analogue clocks to the nearest 5 minutes.			