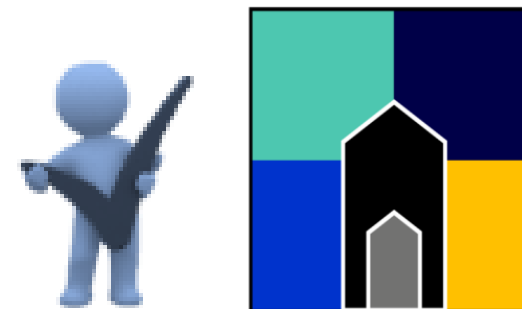
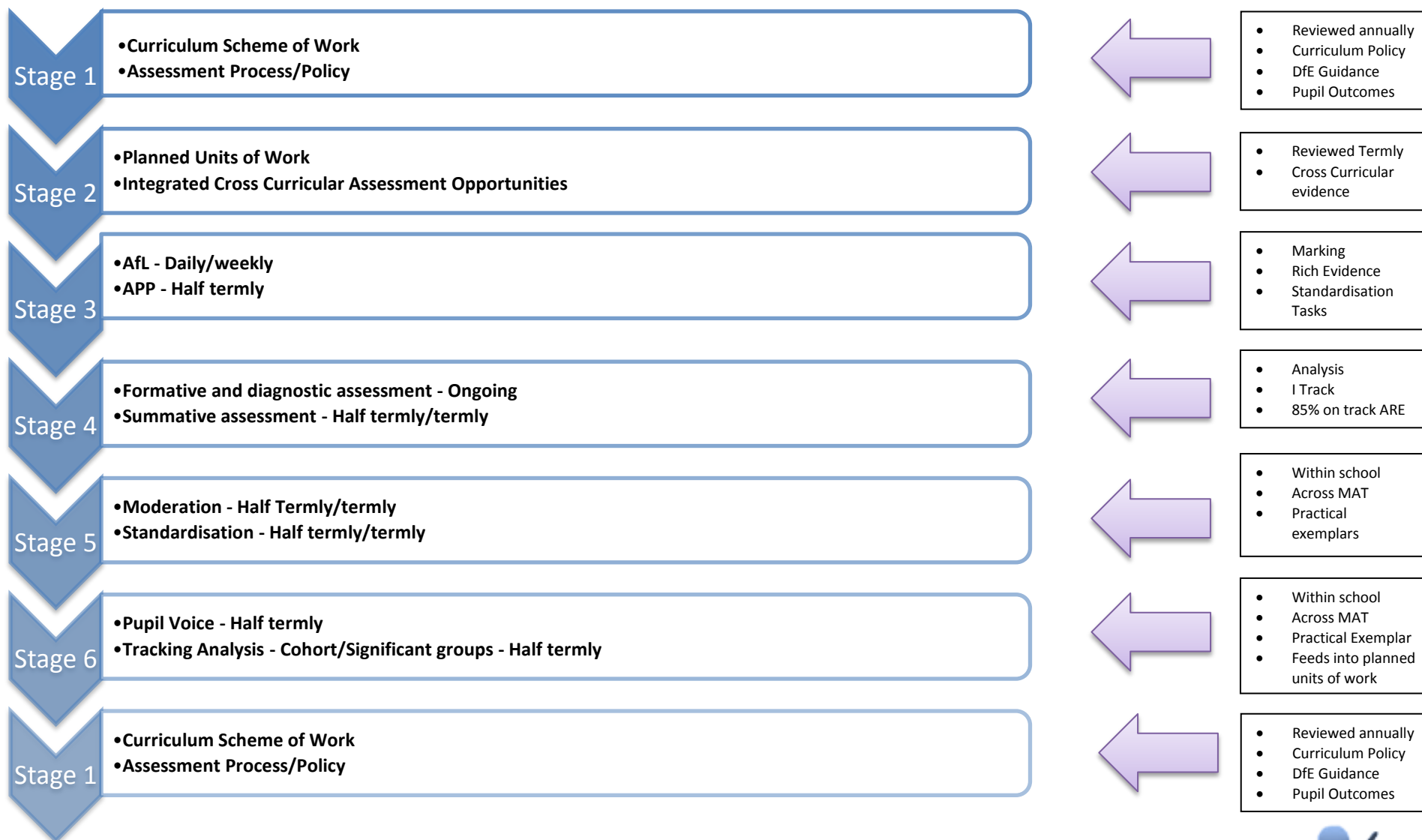




An Daras Multi Academy Trust

Assessing Pupil Progress – Mathematics (Y2)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Maths
Year Group:	Year 2
Agreed and Approved:	Sept 15 (v3)
Leader In Year Review Dates:	Sept 17
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Maths Scheme of Learning 15 Non-Negotiable 14 Maths Policy 15 Calculation Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT/ARE Year 2 Maths/Key Concepts (v3)				Pupil Name: Class Teacher:				Term 1				Term 2				Term 3				Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding							
A/Number: place value				B/Number: addition and subtraction				C/Number: multiplication and division				D/Fractions				E/Measurement				F/Geometry				G/Statistics				H/			
A1. Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward				B1. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods				C1. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers				D1. Recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity				E1. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (Read scale divisions of one, twos, fives and tens)				F1. Order and arrange combinations of mathematical objects in patterns and sequences				G1. Interpret and construct simple pictograms, tally charts, block diagrams and tables							
EM	TI	EXP	EXC	EM	TI	EXP		EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC				
1	2	3	4	1	2	3		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
A2. Recognise the place value of each digit in a two-digit number (10s, 1s)				B2. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				C2. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs				D2. Write simple fractions, for example $\frac{1}{2}$ of 6 = 3. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$				E2. Compare and order lengths, mass, volume and capacity and record the results using >, < and =				F2. 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 anti-clockwise)				G2. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity							
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC				
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
A3. Identify, represent and estimate numbers using different representations,				B3. Add and subtract numbers using concrete objects, pictorial representations, and				C3. Show that multiplication of 2 numbers can be done in any order (commutative)								E3. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a				F3. Identify and describe the properties of 2-D shapes, including the number of sides, and line				G3. Ask-and-answer questions about totalling and comparing categorical data							

including the number line				mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers and adding 3 one-digit numbers				and division of 1 number by another cannot								particular value				symmetry in a vertical line											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC				
1	2	3	4	1	2	3	4	1	2	3	4					1	2	3	4	1	2	3	4	1	2	3	4				
A4. Compare and order numbers from 0 up to 100; use <, > and = signs				B4. Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot				C4. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts								E4. Find different combinations of coins that equal the same amounts of money				F4. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4					1	2	3	4	1	2	3	4								
A5. Read and write numbers to at least 100 in numerals and in words				B5. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems				C5: Can use estimation to check that their answer to a calculation are reasonable.								E5. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change				F5. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]											
EM	TI	EXP	EXC	EM	TI	EXP	EXC									EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4									1	2	3	4	1	2	3	4								
A6. Use place value and number facts to solve problems																E6. Compare and sequence intervals of time				F6. Compare and sort common 2-D and 3-D shapes and everyday objects											
EM	TI	EXP	EXC													EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4													1	2	3	4	1	2	3	4								
																E7. 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															
																EM	TI	EXP	EXC												

[illegible]

Rich Evidence – Guidance Year 2	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests
Summative	Assessment tasks as per available material (at distance min of 2 weeks)	Assessment tasks as per available material (at distance min of 2 weeks)	Assessment tasks as per available material (at distance min of 2 weeks)