**Mathematics Curriculum Progression of Skills Assessment Grids**

**Note initials of children WB, WT, EXP and GD.**

**Year 2**

Use Assessment Questions from the Ready-to-Progress Criteria Non-Statutory Guidance (DfE, 2020).

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| Strand | Ready-to-progress Criteria | Working Below | Working towards | EXP | Greater Depth |
| Number and Place Value (NPV) | 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose twodigit numbers using standard and non-standard partitioning. |  |  |  |  |
| 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. |  |  |  |  |
| Number Facts (NF) | 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. |  |  |  |  |
| Addition and Subtraction (AS) | 2AS–1 Add and subtract across 10, for example:8 + 5 = 13 13 – 5 = 8 |  |  |  |  |
| 2AS–2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”. |  |  |  |  |
| 2AS–3 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. |  |  |  |  |
| 2AS–4 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract any 2 two-digit numbers. |  |  |  |  |
| Multiplication and Division (MD) | 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables |  |  |  |  |
| 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). |  |  |  |  |
| Geometry (G) | 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. |  |  |  |  |

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| **Attitude To Learning** | **Note initials of children’s attitude to Learning** |
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