

# OBJECTIVES and CHILD SPEAK TARGETS

## MATHEMATICS Key Stage 1 Year 2

| Key Stage | Strand               | Objective  | Child Speak Target   | Notes |
|-----------|----------------------|--|--|-------|
| KS 1 Y2   | Number Place Value   |  |  |       |
| KS 1 Y2   | Number Place Value   | Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.   | <i>I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.</i>  |       |
| KS 1 Y2   | Number Place Value   | Recognise the place value of each digit in a two-digit number (tens, ones).  | <i>I know what each digit means in Tens and Unit numbers such as 24.</i>   |       |
| KS 1 Y2   | Number Place Value   | Identify, represent and estimate numbers using different representations, including the number line.                             | <i>I can find and show numbers on a number line.</i>   |       |
| KS 1 Y2   | Number Place Value   | Compare and order numbers from 0 up to 100.  | <i>I can order numbers up to 100 and tell you which numbers are bigger or smaller.</i>   |       |
| KS 1 Y2   | Number Place Value   | Use greater than, less than and = signs.   | <i>I use the greater than, less than and equals signs in maths and know what they mean.</i>  |       |
| KS 1 Y2   | Number Place Value   | Read and write numbers to at least 100 in numerals and in words.   | <i>I can read and write numbers to 100 in digits and words.</i>  |       |
| KS 1 Y2   | Number Place Value   | Use place value and number facts to solve problems.  | <i>I solve problems using number facts such as <math>18+2=20</math> and what I know about the value of digits in a number.</i>                             |       |
| KS 1 Y2   | Addition Subtraction |  |  |       |
| KS 1 Y2   | Addition Subtraction | Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.                | <i>I answer addition and subtraction maths problems using objects to help me work it out.</i>  |       |
| KS 1 Y2   | Addition Subtraction | Applying their increasing knowledge of mental and written methods.   | <i>I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.</i> |       |
| KS 1 Y2   | Addition Subtraction | Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.                        | <i>I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.</i>                                       |       |
| KS 1 Y2   | Addition Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. | <i>I can add and subtract numbers such as <math>34 - 8</math> or <math>52 + 5</math> using objects or pictures to help.</i>                                |       |
| KS 1 Y2   | Addition Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. | <i>I add and subtract two-digit numbers using objects to help me.</i>  |       |
| KS 1 Y2   | Addition             | Add and subtract numbers using concrete objects, pictorial   | <i>I can add or subtract numbers such as <math>42 - 22</math> or <math>56 + 29</math> using</i>  |       |

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|         | Subtraction                | representations, and mentally, including two two-digit numbers.   | <i>objects or pictures to help me.</i>  |  |
| KS 1 Y2 | Addition<br>Subtraction    | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.   | <i>I can add or subtract three numbers such as <math>2 + 5 + 9</math>.</i>  |  |
| KS 1 Y2 | Addition<br>Subtraction    | Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.   | <i>I know that adding to numbers together can be done in any order but subtracting numbers can only be done in one order.</i>   |  |
| KS 1 Y2 | Addition<br>Subtraction    | Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.   | <i>I can check my answers or solve missing number problems by doing an inverse check.</i>   |  |
| KS 1 Y2 | Multiplication Division    |   |   |  |
| KS 1 Y2 | Multiplication<br>Division | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.   | <i>I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.</i>   |  |
| KS 1 Y2 | Multiplication<br>Division | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.  | <i>I use multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs when writing out my times tables.</i>  |  |
| KS 1 Y2 | Multiplication<br>Division | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.  | <i>I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.</i>  |  |
| KS 1 Y2 | Multiplication<br>Division | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.  | <i>I can solve multiplication and division problems using times table facts and objects or pictures to help me.</i>   |  |
| KS 1 Y2 | Fractions                  |   |   |  |
| KS 1 Y2 | Fractions                  | 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.   | <i>I can find <math>\frac{1}{3}</math> or <math>\frac{1}{4}</math> or <math>\frac{2}{4}</math> or <math>\frac{3}{4}</math> of a shape, length or set of objects.</i>                            |  |
| KS 1 Y2 | Fractions                  | Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .   | <i>I can write simple fractions sentences such as <math>\frac{1}{2}</math> of <math>6 = 3</math> and know that <math>\frac{2}{4}</math> equals <math>\frac{1}{2}</math>.</i>                    |  |
| KS 1 Y2 | Measurement                |   |   |  |
| KS 1 Y2 | Measurement                | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. | <i>I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature (<math>^{\circ}\text{C}</math>); or capacity (litres/ml).</i> |  |
| KS 1 Y2 | Measurement                | Compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and =.  | <i>I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals.</i>   |  |
| KS 1 Y2 | Measurement                | Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.   | <i>I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.</i>  |  |
| KS 1 Y2 | Measurement                | Find different combinations of coins that equal the same amounts of   | <i>I can find different combinations of coins that equal the same</i>   |  |

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|         |             | money.   | amounts of money.  |  |
| KS 1 Y2 | Measurement | Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.  | <i>I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p?</i>   |  |
| KS 1 Y2 | Measurement | Compare and sequence intervals of time.  | <i>I can put the time of events in order.</i>  |  |
| KS 1 Y2 | Measurement | 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>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>                           |  |
| KS 1 Y2 | Measurement | Know the number of minutes in an hour and the number of hours in a day.  | <i>I know there are 60 minutes in an hour and 24 hours in a day.</i>   |  |
| KS 1 Y2 | Shape       |  |  |  |
| KS 1 Y2 | Shape       | Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.  | <i>I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.</i>   |  |
| KS 1 Y2 | Shape       | Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.   | <i>I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.</i>  |  |
| KS 1 Y2 | Shape       | Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].  | <i>I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.</i>  |  |
| KS 1 Y2 | Shape       | Compare and sort common 2-D and 3-D shapes and everyday objects.   | <i>I can compare 2-D and 3-D shapes with everyday objects around me.</i>   |  |
| KS 1 Y2 | Position    |  |  |  |
| KS 1 Y2 | Position    | Order and arrange combinations of mathematical objects in patterns and sequences.  | <i>I can order combinations of mathematical objects in patterns and sequences.</i>   |  |
| KS 1 Y2 | Position    | 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). | <i>I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.</i> |  |
| KS 1 Y2 | Statistics  |  |  |  |
| KS 1 Y2 | Statistics  | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.   | <i>I can read and construct picture graphs, tally charts and tables.</i>   |  |
| KS 1 Y2 | Statistics  | Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.   | <i>I can sort objects into categories and tell you how many objects are in each category and show which category has the most.</i>   |  |
| KS 1 Y2 | Statistics  | Ask and answer questions about totalling and comparing categorical data.   | <i>I work on sorting objects and can answer questions about the groups of objects I have sorted.</i>   |  |