# End of year 2 expectations for Maths

**Working towards the expected standard (WTS)**

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones, to demonstrate an understanding of place value, though they may use structured resources – such as base 10 apparatus – to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus – for example: 23 + 5, 46 + 20, 16 – 5, 88 – 30
- recall at least four of the six* number bonds for 10 and reason about associated facts – for example: 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties – for example: triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres

**Working at the expected standard (EXS)**

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus – for example: 48 + 35, 72 – 17
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships – for example: if 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify 1/4, 1/3, 1/2, 2/4, 3/4 of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry

**Working at greater depth within the expected standard (GDS)**

- read scales* where not all numbers on the scale are given, and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking – for example: 29 + 17 = 15 + 4 + □ or 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?'
- solve unfamiliar word problems that involve more than one step – for example: 'Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?'
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2D and 3D shapes, using their properties – for example: that two different 2D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions