

**Netherbrook Primary School**  
**Mathematics Assessment: Stage 2**

Number and Place Value		Multiplication and division	
1	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	13	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables and <i>connect them to each other</i> , recognising odd and even numbers.
2	Recognise the place value of each digit in a two-digit number (tens, ones) <i>and always partition in different ways e.g. 23 = 20 + 3 23 = 10 + 13</i>	14	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.
3	Identify, represent and estimate numbers using different representations, including the number line.	15	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
4	Compare and order numbers from 0 up to <i>at least</i> 100; use $<$ $>$ and = signs.		Find the effect of multiplying a one or two digit number by 10; identify the value of the digits.
5	Read and write numbers to at least 100 in numerals and in words		Write and calculate mathematical statements for division using the multiplication tables that they know, including for 2 digit numbers divided by 1 digit numbers grouping on a numberline and including remainders.
6	Use place value and number facts to solve problems.	<b>Fractions</b>	
7	Understand 0 as a placeholder	16	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.
	Find 10 more or 10 less than a given number	17	Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .
	Round numbers to at least 100 to the nearest 10		Compare and order $\frac{1}{3}$ , $\frac{1}{4}$ and $\frac{1}{2}$
	<b>Addition and Subtraction</b>		Add and subtract $\frac{1}{2}$ and $\frac{1}{4}$ from a given number to 10.
8	Recall and use addition and subtraction facts to 20 and 100: fluently up to 20; and related facts to 100. (e.g. use $3 + 7 = 10$ to calculate $30 + 70 = 100$ )	<b>Statistics</b>	
9	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and a ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.	18	Interpret and construct simple pictograms with <i>simple ratio 2, 5, and 10</i> , tally charts, block diagrams and simple tables.
		19	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
		20	Ask and answer questions about totaling and comparing categorical data.
10	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.		Read to the nearest division scales that are numbered or partially numbered
11	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		Interpret and sort shapes using Carroll and Venn diagrams.
12	Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures; missing numbers using inverse.	<b>Algebra</b>	
			Describe and continue linear number sequences using the word 'term' (e.g. link to work on counting)

Measurements			Find and approximate area of everyday objects by counting whole squares and $\frac{1}{2}$ squares
21	Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, <i>using rulers, metre sticks, measuring tapes, scales, thermometers and measuring vessels:</i> length/height in any direction (m/cm); mass (kg/g) temperature ( $^{\circ}$ C) capacity (litres/ml)	29	Know the number of minutes in an hour and number of hours in a day.
		<b>Geometry: Properties of shape</b>	
		30	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
22	Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	31	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
23	Recognise and use symbols for pounds (£) and pence (p);	32	Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].
24	Combine amounts to make a particular value.	33	<i>Identify</i> , compare and sort common 2-D and 3-D shapes and everyday objects.
25	Find different combinations of coins that equal the same amounts of money.	<b>Geometry: Position and Direction</b>	
26	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	34	Order and arrange combinations of mathematical objects in patterns and sequences.
27	Compare and sequence intervals of time.	35	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).
28	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.		

### Assessment Guidance



Statements are N.C. statutory and assessed     *Statements are N.C. non-statutory*



Statements are taught only. (Dudley Progression)