

	TARGETS	SEEN	SECURE
	<b>Number and place value</b>		
T1	I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.		
T2	I can read and write numbers to at least 100 in numerals and in words.		
T3	I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.		
T4	I recognise the place value of each digit in a 2-digit number.		
T5	I can identify, represent and estimate numbers using different representations, including the number line.		
T6	I can use place value and number facts to solve problems.		
	<b>Calculations</b>		
T7	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.		
T8	I can add and subtract mentally, including:		
T9	A 2-digit number and ones		
T10	A 2-digit number and tens		
T11	Two 2-digit numbers		
T12	Adding three 1-digit numbers		
T13	I can add and subtract numbers using concrete objects and pictorial representations, including:		
T14	A 2-digit number and ones		
T15	A 2-digit number and tens		
T16	Two 2-digit numbers		
T17	Adding three 1-digit numbers		
T18	I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.		
T19	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.		
T20	I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.		
T21	I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.		
T22	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.		
T23	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.		
T24	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.		
T25	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.		
	<b>Fractions</b>		
T26	I 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.		
T27	I can write simple fractions.		
T28	I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .		

	TARGETS	SEEN	SECURE
	<b>Measurement</b>		
T29	I can compare and order lengths, mass, volume/capacity and record the results using > < and =.		
T30	I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.		
T31	I can choose and use standard units to estimate and measure mass in kg and g using scales.		
T32	I can choose and use standard units to estimate and measure temperature in °C using thermometers.		
T33	I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.		
T34	I recognise and use symbols for £ and p and combine amounts to make a particular value.		
T35	I can find different combinations of coins that equal the same amount of money.		
T36	I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.		
T37	I can compare and sequence intervals of time.		
T38	I know the number of minutes in an hour.		
T39	I know the number of hours in a day.		
T40	I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.		
	<b>Geometry – properties of shapes</b>		
T41	I can compare and sort common 2D shapes and everyday objects.		
T42	I can compare and sort common 3D shapes and everyday objects.		
T43	I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.		
T44	I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.		
T45	I can identify 2D shapes on the surface of 3D shapes.		
	<b>Geometry – position and direction</b>		
T46	I can order and arrange combinations of mathematical objects in patterns and sequences.		
T47	I can use mathematical vocabulary to describe position, direction and movement		
	<b>Statistics</b>		
T48	I can interpret and construct simple pictograms.		
T49	I can interpret and construct tally charts.		
T50	I can interpret and construct block diagrams.		
T51	I can interpret and construct simple tables.		
T52	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.		
T53	I can ask and answer questions about totalling and comparing categorical data.		

**Exceeding Year 2 Expectations**

	<b>TARGETS</b>	<b>SEEN</b>	<b>SECURE</b>
E1	I can count reliably up to 1000 in 2s, 5s and 10s.		
E2	I can count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000.		
E3	I can add and subtract fractions with a common denominator.		
E4	I can apply knowledge of number up to 100 to solve a one-step problem involving a addition, subtraction and simple multiplication and division.		
E5	I can apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context.		
E6	I can add and subtract two 2-digit and numbers to 100.		
E7	I can use an appropriate strategy to add and subtract numbers that move between and through 100, for example, $97 + 7$ ; $103 - 8$ .		
E8	I know about right angles and where they can be seen in the environment.		
E9	I can tell the time to 5 minute intervals with both analogue and digital clocks and relate one to the other.		
E10	I can measure, compare, add and subtract using common metric measures.		