## Griffe Field Primary School

## Year 2 - Maths non - negotiables

The non - negotiables are generally the essential elements and basics of maths that are crucial for children's mathematical learning and progression.

Knowledge of number facts and fluency in them are a vital part of maths for each year group. Rapid recall of number facts can provide the basic knowledge required for most aspects of primary mathematics, including mental and written calculations, fractions, decimals, percentages and problem solving.
Knowing and using number facts can help support children's understanding and progression in Maths.

| I can | Maths Non - negotiables | Date |
| :---: | :---: | :---: |
|  | I can count forwards and backwards in $2 s, 3 s, 5 s$ and $10 s$ up to 100 starting at any number. |  |
|  | I can partition two-digit number (tens, ones) in different ways. |  |
|  | I can say a number which is 10 more/less than any number up to 100. |  |
|  | I can read and write numbers to at least 50 in numerals and in words. |  |
|  | I can compare and order numbers up to 100 |  |
|  | I can use $=,>,<$, most and least up to 100 in number sentences. |  |
|  | I can count in multiples of two, fives, tens |  |
|  | I can identify odd and even numbers |  |


| I can | Maths Non - negotiables | Date |
| :---: | :---: | :---: |
| $\begin{gathered} 1 \cdot \\ \times \\ 1 \\ + \end{gathered}$ | I can work out addition facts like 20+70 by using number facts such as $2+7$. |  |
|  | I can use subtraction facts like 50-30 by using number facts such as 5-3. |  |
|  | I know by heart addition and subtraction facts to 20 and use all bonds to 10 |  |
|  | I know all number pairs to 100 using ten numbers |  |
|  | I can add a two-digit number and ones and a two-digit number and tens up to 50 in my head. |  |
|  | I can take away a one digit number from a two-digit number and a two digit number from a two-digit number up to 50 in my head. |  |
|  | I can show that adding up two numbers can be done in any order (commutative). |  |
|  | I can show that taking away cannot be done in any order. |  |
|  | I can solve one-step addition and subtraction problems involving numbers, measures and money (up to £10). |  |
|  | I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations. |  |
|  | I can explain that $x$ two is doubling and dividing by two is halving |  |
|  | I can answer quickly times table and division facts for the 2,5 and 10 multiplication tables. |  |
|  | I can show that multiplication of two numbers can be done in any order. |  |
|  | I can show that division of two numbers cannot be done in any order. |  |
|  | I can solve one-step multiplication and division problems up to 50, using apparatus. |  |


| I can | Maths Non - negotiables | Date |
| :---: | :---: | :---: |
|  | I can recognise, name and calculate $1 / 3,1 / 4,2 / 4$ and $3 / 4$ of a shape. |  |
|  | I can recognise, name and calculate $1 / 3,1 / 4,2 / 4$ and $3 / 4$ of numbers and lengths up to 100 . |  |
|  | I can find simple fractions of an amount e.g $\frac{1}{2}$ of 6=3 |  |
|  | I can recognise equivalence $\frac{1}{2}=2 / 4$ |  |
|  | I can count in halves up to 10. |  |
|  | I can count in quarters up to 5 |  |


| I can | Maths Non- negotiables | Date |
| :---: | :---: | :---: |
|  | I can estimate and measure length and height, mass, temperature and capacity, using rulers, scales, thermometers and measuring vessels. |  |
|  | I can use symbols for pounds and pence. |  |
|  | I can add amounts up to £10 and work out the change from £1. |  |
|  | I can make different amounts of money using the correct coins. |  |
|  | I know the days of the week and months of the year. |  |
|  | I can tell the analogue time half past, quarter past and quarter to. |  |


| I can | Maths Non - negotiables | Date |
| :---: | :---: | :---: |
| $\begin{aligned} & \stackrel{0}{0} \\ & \frac{\overline{5}}{\omega} \end{aligned}$ | I can name and describe 2-D shapes square, rectangle, circle, triangle, pentagon, hexagon, octagon by the number of sides and symmetry in a vertical line. |  |
|  | I can name and describe 3-D shapes, cube, cuboid, prism, pyramid, sphere including the number of edges, corners and faces. |  |
|  | I can find and name 2-D shapes on the surface of 3-D shapes. |  |
|  | I can identify a right angle |  |
|  | I can identify quarter, half and three quarters of a turn |  |
|  | I can sequence patterns of shape |  |

