

Year 2 Guidance

Ready-to-progress criteria

Year 1 conceptual prerequisites	Year 2 ready-to-progress criteria	Future applications
<p>Know that 10 ones are equivalent to 1 ten.</p> <p>Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens.</p>	<p>2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p>	<p>Compare and order numbers.</p> <p>Add and subtract using mental and formal written methods.</p>
<p>Place the numbers 1 to 9 on a marked, but unlabelled, 0 to 10 number line.</p> <p>Estimate the position of the numbers 1 to 9 on an unmarked 0 to 10 number line.</p> <p>Count forwards and backwards to and from 100.</p>	<p>2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.</p>	<p>Compare and order numbers.</p> <p>Round whole numbers.</p> <p>Subtract ones from a multiple of 10, for example: $30 - 3 = 27$</p>
<p>Develop fluency in addition and subtraction facts within 10.</p>	<p>2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p>	<p>All future additive calculation.</p> <p>Add within a column during columnar addition when the column sums to less than 10 (no regrouping).</p> <p>Subtract within a column during columnar subtraction when the minuend of the column is larger than the subtrahend (no exchanging).</p>

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<p>Learn and use number bonds to 10, for example: $8 + ? = 10$</p> <p>Partition numbers within 10, for example: $5 = 2 + 3$</p>	<p>2AS-1 Add and subtract across 10, for example: $8 + 5 = 13$ $13 - 5 = 8$</p>	<p>Add and subtract within 100: add and subtract any 2 two-digit numbers, where the ones sum to 10 or more, for example: $26 + 37 = 63$</p> <p>Use knowledge of unitising to add and subtract across other boundaries, for example: $1.3 - 0.5 = 0.8$</p> <p>Add within a column during columnar addition when the column sums to more than 10 (regrouping), for example, for: $126 + 148$</p> <p>Subtract within a column during columnar subtraction when the minuend of the column is smaller than the subtrahend (exchanging), for example, for: $453 - 124$</p>
<p>Solve missing addend problems within 10, for example: $4 + \square = 10$</p>	<p>2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".</p>	<p>Solve contextual subtraction problems for all three subtraction structures (reduction, partitioning and difference) and combining with other operations.</p>
<p>Add and subtract within 10, for example: $6 + 3 = 9$ $6 - 2 = 4$</p> <p>Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.</p>	<p>2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p>	<p>Add and subtract using mental and formal written methods.</p>

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Add and subtract within 10. Know that a multiple of 10 is made up from a number of tens, for example, 50 is 5 tens.	2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Add and subtract numbers greater than 100, recognising unitising, for example: $32 \text{ ones} + 23 \text{ ones} = 55 \text{ ones}$ so $32 \text{ tens} + 23 \text{ tens} = 55 \text{ tens}$ $320 + 230 = 550$
Count in multiples of 2, 5 and 10.	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Use multiplication to represent repeated addition contexts for other group sizes. Memorise multiplication tables.
Count in multiples of 2, 5 and 10 to find how many groups of 2, 5 or 10 there are in a particular quantity, set in everyday contexts.	2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	Division with other divisors.
Recognise common 2D and 3D shapes presented in different orientations.	2G-1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	Identify similar shapes. Describe and compare angles. Draw polygons by joining marked points Identify parallel and perpendicular sides. Identify regular polygons Find the perimeter of regular and irregular polygons. Compare areas and calculate the area of rectangles (including squares) using standard units. Compare areas and calculate the area of rectangles (including squares) using standard units.

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The criteria are organised into 6 strands, each with their own code. These are listed below.

Criteria Strands	Code
Number and place value	NPV
Number facts	NF
Addition and subtraction	AS
Multiplication and division	MD
Fractions	F
Geometry	G