Year 2 outcomes for Autumn term

How to use these sheets
- Print the 2 pages back to back on one sheet of A4
- Copy so you have one per child
- Fold in the middle so that the outcomes list is on the front of an A5 leaflet
- This page then sticks into the back of each child's exercise book.
- The outcomes are then on the front of the folded leaflet
- When you open the leaflet, you can see each week's outcomes.
- After marking the work each day, use your own ticking system to indicate how well the child has performed against the outcome for that day/week.
- The child, after each week, can self assess against the outcomes.
- If appropriate, parents can also assess their child's performance against outcomes.

Suggested ticking system

Red = *need more help with this*

Green = *have mastered this outcome*

Orange = *not yet mastered but can do it with support.*

Abbreviations used on the Outcomes Sheets

T   Teacher   P   Parent/Carer   C   Child

NB Outcomes are also listed on the medium term plans

Key outcomes are in **bold.**

1. **Count from 0 in steps of 2, 3, 5 and 10.   / 2. Count on and back in 10s from any number.**
3. **Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones.**
4. **Locate any 2-digit number on a 1-100 grid or a landmarked line; use this to order and compare numbers with <, > and = signs.**
5. Read and write numbers to at least 100 in numerals; make recognisable attempts to write in words.
6. Use place value and number facts to solve problems, e.g. *60 - □ = 20*
7. **Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15).**
8. **Know different unit patterns when adding or subtracting, first when not crossing a ten and then when crossing a ten, in numbers up to 100.**
9. Add two or three single-digit numbers, using number facts and counting up.
10. **Add a two-digit no. and tens; add two 2-digit nos that total < 100 by counting on in 10s & 1s.**
11. **Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =.**
12. **Begin to count up to find a difference between two numbers with a small gap, e.g. 42–38.**
13. Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot.
14. **Recognise that addition and subtraction are inverse operations; use addition to check subtractions and solve missing number problems.**
15. Solve problems involving addition and subtraction of numbers, quantities and measures, using recall of number facts and appropriate models and images.
16. **Know 2x, 5x and 10x tables, and related division facts, e.g. saying how many 10s in 40; use x and ÷ signs correctly.**
17. Understand equivalence in simple calculations: 3 x 4 = 6 x □
18. **Double and halve numbers up to 20** and multiples of 5 to 50; recognise odd & even numbers**.**
19. Write multiplications and divisions, using x, ÷ and = signs; calculate answers.
20. Understand that multiplication can be done in any order (commutative) and division cannot.
21. Solve multiplication/division problems in context, using recall of x /÷ facts, doubling, halving, arrays, 'clever counting'.
22. Count in halves and quarters, recognising fractions as numbers
23. Begin to recognise the equivalence of 2/4 & ½ on the number line & in other practical contexts.
24. **Understand ½, ¼, 1/3, ¾, 2/3 as fractions of quantities in a practical context; solve problems using shapes, objects, quantities.**
25. Choose/use appropriate standard units to estimate and measure length/height, mass, temperature and capacity to the nearest appropriate unit using rulers, instruments.
26. **Compare and order objects according to length, (mass) weight and capacity using suitable units, and record the results using >, < and = .**
27. Recognise/use symbols for pounds (£) & pence (p); combine amounts, find different combinations of coins that give the same amount.
28. **Solve simple problems in a practical context; add and subtract pence & pounds, including finding and giving change.**
29. **Tell/write the time on digital/analogue clocks to ½ past, ¼ past & ¼ to the hour; draw hands on a clock face to show these times;**
30. Begin to tell and write the time on digital and analogue clocks to the nearest 5 minutes.
31. Know number of minutes in an hour & hours in a day; use it to compare/ sequence intervals of time.
32. Construct simple tables, pictograms, tally charts, block diagrams where unit scale is labelled in 1s or multiples of 2; interpret, ask & answer appropriate questions.
33. **Identify/describe common 2-D shapes, referring to properties including on the surface of 3-D shapes; compare/sort 2-D shapes**
34. Recognise symmetry in a vertical line
35. **Identify/describe common 3-D shapes, referring to no. of edges, vertices, faces (curved and flat); compare/sort 3-D shapes.**
36. Order and arrange combinations of mathematical objects in patterns and sequences.
37. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.
38. Distinguish between rotation as a turn and in terms of right angles for quarter, half & three-quarter turns (clockwise & anti-clockwise).

Week	Outcome	T	C	P
1	**4. Locate any 2-digit number on a beaded & a landmarked line; use this to order & compare nos with <, > and = signs.**			
	3. Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones			
	2. Count on in 10s from any number			
	6. Use place value and number facts to solve problems.			
2	**3. Identify any number on 1-100 grid; understand that each is a multiple of ten and some ones.**			
	2. Count on in 10s from any number			
	7. Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 7, 8, 9, 10 and 20			
	14. Recognise that addition and subtraction are inverse operations; solve missing number problems.			
3	27. Recognise/use symbols for pounds (£) & pence (p); combine amounts, find different combinations of coins to make same amount.			
	28. Solve simple problems in a practical context; add and subtract pence, including finding & giving change.			
	29. Tell/write time on digital/analogue clocks to ½ & ¼ past & ¼ to the hour; draw hands on a clock face to show times.			
4	**7. Know securely number pairs for all nos to 20 (pairs to 10)**			
	6. Use place value and number facts to solve problems, e.g. adding to the next 10			
	12. Begin to count up to find a difference between two numbers, adding to the next multiple of ten.			
	13. Show that addition of 2 numbers can be done in any order (commutative) and subtraction cannot.			
	14. Recognise that addition and subtraction are inverse operations; solve missing number problems.			
	10. Add a two-digit number and tens; add two 2-digit numbers that total < 100 by counting on in 10s & 1s.			
	28. Solve simple problems in a practical context; add and subtract pence.			
5	25. Choose/use appropriate standard units to estimate and measure length/height, to nearest approp. unit using rulers, etc.			
	26. Compare and order objects according to length, using suitable units, and record the results using >, < and = .			
	37. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.			
	38. Distinguish between rotation as a turn and in terms of right angles for quarter, half & three-quarter turns (anti/clockwise)			
6 Cont. on next page	**1. Count from 0 in steps of 2 and 10**			
	36. Order and arrange combinations of mathematical objects in patterns and sequences.			
	21. Solve multiplication problems in context, using arrays 'clever counting'.			
	18. Recognise odd and even numbers			

Week	Outcome	T	C	P
6 Cont.	23. Begin to recognise the equivalence of $^2/_4$ & ½ on the number line & in other practical contexts.			
	24. Understand ½, ¼, ¾ as fractions of quantities in practical context; solve problems using shapes, objects, quantities.			
7	**18. Double and halve numbers up to 30; recognise odd & even numbers.**			
	10. Add a two-digit number and tens; add two 2-digit nos that total < 100 by counting on in 10s & 1s.			
	11. Count back in ones or tens to take away, e.g. 54-20 =.			
8	**7. Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15).**			
	8. Know different unit patterns when adding or subtracting, first when not crossing a ten and then when crossing a ten, in numbers up to 100.			
	6. Use place value and number facts to solve problems, e.g. 3 + 4 = 7, *24 + 3 = 27, etc.*			
	11. Use number facts to take away, e.g. 27-3 = or 54-20 =.			
	14. Recognise that addition and subtraction are inverse operations; use addition to check subtractions and solve missing number problems.			
	15. Solve problems involving addition and subtraction of numbers, using recall of number facts and appropriate models and images.			
9	6. Use place value and number facts to solve problems, e.g. *60 - □ = 20*			
	7. Know securely number pairs for numbers up to and including 20, e.g. pairs which make 12			
	8. Know different unit patterns when adding or subtracting, first when not crossing a ten and then when crossing a ten, in numbers up to 100.			
	11. Count back in ones or use number facts to take away, e.g. 27-3 =.			
10	**33. Identify and describe common 2-D shapes, referring to their properties, including on the surface of 3-D shapes; compare and sort 2-D shapes**			
	34. Recognise symmetry in a vertical line			
11	**2. Count on and back in 10s from any number**			
	10. Add a two-digit number and tens; add two 2-digit numbers that total < 100 by counting on in 10s & 1s.			
	11. Count back in ones or tens or use number facts to take away, e.g. 27-3 = or 54-20 =.			
12	6. Use place value and number facts to solve problems, e.g. *adding near multiples of ten*			
	10. Add a two-digit number and tens; add two 2-digit numbers that total < 100 by counting on in 10s & 1s.			
	15. Solve problems of addition & subtraction of nos, quantities and measures, using recall of no. facts & appropriate models/images.			