

St John's Learning Ladder		Name:	Year:2
Times Tables	Addition	Subtraction	Problem solving
2) I can count in 3s from zero. 0 3 6 9 12 etc...	5) I can add in tens and ones using an unstructured number line.	6) I can subtract using a number line using partitioning to jump in tens and ones with numbers up to 3 digits	4) I can solve missing number problems for addition and subtraction with numbers up to 20 e.g. $\square + 12 = 20$ e.g. $20 = \square + 12$
3) I can remember and use multiplication facts for 2, 5 and 10 times tables .	6) I can partition a number to add using number bonds to 10. e.g. $8 + 7$ is $8 + 2 + 5$	7) I can use related facts to subtract multiples of 10 and 100 e.g. $6 - 4 = 2$ $60 - 40 = 20$	5) I can solve simple word problems involving addition and subtraction with numbers up to 50
4) I can remember and use divisions facts for 2, 5 and 10 times tables .	7) I can add 10 or 100 to any number and can add in multiples of 10.	Place Value	6) I can solve multiplication and division problems using pictures and diagrams .
Multiplication	8) I can partition 2 and 3 digit numbers and add the without crossing into the next 10 .	6). I can understand the value of each digit in a 2 digit number .	7) I can use my knowledge of place value and number facts to help me solve problems.
2) I can multiply using objects, pictorial representations (arrays or Singapore method) and repeated addition .		7) I can compare and order numbers from 0 up to 100 using $>$ $<$ and $=$ signs	8) I can solve simple money problems involving addition and finding the change (£ or pence)
3) I know that multiplication can be done in any order (commutative / reversible like addition)		8) I can count in tens from any number including crossing boundaries into hundreds .	Measures
Division		Time	5) I can measure using appropriate equipment e.g. ruler, weighing scales, measuring jug
2) I can divide using concrete objects, pictorial representations (arrays or Singapore method) and repeated subtraction .	Fractions	5) I know how many hours there are in a day and how many minutes in an hour .	6) I can choose appropriate units of measure to estimate length, height, mass and capacity
3) I know that division of one number by another cannot be done in any order (non-commutative or non-reversible).	3) I can recognise, find, name and write fractions $1/3$ $1/4$ $1/2$ and $2/4$ of a length, shape, set of objects or quantity.	6) I can compare and sequence intervals of time .	7) I can recognise and use symbols for £ and p
Shapes	4) I can recognise the simple equivalent fractions of $1/2$ e.g. $2/4$, $4/8$, $3/6$	7) I can read and write the time on an analogue clock for quarter past and quarter to .	8) I can combine amounts to make a particular value . e.g. make 3p using a 2p and 1p
3) I can compare and sort common 2-D and 3-D shapes and everyday objects.			

St John's Learning Ladder		Name:	Class:2
Shapes (continued...)	Fractions (continued...)	Time (continued...)	Measures (continued...)
4) I can identify 2D shapes on the surface of 3D shapes e.g. a circle on a cylinder.	5) I can count in halves and quarters up to 10 recognising that fractions are numbers between whole numbers, using an unstructured number line and chanting as a class.	8) I can tell and write the time to 5 minutes and draw the hands on a clock face to show these times.	9) I can find different combinations of coins that equal the same amounts.
5) I can identify, describe and sort 3D shapes by talking about the number of faces, edges and vertices.	Position & Direction	Statistics	10) I can compare and order measures and record using symbols < > and =
	2) I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns.	1) I can answer questions by comparing information in simple bar charts e.g. Which has the most? How much altogether?	
6) I can identify, describe and sort 2D shapes by naming them, talking about the number of sides and showing a vertical line of symmetry.	3) I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line.	2) I can interpret and construct simple pictograms and block diagrams	
	4) I can order and arrange combinations of mathematical objects in patterns and sequences.	3) I can interpret and construct simple tally charts and tables.	
		4) I can answer simple questions about quantities from looking at pictograms and block charts (scale of 1 or 2)	
		5) I can answer simple questions about quantities from looking tally charts and simple tables.	