An Daras
Multi Academy Trust

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Assessing Pupil Progress – Mathematics (Y2)

Integrated Curriculum Scheme of Learning - 2015	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Maths**
Year Group:	**Year 2**
Agreed and Approved:	**Sept 15 (v3)**
Leader In Year Review Dates:	**Sept 17**
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Maths Scheme of Learning 15 Non-Negotiable 14 Maths Policy 15 Calculation Policy 15 Assessment Policy 15 Marking Policy 15

Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•Planned Units of Work •Integrated Cross Curricular Assessment Opportunities	• Reviewed Termly • Cross Curricular evidence
Stage 3	•AfL - Daily/weekly •APP - Half termly	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	• Analysis • I Track • 85% on track ARE
Stage 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	• Within school • Across MAT • Practical exemplars
Stage 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT/ARE Year 2 Maths/Key Concepts (v3)	Pupil Name: Class Teacher:	Term 1	Term 2	**Term 3**	**Are Related Expectation Key:**	**NE** = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding	
A/Number: place value	**B/Number: addition and subtraction**	**C/Number: multiplication and division**	**D/Fractions**	**E/Measurement**	**F/Geometry**	**G/Statistics**	**H/**
A1. Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward	**B1.** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods	**C1. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers**	**D1. 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**	**E1. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (Read scale divisions of one, twos, fives and tens)**	**F1.** Order and arrange combinations of mathematical objects in patterns and sequences	**G1.** Interpret and construct simple pictograms, tally charts, block diagrams and tables	
EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	
A2. Recognise the place value of each digit in a two-digit number (10s, 1s)	**B2.** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	**C2.** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	**D2.** Write simple fractions, for example $\frac{1}{2}$ of 6 = 3. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	**E2. Compare and order lengths, mass, volume and capacity and record the results using >, < and =**	**F2.** Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	**G2.** Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	
EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	EM 1 TI 2 EXP 3 EXC 4	
A3. Identify, represent and estimate numbers using different representations,	**B3. Add and subtract numbers using concrete objects, pictorial representations, and**	**C3.** Show that multiplication of 2 numbers can be done in any order (commutative)		**E3.** Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a	**F3. Identify and describe the properties of 2-D shapes, including the number of sides,** and line	**G3. A**sk-and-answer questions about totalling and comparing categorical data	

including the number line				**mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers and adding 3 one-digit numbers**				and division of 1 number by another cannot								particular value				symmetry in a vertical line									
EM	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**					**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**				
1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**					**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**				
A4. Compare and order numbers from 0 up to 100; use <, > and = signs				**B4.** Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot				**C4.** Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts								**E4. Find different combinations of coins that equal the same amounts of money**				**F4. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces**									
EM	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**					**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**								
1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**					**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**								
A5. Read and write numbers to at least 100 in numerals and in words				**B5. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems**				**C5: Can use estimation to check that their answerd to a calculation are reasonable**.								**E5**. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change				**F5.** Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]									
EM	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**									**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**								
1	**2**	**3**	**4**	**1**	**2**	**3**	**4**									**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**								
A6. Use place value and number facts to solve problems																**E6.** Compare and sequence intervals of time				**F6.** Compare and sort common 2-D and 3-D shapes and everyday objects									
EM	**TI**	**EXP**	**EXC**													**EM**	**TI**	**EXP**	**EXC**	**EM**	**TI**	**EXP**	**EXC**								
1	**2**	**3**	**4**													**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**								
																E7. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times															
																EM	**TI**	**EXP**	**EXC**												

																	1	**2**	**3**	**4**											
																	E8. Know the number of minutes in an hour and the number of hours in a day													
																	EM **1**	**TI** **2**	**EXP** **3**	**EXC** **4**											

Rich Evidence – Guidance Year 2	**Autumn Term** (Terms 1+2)	**Spring Term** (Terms 3+4)	**Summer Term** (Terms 5+6)
Formative	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests
Summative	Assessment tasks as per available material (at distance min of 2 weeks)	Assessment tasks as per available material (at distance min of 2 weeks)	Assessment tasks as per available material (at distance min of 2 weeks)