Maths - ALL, MOST, SOME Statements

Year 2

(Some of the problem solving objectives to be differentiated according to complexity of problem)

Number – number and place value

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
ALL – I can count in steps of 2 and 5 from 0, and in tens from any given number, forwards and backwards
MOST – I can count in steps of 2, 3 and 5 from 0 and 10 from any given number, forwards and backwards
SOME – I understand what happens to the tens and ones when I count in 5s and 10s

Recognise the place value of each digit in a two-digit number (tens, ones)
ALL – I can recognise the value of each digit in a two-digit number up to 30
MOST – I can recognise the value of each digit in a two-digit number

Identify, represent and estimate numbers using different representations, including the number line
ALL – I can identify and represent numbers using different representations
MOST – I can identify, represent and estimate numbers using different representations

Compare and order numbers from 0 up to 100; use <, > and = signs
ALL – I can compare and order numbers to 20
MOST - I can compare and order numbers to 100
SOME - I can compare and order numbers to 200

Read and write numbers to at least 100 in numerals and in words
ALL – I can read and write numbers to at least 30 in numerals and words
MOST - I can read and write numbers to at least 100 in numerals and words
SOME - I can read and write numbers to at least 200 in numerals and words

(Use place value and number facts to solve problems)

Number – addition and subtraction

(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)

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
ALL – I can recall and use addition and subtraction facts to 10 and derive related facts to 20
MOST – I can recall and use addition and subtraction facts to 20 and derive related facts to 100

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- a two-digit number and ones (ALL)
- a two-digit number and tens (ALL)
- two two-digit numbers (MOST)
- adding three one-digit numbers (MOST)

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
ALL – I can show that addition of two numbers can be done in any order
MOST – I can show that addition of two numbers can be done in any order and subtraction of one number from another cannot

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

ALL – I can recognise and use the inverse relationship between addition and subtraction

MOST – I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number - multiplication and division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

ALL – I can recognise odd and even numbers

ALL – I can recall and use multiplication facts for the 2 and 10 multiplication tables

MOST – I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

ALL – I can calculate simple multiplication and division statements

MOST – I can calculate multiplication and division statements within the multiplication tables and write them using the correct signs

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

ALL – I can show that multiplication of two numbers can be done in any order

MOST – I can show that multiplication of two numbers can be done in any order and division of one number by another cannot

(Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts)

Number – Fractions (including decimals and percentages)

Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity

ALL – I can recognise and write fractions 1/3 and ¼ of a length, shape, set of objects or quantity

MOST – I can recognise and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity

SOME – I can find the whole when given 1/3, ¼, 2/4 and ¾ of a quantity

Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½

ALL – I can write simple fractions for example ½ of 6 = 3

MOST – I can recognise the equivalence of 2/4 and ½

SOME – I can begin to recognise other simple fractions equivalent to a half

Measurement

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

ALL – I can use given standard units to estimate and measure

MOST – I can choose and use standard units to estimate and measure

SOME – I can choose and use standard units to estimate, with justification and increasing accuracy, and measure

Compare and order lengths, mass, volume/capacity and record the results using >, < and =

ALL – I can compare and order lengths, mass, volume/capacity using the language of comparison (more, less, longest, shortest etc)

MOST – I can compare and order lengths, mass, volume/capacity and record the results using <, > and =

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

ALL – I can recognise and use symbols for pound and pence
ALL – I can combine amounts to make a particular value to one pound
MOST – I can combine amounts to make a particular value
SOME - I can combine amounts to make a particular value and apply in context

Find different combinations of coins that equal the same amounts of money
ALL – I can find different combinations of coins that equal the same amount of money
SOME – I can begin to use a systematic approach to find different combinations of coins that equal the same amount of money

(Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change)

Compare and sequence intervals of time
ALL – I understand that a duration of an event is the time between its start and end
ALL – I can compare intervals of time using language of comparison
MOST – I can find the duration of an event, and compare and sequence intervals of time
SOME – I can choose the most efficient method to work out the duration of an event

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
ALL – I can tell and write the time to quarter of an hour
MOST – I can tell and write the time to five minutes and draw the hands on a clock face to show these times

Know the number of minutes in an hour and the number of hours in a day
ALL – I know the number of minutes in an hour and the number of hours in a day
MOST – I can derive simple related facts, for example, 60 minutes in one hour, __ minutes in two hours
SOME – I can derive related facts, including with half and quarter of an hour

Geometry – properties of shapes

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
ALL – I can identify and describe the properties of simple 2D shapes
MOST – I can identify and describe the properties of 2D shapes, including line symmetry in a vertical line
SOME – I can name and draw 2D shapes according to given properties, and ask questions about properties to identify shapes

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
ALL – I can identify and describe the properties of simple 3D shapes
MOST – I can identify and describe the properties of 3D shapes
SOME – I can name 3D shapes according to given properties, and ask questions about properties to identify shapes

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
ALL – I can identify 2D shapes on the surface of 3D shapes

Compare and sort common 2-D and 3-D shapes and everyday objects
ALL – I can compare and sort shapes according to type of shape ie rectangles, triangles
MOST – I can compare and sort shapes according to type of shape and properties
SOME – I can compare and sort shapes in a variety of ways, including Venn and Carroll diagrams, using all of the correct terminology

Geometry – position and direction

Order and arrange combinations of mathematical objects in patterns and sequences
ALL – I can describe and arrange repeating patterns
MOST – I can describe and arrange repeating patterns involving direction and turns

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 anticlockwise)

ALL – I can describe simple turns and movements using vocabulary (full turn, half turn, up, down, left, right)
MOST – I can describe turns and movements using correct vocabulary (quarter turn, three-quarter turn, clockwise, anti-clockwise)
SOME – I can describe a possible sequence of turns and movements

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

ALL – I can construct simple pictograms and tables
MOST – I can interpret and construct tally charts, simple pictograms, block diagrams and simple tables
SOME – I can interpret and construct tally charts, pictograms, block diagrams and tables

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

ALL – I can ask and answer simple questions about charts, tables and pictograms
SOME – I can ask and answer more complex questions about charts, tables and pictograms

Ask and answer questions about totalling and comparing categorical data

ALL – I can ask and answer questions about totalling
MOST – I can ask and answer questions about totalling and comparing categorical data

NB Differentiation and depth of understanding may also be demonstrated by: the learning stage (concrete, pictorial or abstract), level of support or the pupil's ability to:

- solve problems of greater complexity,
- apply their understanding within a wider range of contexts,
- explain processes and reason mathematically,
- justify their choice of method or approach,
- or work systematically.