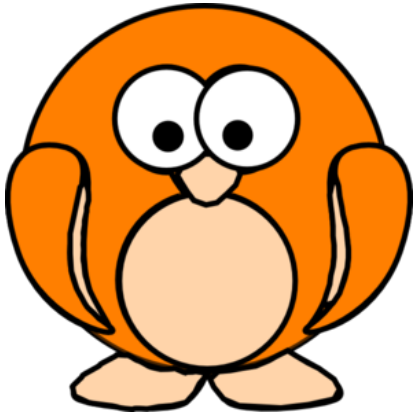
Assessment Outcomes to Track Progress

We track progress using the following outcomes:

- **Y2 Commencing** *(where pupils should be by the end of autumn term)*
- **Y2 Developing** *(where pupils should be by the end of spring term)*
- **Y2 SECURE** *(Year group objectives achieved)*
- **Y2 Secure Advanced** *(for secure+ and more able learners)*
- **Y2 Secure Deep** *(for more able learners)*



All Saints C of E Primary

'I Can' Statements

Supporting Assessment in MATHS

YEAR 2

INFORMATION FOR PARENTS

What are 'I can' Statements?

These are a series of statements from the programmes of study to be taught and achieved for each year group. These are used for teaching and for assessing whether children have understood particular aspects of these programmes of study.

How are they used for assessment and tracking progress?

There are *two categories* of 'I can' statements – *'essential'* and *'other'*. In order to achieve **SECURE** for Year 2 (the National Expectation), children need to have achieved ALL of the statements from the previous year plus the following essential statements **by the end of the year**:

Essential Statements for MATHS

I can say the value of each digit in a 2-digit number (tens, ones).
I can read, write, compare and order numbers from 0 up to 100; use <, > and = signs.
I can add and subtract two 2-digit numbers in my head.
I can count on in 2s, 3s, 5s and 10s from any 2-digit number.
I can recall multiplication and division facts for the 2, 5 and 10 multiplication tables.
I can double any number up to and including 50 and work out half of any even number up to 100.
I can find and name $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$, and $^{3}/_{4}$ of a length, shape, set of objects or quantity.
I can say how many sides 2-D shapes have and name the faces and properties of 3D shapes.
I can read scales on measuring equipment like rulers, weighing scales, thermometers and measuring cylinders to the nearest numbered unit using standard units.
I can prove that I can add two numbers in any order and get the same answer.
I can prove that changing the order of numbers in a subtraction calculation makes the answer change.
I can say how to check my answers for multiplication and division calculations because they are the inverse of each other.
I can prove that I can multiply two numbers in any order and get the same answer.
I can prove that changing the order of numbers in a division calculation makes the answer change.
I can compare intervals of time and sequence them in the right order.
I can recall the number of minutes in an hour and the number of hours in the day.