

Securing Level 2

For children to attain a secure level 2, they need to:

Counting, Comparing and Ordering Numbers

- count in ones and tens forwards or backwards from any one-digit or two-digit numbers, using their understanding of place value to identify which digits will change and how they change
- estimate the number of objects in a set and group them in twos, fives or tens to count them efficiently
- recognise and continue common sequences such as odd or even numbers
- identify significant digits to compare and order a set of numbers up to 100, for example, 43, 73, 63 and 23, 26, 25
- understand and use the < and > symbols when ordering one-digit and two-digit numbers
- use knowledge of the relative value of numbers to position them onto partially marked number lines
- use the language of fractions (half, quarter, whole, halve, equal amount) to explain how to find one half or one quarter of shapes or amounts.

Understanding Addition and Subtraction and Their Relationship

- recognise and use the vocabulary and language associated with addition and subtraction, including: add, subtract, plus, minus, count on, count back, less than, more than, fewer than, greater than and difference between
- understand that the = sign represents equality rather than the answer to a calculation and use the term 'equals' rather than 'makes'
- know that subtraction can represent a situation involving take away and can be worked out by counting back from the larger number or counting on from the smaller
- appreciate that subtraction can represent finding the *difference* between two quantities and be able to find this difference
- use their understanding of the inverse relationship between addition and subtraction to derive and record related addition and subtraction number sentences using the = sign, and to solve problems.

Using Mental Calculation Strategies to Solve Problems Involving Addition and Subtraction

- add several numbers, using the fact that the order can be changed, for example, finding three numbers that total 20 or finding $13 + 6 + 7$ by using $13 + 7 + 6 = 20 + 6$
- begin to use known addition and subtraction facts to calculate efficiently
- bridge through a multiple of ten when adding or subtracting over tens boundaries
- use known facts and place value to add or subtract multiples of 10
- partition two-digit numbers when it makes calculation more efficient
- understand that subtraction can be worked out by counting up from the smaller number to the larger number to find the difference and this can be an efficient method when the numbers are close together
- read, interpret and write number sentences, using appropriate words and symbols.

Recognising and Describing Shapes

- identify and describe 2-D shapes, including squares, triangles, circles, pentagons and hexagons, using properties such as number of sides and corners
- handle common 3-D shapes and explore their properties, such as the number and shape of faces and the number of vertices
- consider what is the same and what is different about two or more shapes
- sort shapes, using one criterion initially, and place them in tables and sorting diagrams
- recognise that a shape does not change when it is in a different orientation
- recognise what changes and what stays the same when shapes are moved or enlarged

Understanding and Using Standard Units and Equipment to Measure

- measure, using a wide range of measuring instruments
- use measurement to solve practical problems
- understand the limitations of using non-standard units of measure and the benefits of using standard units
- recognise common standard units of measurement for length, mass and capacity
- begin to get a feel for benchmark measurements, such as how heavy 1kg of sugar feels or which container holds about 1 litre
- read the numbered divisions on a scale and interpret the divisions in between
- know and use the relationship between units of time
- read the time to the nearest quarter hour and interpret a time line.

Organising and Interpreting Data to Answer Questions

- decide where to place objects on sorting diagrams such as Venn and Carroll diagrams, including those involving two criteria, and explain decisions
- recognise the importance of including titles and labels when organising data into lists and tables and the need for a key when creating pictograms
- interpret and read data presented as pictograms, block and bar graphs
- realise that pictograms, block and bar graphs can be organised so that information runs vertically or horizontally and be able to interpret both orientations
- read titles and labels of lists, tables or graphs carefully in order to identify the information required to answer a question.