



Year 2 IF Targets

Evidence taken from books, assessments, KIRF practice

Working towards the expected standard	Date met
I can read and write numbers in numerals up to 100.	
I can partition a two-digit number into tens and ones using resources.	
I can add and subtract two-digit numbers and ones using pictures or apparatus. (No regrouping)	
I can add and subtract two-digit numbers and tens using pictures of apparatus. (No regrouping)	
I can recall number bonds to 10.	
I can use number bonds to 10 to work out other calculations. ($4+6=10$ so $10-6=4$)	
I can count in 2s, 5s and 10s from 0 and use this to solve problems.	
I know the value of different coins.	
I can name 2D shapes and describe some of their properties.	
I can name 3D shapes and describe some of their properties.	
Working at the expected standard	
I can read scales in divisions of ones, twos, fives and tens.	
I can partition any two-digit number in different ways using pictures or apparatus.	
I can add any two-digit numbers using pictures or apparatus. (e.g. $48+35$)	
I can subtract any two-digit numbers using pictures or apparatus. (e.g. $72-17$)	
I can recall all number bonds to and within 10 and use these to work out related calculations. (E.g. $6+4=10$ so $16+4=20$, $7-3=4$ so $17-3=14$; $15+4=19$, $4+15=19$, $19-4=15$ and $19-15=4$)	
I can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems. I can show my understanding of commutativity.	
I can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{4}$ of a shape and know that all parts must be equal parts of the whole.	
I can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{4}$ of a number.	
I can use different coins to make the same amount.	
I can read the time on a clock to the nearest 15 minutes.	
I can name and describe properties of 2D shapes, including lines of symmetry.	
I can name and describe properties of 3D shapes, including vertices, edges and faces.	
Working at greater depth	
I can read scales where not all the numbers on the scale are given and estimate points in between.	
I can recall and use multiplication and division facts for 2, 5 and 10 and use these to reason.	
I can reason about numbers and relationships to solve more complex problems and explain my thinking. (E.g. $29+17=15+4+?$)	
I can solve word problems that have more than one step.	
I can read the time on a clock to the nearest 5 minutes.	
I can describe similarities and differences of 2D and 3D shapes.	