

Standards in Mathematics: YEAR TWO

**Taken from Chris Quigley's Depth of Learning and adapted for use by
Ashdene Primary School.**



Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will...	Predominant Teaching Style
Working Towards Expected Standard (WT)	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Working at Expected Standard (WA)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding/Working in Greater Depth	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring



Assessment criteria for mathematics: YEAR TWO

Note: Independently or ‘without support’ means – Choosing to by oneself not when asked.

Learning Objective		Key Indicator(s)	Working Towards The Expected Standard (WT)	Working At The Expected Standard (WA)	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen
To know and use numbers	Counting	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	With help or structure, there is counting forwards to and across 100, beginning with 0 or 1.	There is counting to and across 100, forwards and backwards from any given number.	Independently, there is counting to and across 100, forwards and backwards, from any given number.
		Count, read and write numbers to 100 in numerals.	With support: - Up to 10 objects can be counted - Numbers to 10 can be read and written	Generally, numbers between 0 and 100 are counted, written and ordered correctly.	Numbers between 0 and 100 are ordered correctly.
		Given a number, identify one more and one less.	The number that comes next or before, with numbers 0–10, is identified, with reminders where necessary.	One more and one less than a given number are identified.	One more and one less than a given number are identified without support, even when using negative integers.
		Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forwards and backwards. [W2]	The pupil counts forwards from 0, in steps of 2, 5 and 10 and uses counting strategies to solve problems. [W2]	There is counting in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forwards or backwards.	There is independent counting in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forwards and backwards.
	Representing	Identify, represent and estimate numbers using different representations, including the number line.	Work is represented with objects or pictures with the support of a teacher and the use of the number line.	Generally, numbers are identified, represented and estimated using different representations.	Independently, numbers are identified, represented and estimated using different representations.
		Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words. [W3]	Numerals from 1 to 100 are counted correctly. [W3]	Numbers from 1 to 100 are generally read and written correctly in numerals and words.	Numbers from 1 to 100 are read and written correctly in numerals and words without support.
	Comparing	Use the language of equal to, more than, less than (fewer), most and least.	The language how many altogether, how many hidden, how many left, more than and less than is understood.	The language of equal to, more than, less than, most and least is generally used correctly.	The language of equal to, more than, less than, fewer, most and least is used correctly and independently.
		Compare and order numbers from 0 up to 100; use <, > and = signs.	Numbers 1–10 can be placed in ascending order. With support, the first, second, etc. in a line can be pointed at.	Generally, numbers between 0 and 100 are ordered correctly. The signs <, > and = are used to compare numbers from 0 up to 100.	Numbers between 0 and 100 are ordered correctly. The signs <, > and = are used to compare numbers from 0 up to 100 independently.

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	Place value	Recognise the place value of each digit in a two-digit number (tens, ones). [W1], [1]	The place value of each digit in a two-digit number is recognised. Apparatus may be required. [W1]	The place value of each digit in a two-digit number is recognised. Two-digit numbers are partitioned. [1]	The place value of each digit in a two-digit number is recognised without support.
		Use place value and number facts to solve problems.	Mathematical activities involving sorting, counting and measuring are accessed with support. With the support of a teacher, place value and number facts are used to solve problems.	Place value and number facts are used to solve problems. Generally, the starting point in a problem is found.	Place value and number facts are used to solve problems. The starting point in a problem is found independently.
To add and subtract	Checking	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. [5], [15]	The terminology 'addition' and 'subtraction' is used when provided by the teacher. Addition is understood as finding the total of two or more sets of objects. Subtraction is understood as 'taking away' objects and seeing how many are left. With support, simple estimation problems can be solved.	The inverse relationship between addition and subtraction is used in calculations to check for correct answers. [5] The subtraction facts linked to addition facts are beginning to be recognised. Estimation is used to check that a calculation is reasonable. [3]	Missing number problems are solved independently by using estimation and the inverse relationship between addition and subtraction. [15]
	Using number facts	Represent and use number bonds and related subtraction facts to 20. [W4]	When guidance is provided, number bonds and subtraction facts to 20 are represented and used. [W4]	With some reminders addition and subtraction facts to 20 are fluently used and number bonds within 20 are represented and used.	Addition and subtraction facts to 20 are fluently used and recalled.
		Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	Number bonds and addition and subtraction facts to 20 are used and recalled, with reminders or prompts when needed.	Addition and subtraction facts to 20 are recalled fluently and used to derive related facts to 100.	Addition and subtraction facts to 100 are recalled fluently and independently.

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	Complexity	<p>Solve one-step problems with addition and subtraction, using:</p> <ul style="list-style-type: none"> Concrete objects and pictorial representations including those involving numbers, quantities and measures The addition (+), subtraction (-) and equals (=) signs. [17] 	<p>The symbols + and = are used to record additions.</p> <p>The symbols – and = are used to record subtractions.</p> <p>Addition and subtraction problems, involving up to 10 objects, are solved with prompts.</p> <p>Using concrete objects and pictorial representations (including those involving numbers, quantities and measures) one-step addition and subtraction problems are solved.</p> <p>With the support of a teacher, more complicated one-step problems with addition and subtraction can be answered.</p>	<p>Generally, one-step problems with addition and subtraction (including those involving numbers, quantities and measures) are solved.</p> <p>The addition (+), subtraction (-) and equals (=) signs are understood and generally used correctly.</p>	<p>Underpinned by reasoning, one-step problems with addition and subtraction are solved independently. [17]</p> <p>Underpinned by reasoning, two-step problems involving addition and subtraction are tackled and solved independently. [17]</p> <p>The addition (+), subtraction (-) and equals (=) signs are used correctly and independently.</p>
	Methods	<p>Add and subtract numbers using concrete objects and pictorial representations and mentally, including: [W5], [2], [12], [14]</p> <ul style="list-style-type: none"> One-digit and two-digit numbers to 20, including zero A two-digit number and ones [W5] A two-digit number and tens [W5] Two two-digit numbers [2] Adding three one-digit numbers. <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>	<p>Work is recorded with objects, pictures or diagrams.</p> <p>Where no re-grouping is required, a two-digit number and ones is added or subtracted. [W5]</p> <p>Where no re-grouping is required, a two-digit number and tens is added or subtracted. [W5]</p> <p>With support there is an awareness that the addition of numbers can be done in any order and that the subtraction of one number from another cannot.</p>	<p>Generally, two-digit and one-digit numbers can be added and subtracted independently.</p> <p>A two-digit number and tens, two two-digit numbers and three one-digit numbers are added and subtracted (using concrete objects, pictorial representations and mentally) when reminders are provided. [2]</p> <p>Where no re-grouping is required, two two-digit numbers are mentally subtracted. [4]</p> <p>Generally, there is an understanding that two numbers can be added in any order but subtraction of one number from another cannot.</p>	<p>Underpinned by reasoning, the following are added and subtracted independently: [12]</p> <ul style="list-style-type: none"> One-digit and two-digit numbers to 20, including zero A two-digit number and ones A two-digit number and tens Two two-digit numbers Three one-digit numbers are added mentally. <p>When re-grouping is required, two two-digit numbers are mentally subtracted. [14]</p> <p>An understanding that two numbers can be added in any order but subtraction of one number from another cannot is secured.</p>

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To multiply and divide	Methods	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. [18]	There is an awareness of the multiplication and division operations. There is an awareness of the signs x, ÷, = and what they represent.	Generally, calculations involving multiplication and division are completed accurately. Generally, the signs x, ÷, = are used correctly.	Underpinned by reasoning, mathematical statements for multiplication and division are calculated and the signs x, ÷, = are used correctly. Addition statements are re-written as simplified multiplication statements. [18]
		Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	There is an awareness that multiplication of two numbers may be done in any order and division of one number by another cannot.	Generally, an understanding that multiplication of two numbers can be done in any order and division of one number by another cannot is shown.	There is a secure understanding 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 mental methods. [6]	Simple multiplication and division problems, deriving from the 2, 5 and 10 multiplication tables, are solved mentally, with support if necessary.	Mental methods, deriving from the 2, 5 and 10 multiplication tables are developing in order to solve multiplication and division problems. [6]	Mental calculations can be recorded as number sentences and problems involving multiplication and division, using mental methods, can be solved correctly and independently.
	Checking	Use known multiplication facts to check the accuracy of calculations.	With the support of a teacher, multiplication facts are used to check the accuracy of calculations.	Generally, multiplication facts are applied to check the accuracy of calculations.	Multiplication facts are applied independently to check the accuracy of calculations.
	Complexity	Solve one-step (two-step at greater depth) problems involving multiplication and division. [17]	With the support of a teacher, concrete objects, pictorial representations and arrays and one-step problems involving multiplication and division are solved.	Generally, with the use of arrays if necessary, one-step problems involving multiplication and division are solved.	One-step problems, involving multiplication and division, are solved independently and accurately. Two-step problems, involving multiplication and division, are solved accurately. [17]
	Using multiplication and division facts	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. [W6]	When help or structure is provided, multiplication and division facts for the 2, 5 and 10 multiplication tables are used. The pupil can recall doubles and halves for 20, 50, 100.	Multiplication and division facts for the 2, 5 and 10 multiplication tables are recalled and used independently, with support if necessary.	The recall and use of multiplication and division facts for the 2, 5 and 10 multiplication tables are fluently applied.
		Recognise odd and even numbers.	With the support of a teacher, pictorial representations, concrete objects and odd and even numbers are recognised.	Generally, odd and even numbers are recognised.	Odd and even numbers are recognised without support.
		Use multiplication and division facts to solve problems. [13], [16]	With the support of a teacher, pictorial representations, concrete objects and multiplication and division facts are used to solve problems.	Generally, problems are solved independently using multiplication and division facts.	Problems are solved independently using known and derived multiplication and division facts. [13] Given known facts, remainders can be determined. [16]

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To use fractions	Solving problems	Write simple fractions.	With support, an understanding of a $\frac{1}{2}$ and $\frac{1}{4}$ of a given quantity is shown.	Generally, simple fractions are written, e.g. $\frac{1}{2}$ of $6 = 3$.	The fractions $\frac{1}{2}$ and $\frac{1}{4}$ are used independently.
	Recognising fractions	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	With the support of a teacher, a half and a quarter are named and found by strategies such as: folding shapes in two or four, halving an even number of objects or being able to say when a container is half full.	$\frac{1}{2}$ of an object, shape or quantity is recognised.	$\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an object, shape or quantity are recognised and named independently.
		Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	There is an emerging understanding that a quarter is one of four equal parts of an object, shape or quantity.	Generally, a group of objects can be split into halves and quarters independently.	A group of objects can be split into halves and quarters independently.
	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. [7], [19]	With the support of a teacher and pictorial representations or concrete objects, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity are recognised, found and named.	$\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity are generally recognised, named and written. [7]	$\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of amounts are found and compared. [19]	
	Equivalence	Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	When concrete objects, pictorial representations and the support of a teacher are provided, the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ is recognised.	Generally, the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ is recognised as a decimal or percentage.	The equivalence of $\frac{2}{4}$, $\frac{1}{2}$ and other fractions, such as $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{5}$, etc., is recognised without prompts.
To understand the properties of shapes		Recognise and name common 2-D and 3-D shapes. [W7]	Common 2-D and 3-D shapes are recognised and grouped. [W7]	Common 2-D and 3-D shapes are recognised from pictures of them.	Properties of 2-D and 3-D shapes are identified and described and the 2-D shape on the surface of a 3-D shape is identified.
		Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. [11], [22]	Simple properties of 2-D shapes are described, such as side or corner. Through supported activity such as folding, there is an awareness of symmetry.	Generally, 2-D shapes are described accurately, including their lines of symmetry. [11]	2-D shapes are sorted and compared and similarities and differences between shapes noted. [22]
		Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. [11], [22]	Simple properties of 3-D shapes are described, such as the number of faces.	Generally, 3-D shapes are described accurately, including the number of edges, vertices and faces. [11]	3-D shapes are sorted and compared and similarities and differences between shapes noted. [22]

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		Identify 2-D shapes on the surface of 3-D shapes.	With support, 2-D faces on the surface of 3-D shapes are recognised.	Generally, 2-D faces on the surface of 3-D shapes are recognised and used to describe 3-D shapes.	2-D faces on the surface of 3-D shapes are recognised independently and form part of independently created criteria for sorting.
		Compare and sort common 2-D and 3-D shapes and everyday objects.	Simple 2-D shapes on the surface of 3-D shapes are identified.	2-D and 3-D shapes and everyday objects are sorted using one criterion.	2-D and 3-D shapes are sorted using more than one criterion.
To describe position, direction and movement		Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Position and direction can be described with the support of a teacher. There is an awareness of the terms whole, half, quarter and three-quarter turns.	Generally, position, direction and movement can be described using the terms whole, half, quarter and three-quarter turns.	Independently, position, direction and movement can be described.
		Order and arrange combinations of mathematical objects in patterns and sequences.	A simple pattern of objects, shapes or numbers is copied and continued with support, reminders or prompts.	Generally, combinations of mathematical objects in patterns and sequences are ordered correctly. Sequences in regular steps are continued. The positions of objects in a row (first, second, third, etc.) can be described.	Combinations of mathematical objects in patterns and sequences are ordered and arranged correctly and independently. Predictions are made for what comes next in a pattern and reasons are given for this prediction without support.
		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).	Generally, language such as behind, under, on top of, next to etc. is used and responded to. Generally, directional language such as forwards, backwards, turn, etc., is used and responded to.	Generally, the language half turns, quarter turns and whole turns is used to describe position, direction and movement. Left and right are used correctly when directions are given.	Right angles in turns are recognised without support. The language half turns, quarter turns and whole turns is used to describe position, direction and movement independently. A good range of mathematical vocabulary to describe position, direction and movement is used. Left, right, clockwise and anticlockwise are used correctly when directions are given.
To use measures		Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume and time.	With the support of a teacher, practical problems for a range of measures are described and solved.	Generally, practical problems for a range of measures, including lengths and heights, mass/weight, capacity, volume and time, are compared, described and solved.	Practical problems for a range of measures including lengths and heights, mass/ weight, capacity, volume and time, are compared, described and solved without help.

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		Measure and begin to record: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).	With help, a range of measures are measured in a variety of ways: <ul style="list-style-type: none"> • Lengths are compared and put into an order. • Objects that are shorter/longer than 1m, heavier/lighter than 500g, hold more/less than 1 litre can be found. 	Generally, a range of measures are measured and recorded. Tools needed for measuring are chosen when prompted.	A range of measures are measured and recorded independently. Tools needed for measuring are chosen independently.
		Sequence events in chronological order using language.	With prompts or support, events can be sequenced in chronological order, using language such as first, second, last, etc.	Events can be sequenced in chronological order, using language such as: first, second, last.	Events can be sequenced in chronological order, using language such as first, second, last, and questions about the timings of these events can be answered and asked independently.
		Recognise and use language relating to dates, including days of the week, weeks, months and years.	Language for the days of the week is used and language for months and years is emerging.	Language relating to dates, including days of the week, weeks, months and years, is generally used correctly.	Language relating to dates, including days of the week, weeks, months, years and decades is used independently.
		Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. [10], [20]	With support, the time is read to the hour and there is an emerging understanding of the half hour. With the support of a teacher, the hands on a clock face are drawn to represent the time to the hour.	The number of minutes in an hour and the number of hours in a day is known and generally used to solve problems. Generally, time to the hour, half past the hour and quarter past/to the hour is told and the hands on a clock face to show these times are drawn. [10] Intervals of time can be compared and sequenced independently. Time to five minutes is beginning to be recognised.	The number of minutes in an hour and the number of hours in a day is known and used to solve problems independently. Time to the hour, half past the hour, quarter to and quarter past the hour and to five minutes is told and the hands on a clock face to show these times are drawn independently. [20] Intervals of time can be compared and sequenced independently.

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		<p>Use standard units to estimate and measure length/height (m/cm), mass (kg/g), temperature (°C) and capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. [9], [21]</p>	<p>With the support of a teacher and practical measuring apparatus, such as rulers, scales, thermometers and measuring vessels, the following can be measured as accurately as possible:</p> <ul style="list-style-type: none"> length/height in cm/m mass in kg/g temperature in °C capacity in ml/l. 	<p>Generally, by using measuring apparatus, such as rulers, scales, thermometers and measuring vessels, the following can be measured to the nearest appropriate unit: [9]</p> <ul style="list-style-type: none"> length/height in cm/m mass in kg/g temperature in °C capacity in ml/l. <p>(When all numbers on the scale are given.)</p>	<p>By using measuring apparatus, such as rulers, scales, thermometers and measuring vessels, the following can be measured to the nearest appropriate unit: [21]</p> <ul style="list-style-type: none"> length/height in mm/cm/m mass in kg/g temperature in °C capacity in ml/l. <p>(When not all numbers on the scale are given.)</p> <p>A wider range of measures, such as a right angle checker and a timeline, are used without support.</p>
		<p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p>	<p>With the support of a teacher, the signs <, > and = are understood and used to order lengths, mass and volume/capacity.</p>	<p>Generally, the signs <, > and = are used to compare and order lengths, mass and volume/capacity.</p>	<p>The signs <, > and = are used to compare and order lengths, mass and volume/capacity independently.</p>
		<p>Recognise and know the value of different denominations of coins and notes.</p>	<p>With concrete objects and pictorial representations, the value of different denominations of coins and notes is generally recognised.</p>	<p>The value of different denominations of coins and notes is recognised.</p>	<p>The value of different denominations of coins and notes is recognised and used to solve problems without support.</p>
		<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p>	<p>The symbols £ (pounds) and p (pence) are recognised and, with the support of a teacher, used.</p>	<p>Generally, the symbols £ (pounds) and p (pence) are recognised and used and combined to make particular values. It is understood that there are 100p in £1.</p>	<p>The symbols £ (pounds) and p (pence) are recognised, used and combined to make particular values. It is securely understood that there are 100p in £1 and this knowledge can be used to convert pence into pounds and pence.</p>
		<p>Find different combinations of coins that equal the same amount of money. [8]</p>	<p>With the support of a teacher, different combinations of coins that equal the same amount of money are found.</p>	<p>Generally, combinations of coins that equal the same amounts of money are found. [8]</p>	<p>Combinations of coins that equal the same amount of money are applied in a wide range of contexts.</p>
		<p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>With the support of a teacher and concrete objects, simple addition and subtraction problems involving money of the same unit are solved. With the support of a teacher and concrete objects, change can also be given.</p>	<p>Simple addition and subtraction problems involving money of the same unit and giving change are solved independently – concrete objects may be needed for this.</p>	<p>More complicated addition and subtraction problems involving pounds and pence and giving change, are solved independently.</p>

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To use statistics		Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	Simple pictograms, tally charts, block diagrams and tables are constructed with support.	Simple pictograms, tally charts, block diagrams and simple tables are constructed.	Pictograms, tally charts, block diagrams and simple tables are constructed and interpreted independently.
		Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	<p>Sorting takes place, using one or two simple criteria, such as boy/girl.</p> <p>Objects can be sorted into a given large-scale Venn or Carroll diagram with support.</p> <p>Objects and pictures are used to create simple block diagrams and pictograms with support.</p>	<p>Generally, questions about totalling and comparing categorical data are answered correctly.</p> <p>Data can be collected and sorted to test a simple question.</p> <p>Vocabulary such as sort, group, set, table, most common and least popular is understood.</p>	<p>Questions about totalling and comparing categorical data are asked and answered accurately and without support.</p> <p>Questions about any information gathered can be asked for other children to answer.</p> <p>Venn and Carroll diagrams are used to sort and record information independently.</p>
		Ask and answer questions about totalling and comparing categorical data.	With the support of a teacher, addition and subtraction problems involving missing numbers are solved.	Addition and subtraction problems, involving missing numbers, are solved.	More complex addition and subtraction problems, involving missing numbers, are solved independently and accurately.
To use algebra		Solve addition and subtraction problems involving missing numbers. [15]	With the support of a teacher, addition and subtraction problems involving missing numbers are solved.	Addition and subtraction problems, involving missing numbers, are solved.	More complex addition and subtraction problems, involving missing numbers, are solved independently and accurately. [15]

