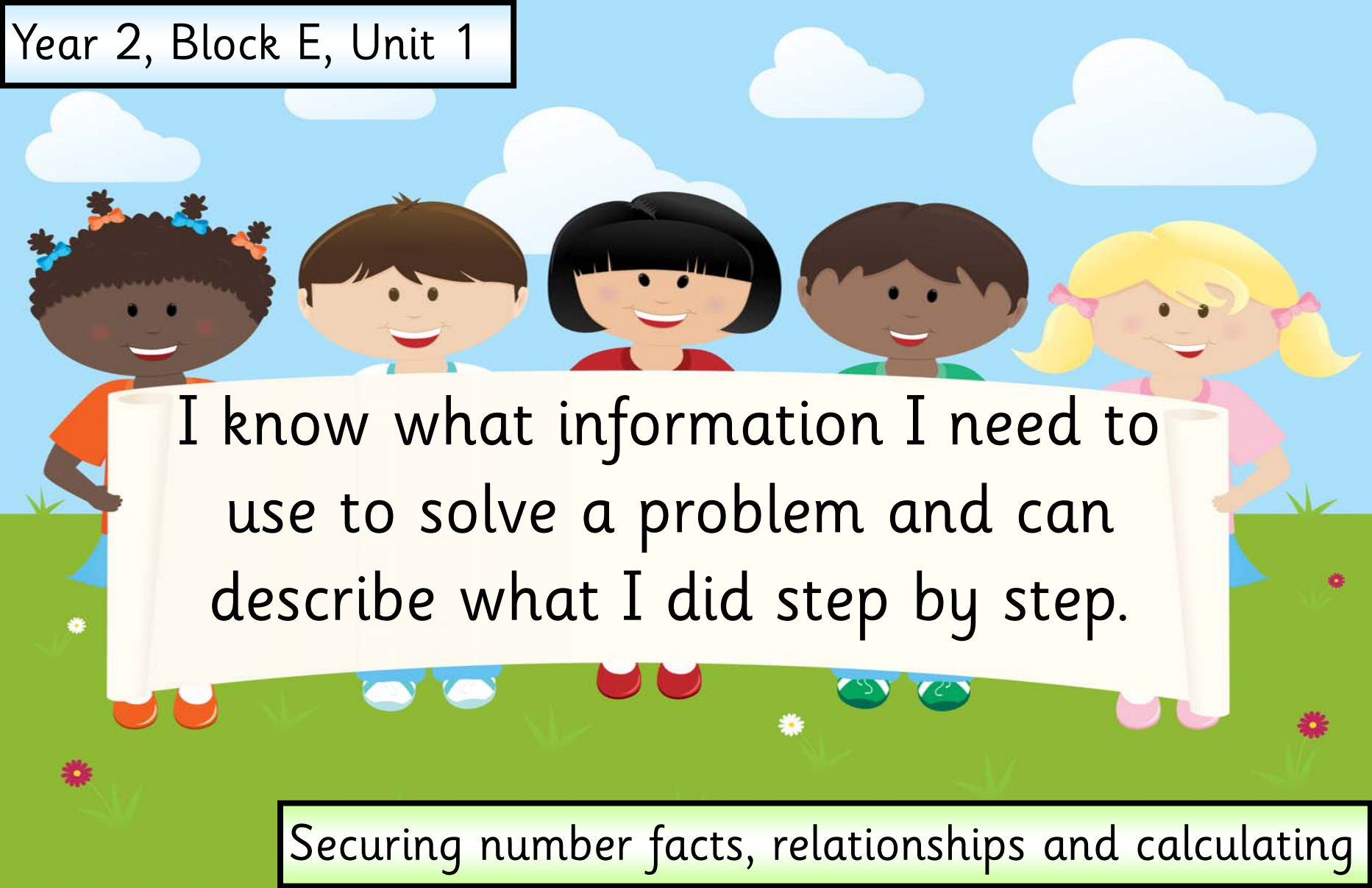


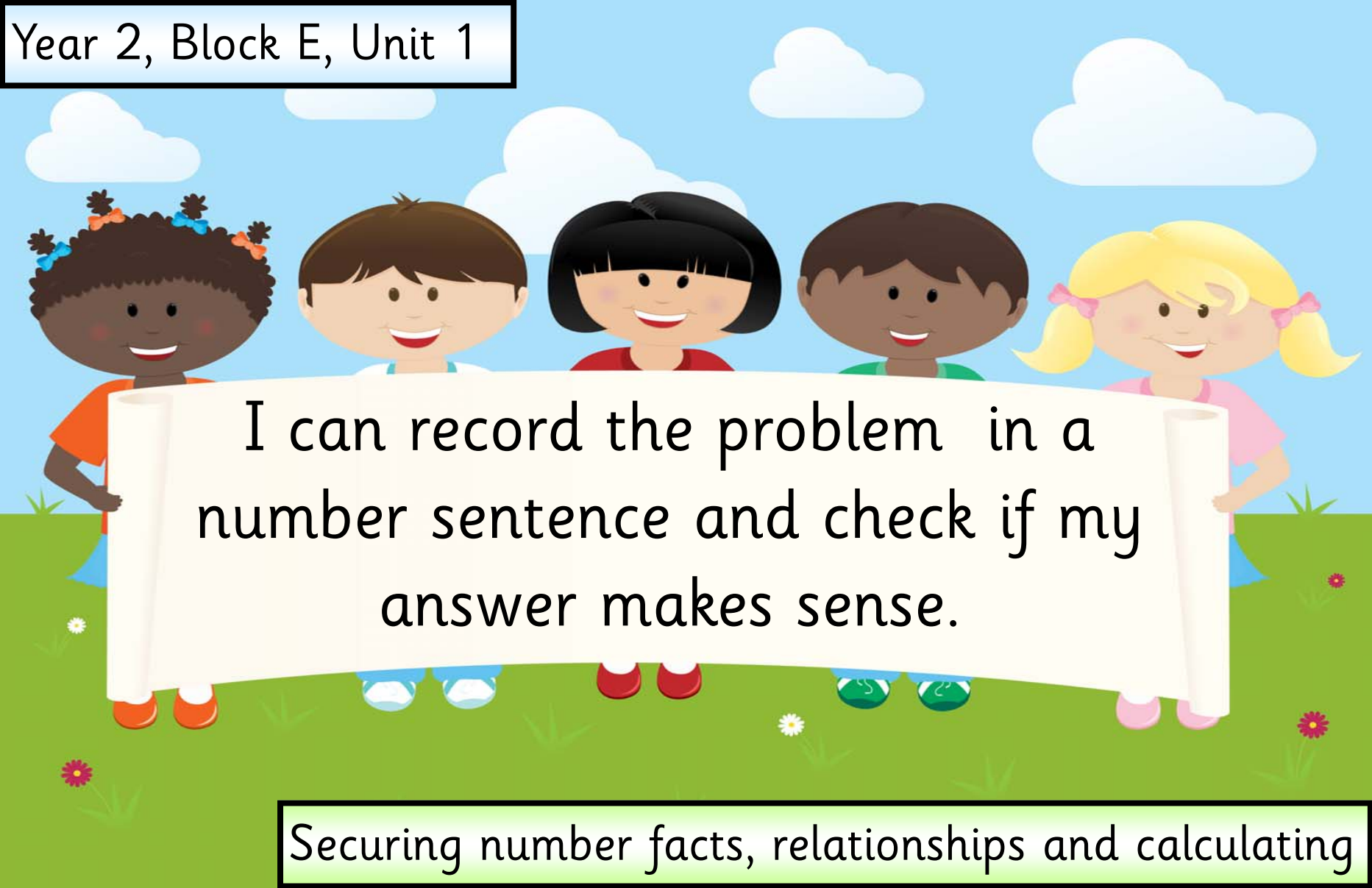
Year 2, Block E, Unit 1



I know what information I need to use to solve a problem and can describe what I did step by step.

Securing number facts, relationships and calculating

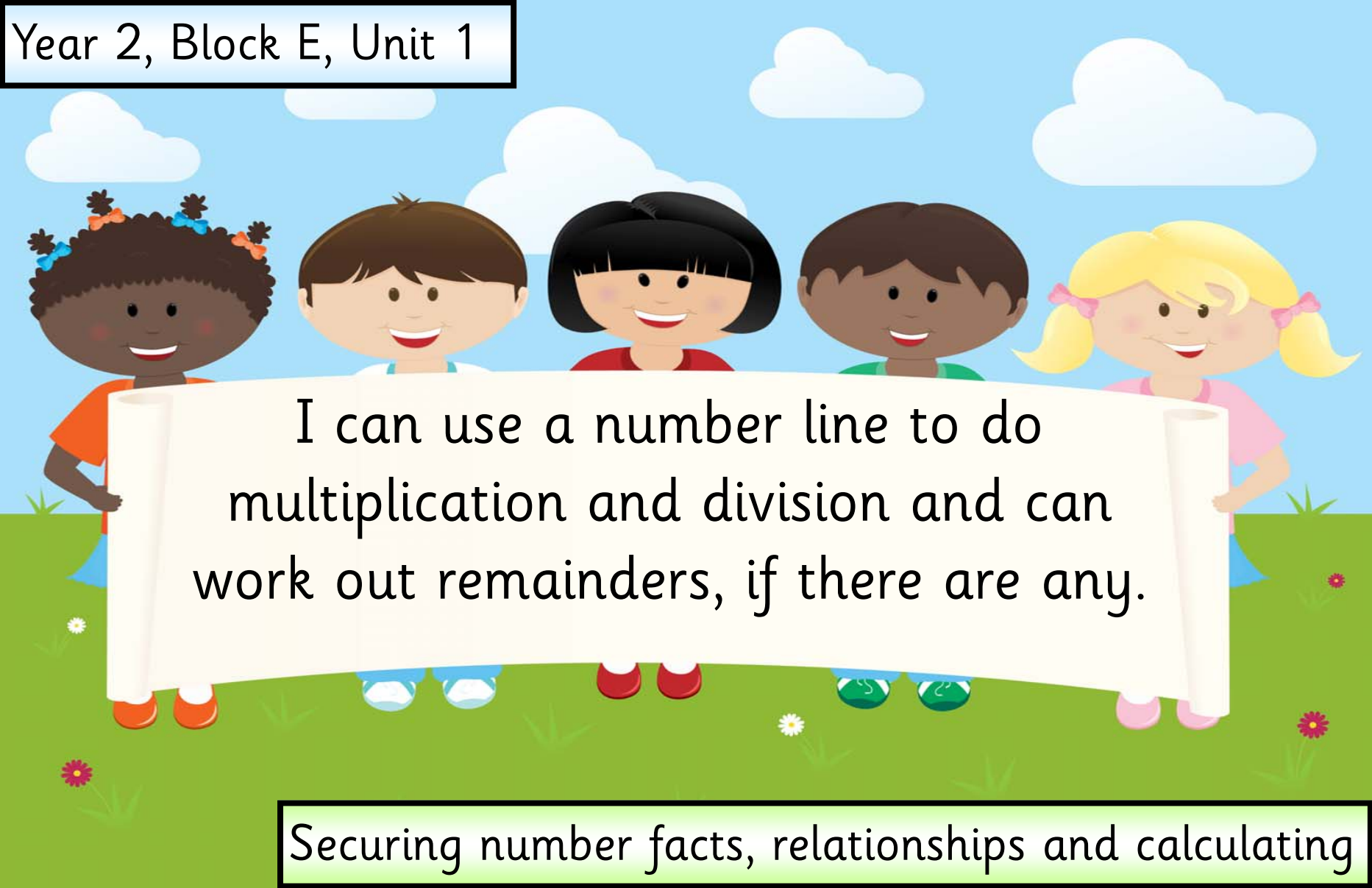
Year 2, Block E, Unit 1



I can record the problem in a number sentence and check if my answer makes sense.

Securing number facts, relationships and calculating

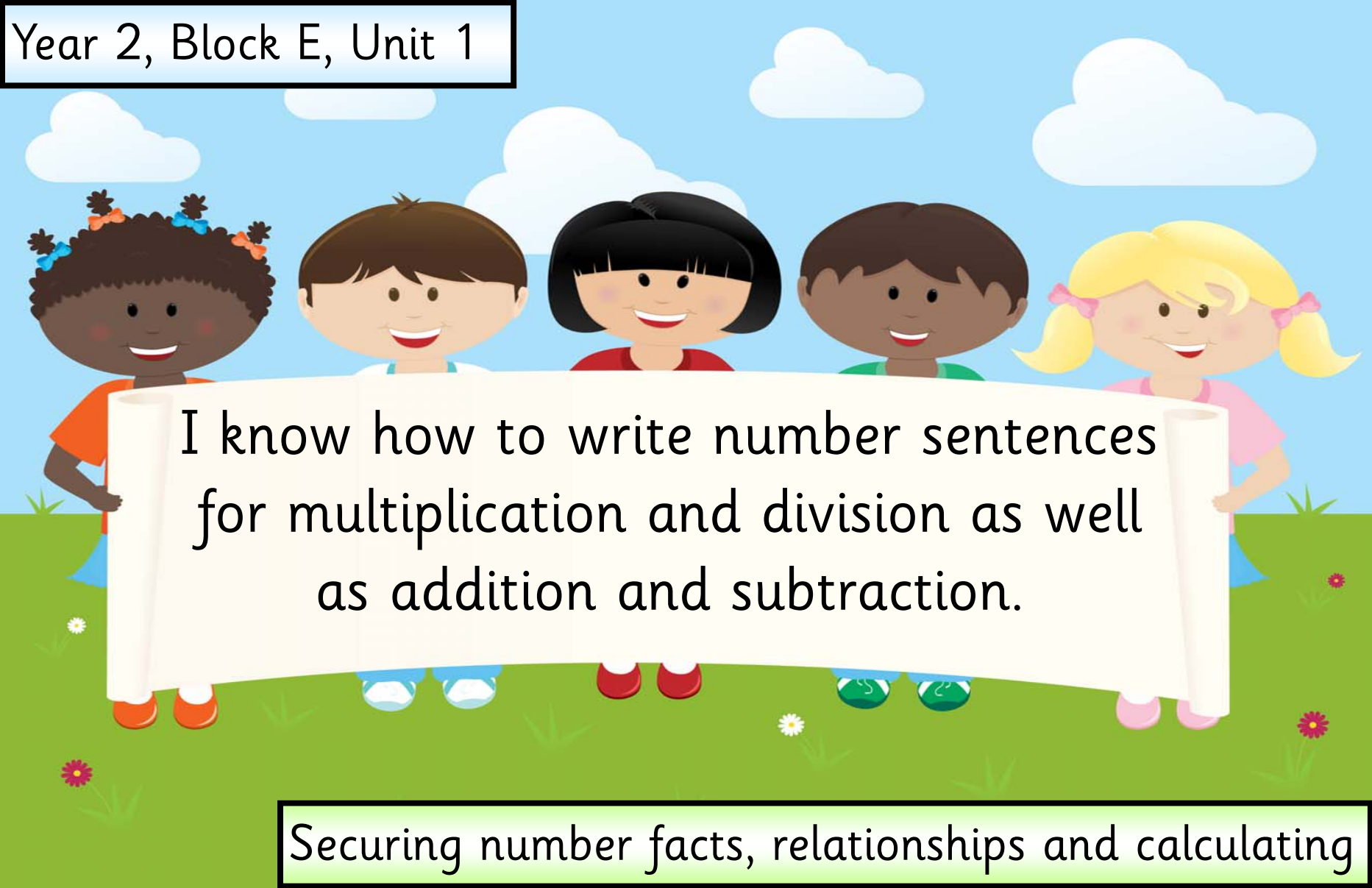
Year 2, Block E, Unit 1



I can use a number line to do multiplication and division and can work out remainders, if there are any.

Securing number facts, relationships and calculating

Year 2, Block E, Unit 1



I know how to write number sentences
for multiplication and division as well
as addition and subtraction.

Securing number facts, relationships and calculating

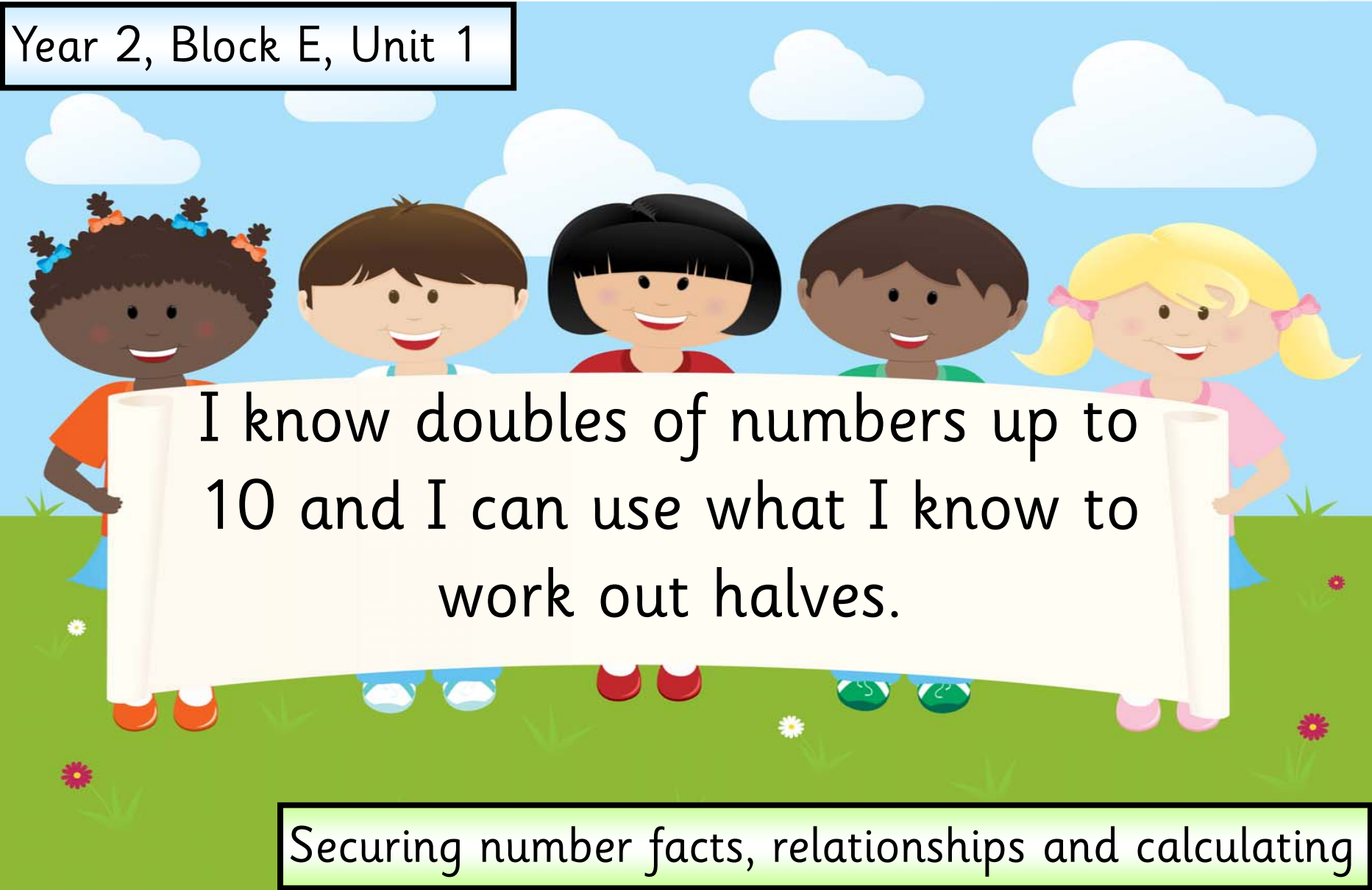
Year 2, Block E, Unit 1

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner that contains the text 'I can explain what my number sentence means.' The children are smiling and looking towards the viewer. The banner is held by the girl on the far left and the girl on the far right.

I can explain what my
number sentence means.

Securing number facts, relationships and calculating

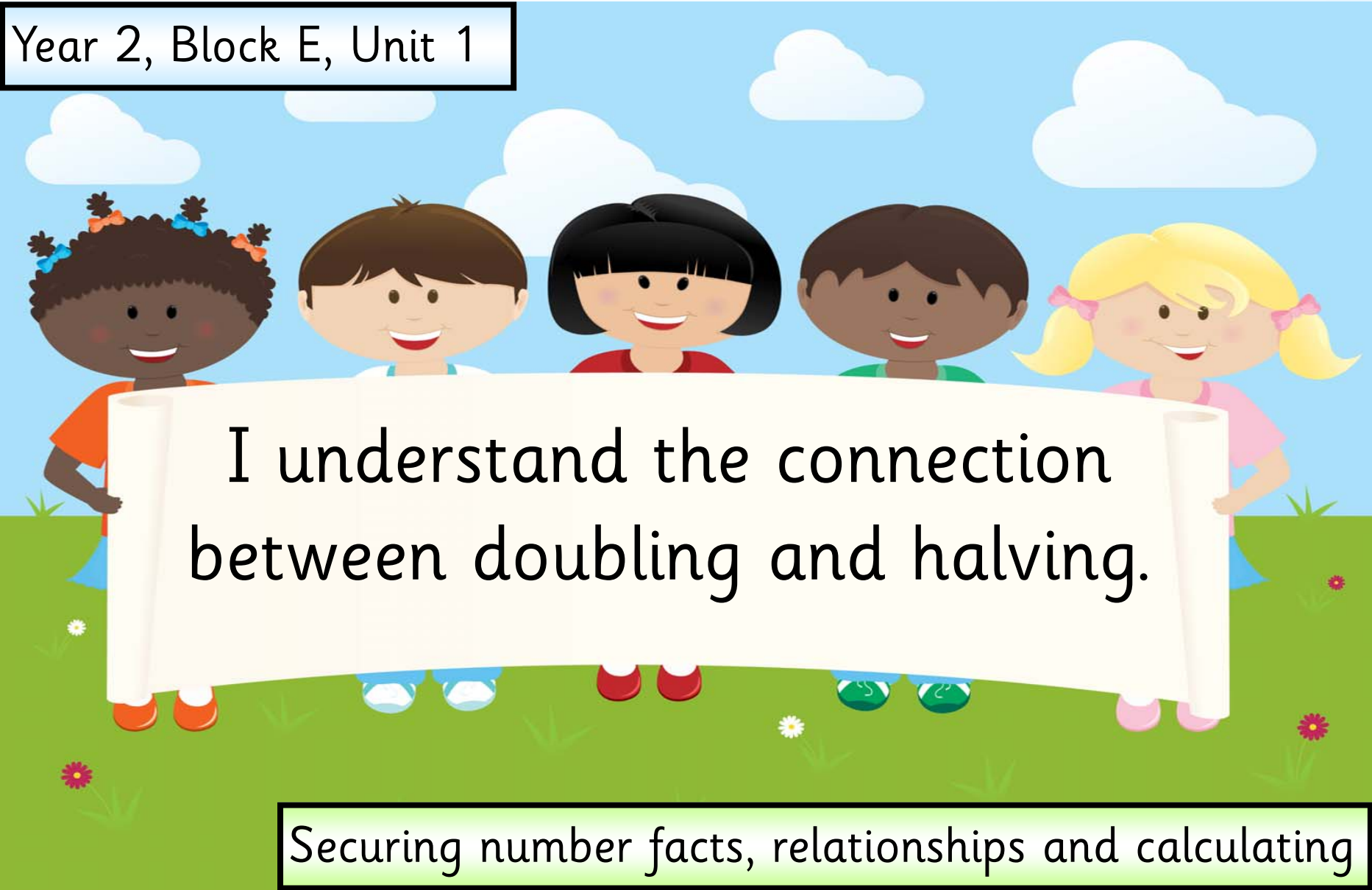
Year 2, Block E, Unit 1

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner. The children are smiling and looking towards the viewer. The banner contains the text: "I know doubles of numbers up to 10 and I can use what I know to work out halves."

I know doubles of numbers up to
10 and I can use what I know to
work out halves.

Securing number facts, relationships and calculating

Year 2, Block E, Unit 1

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner. The children are smiling and looking towards the viewer. The banner is held by the girl on the far left and the girl on the far right.

I understand the connection
between doubling and halving.

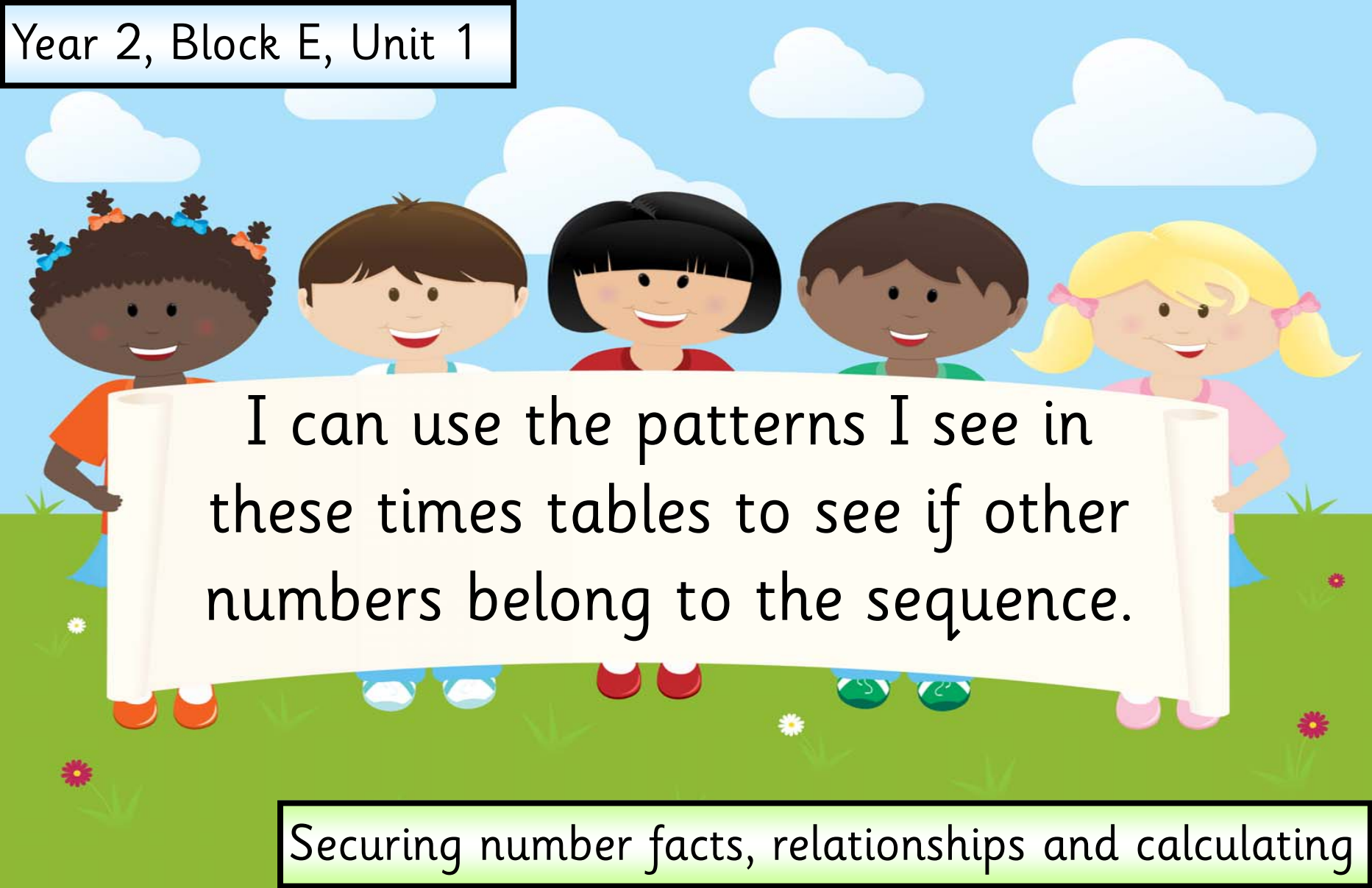
Securing number facts, relationships and calculating

Year 2, Block E, Unit 1

I can recognise some of the 2, 5
and 10 times tables and can
explain the patterns I see.

Securing number facts, relationships and calculating

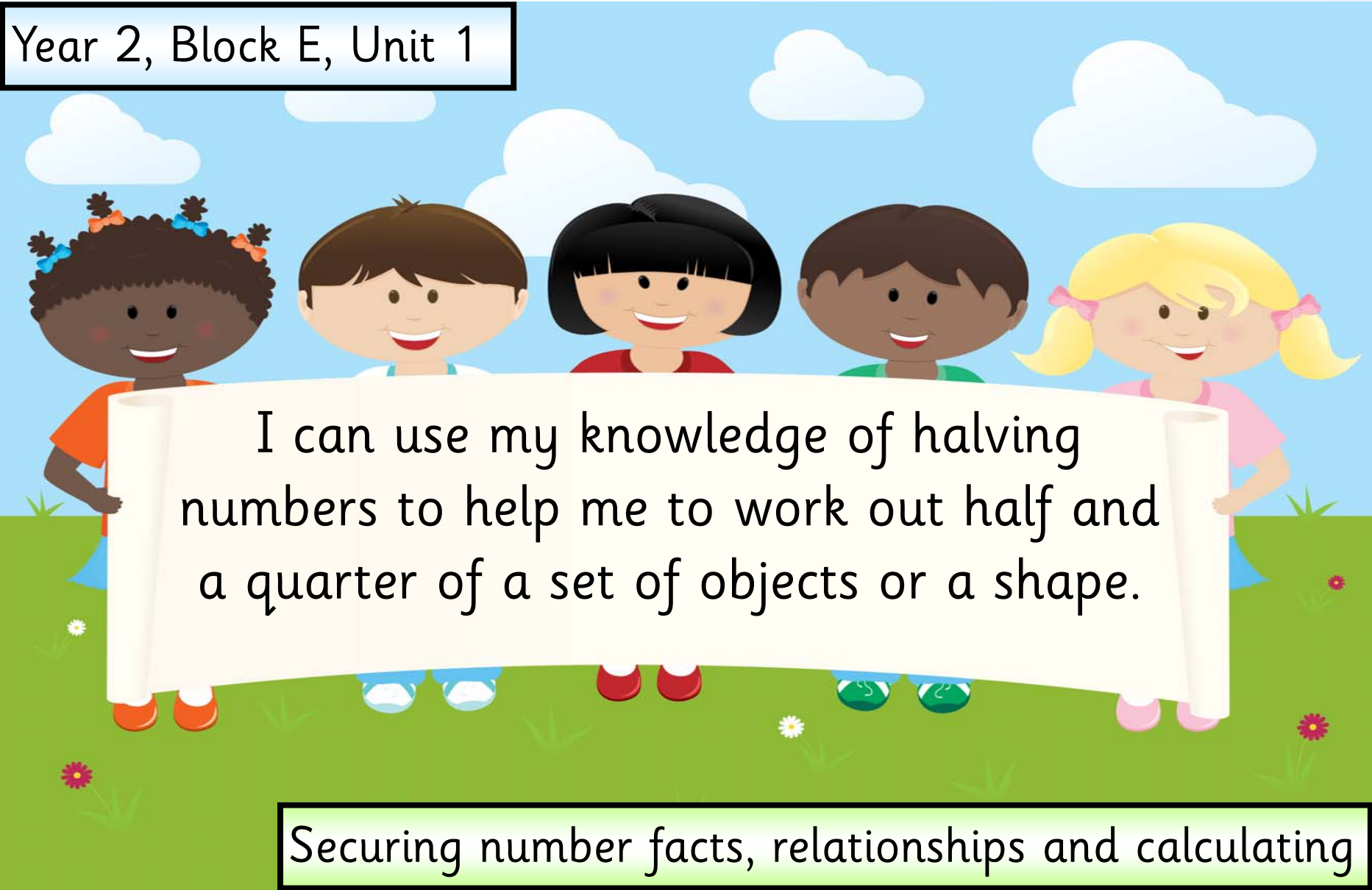
Year 2, Block E, Unit 1



I can use the patterns I see in these times tables to see if other numbers belong to the sequence.

Securing number facts, relationships and calculating

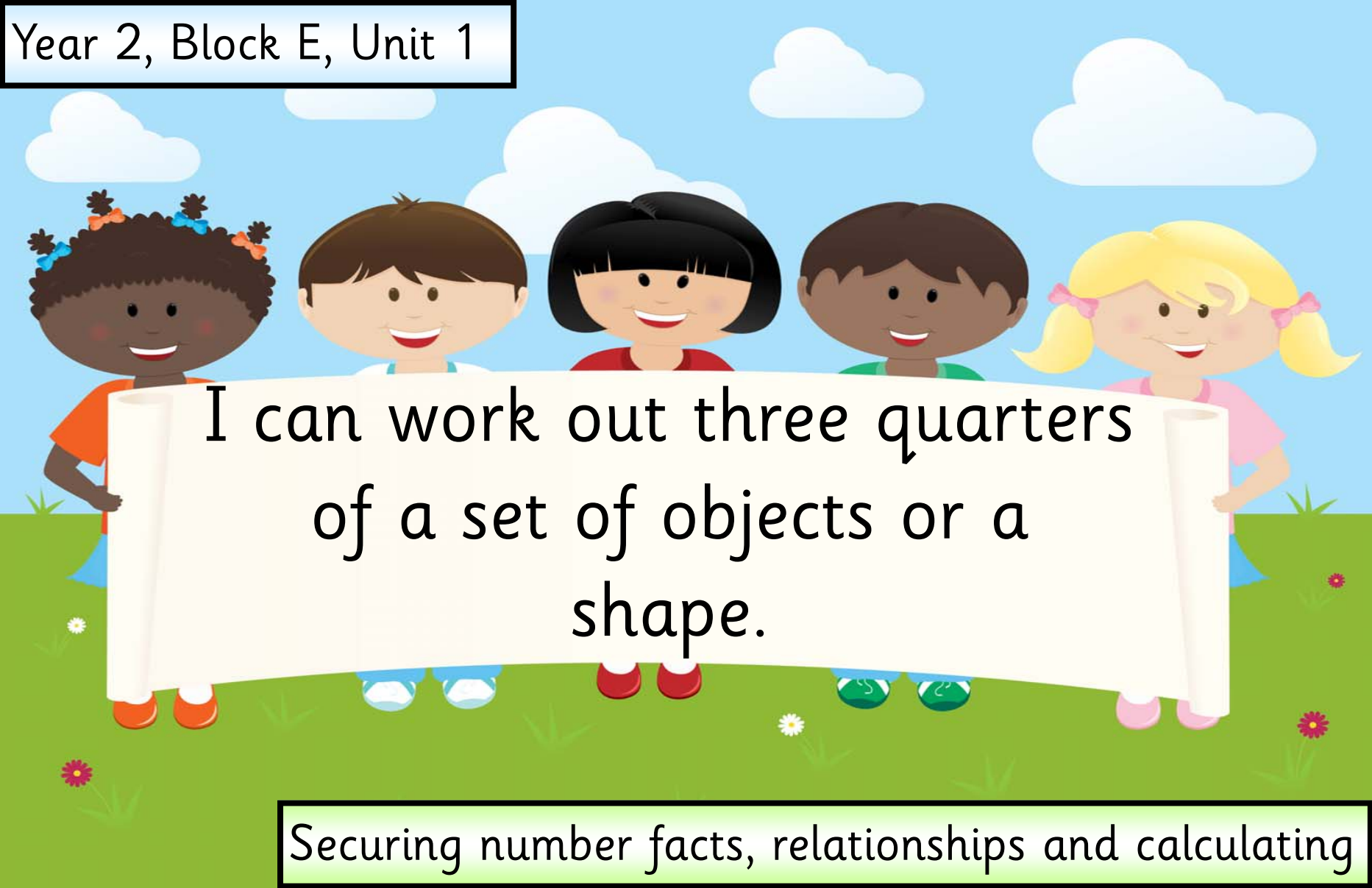
Year 2, Block E, Unit 1

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner. The children are smiling and looking towards the viewer. The banner is held by the girl on the far left and the girl on the far right.

I can use my knowledge of halving numbers to help me to work out half and a quarter of a set of objects or a shape.

Securing number facts, relationships and calculating

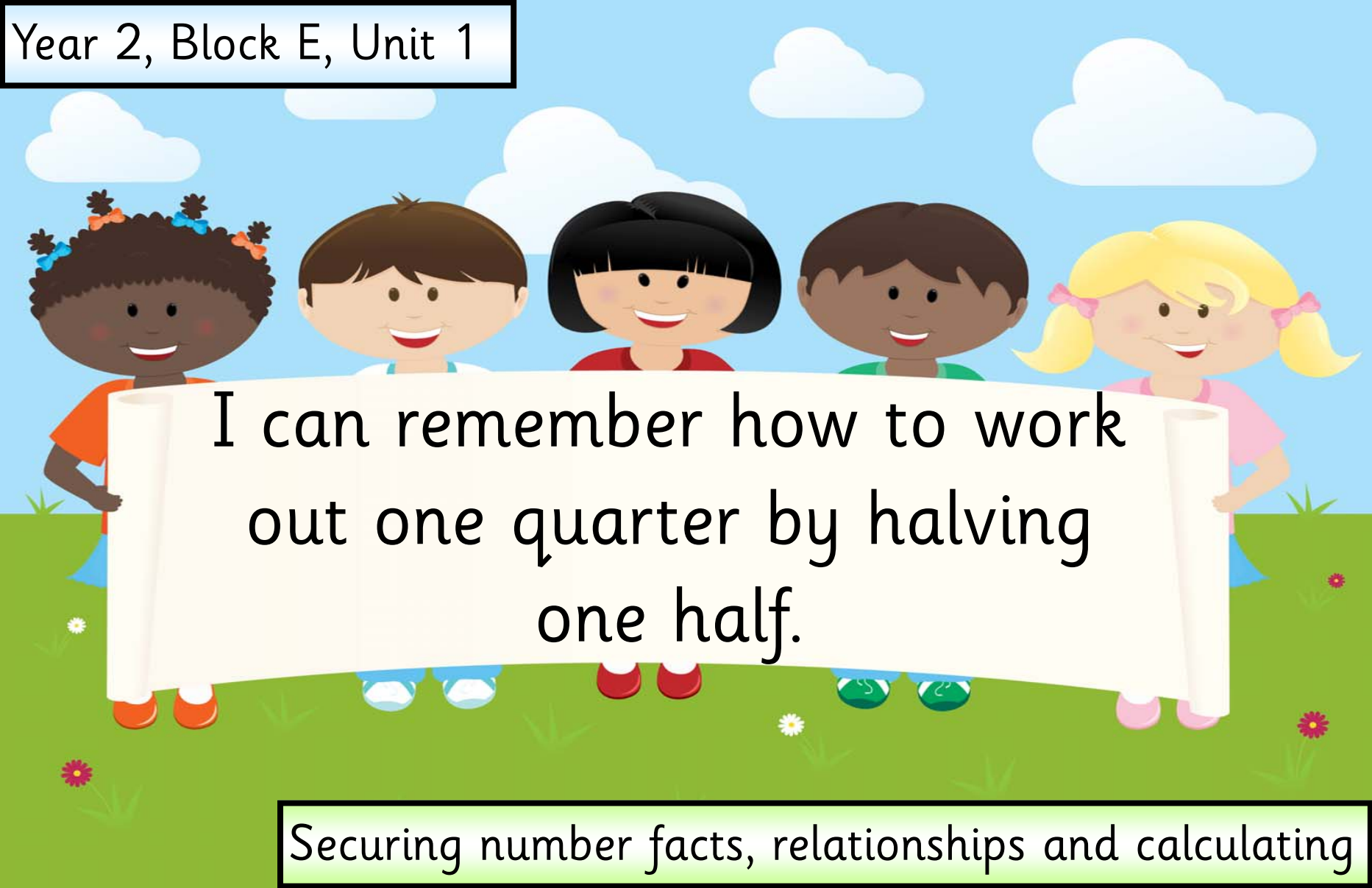
Year 2, Block E, Unit 1



I can work out three quarters
of a set of objects or a
shape.

Securing number facts, relationships and calculating

Year 2, Block E, Unit 1

An illustration of five diverse children (two girls and three boys) standing in a grassy field under a blue sky with white clouds. They are holding a large white banner that contains text. The children are smiling and dressed in colorful clothing. The banner is held by the girl on the far left and the girl on the far right.

I can remember how to work
out one quarter by halving
one half.

Securing number facts, relationships and calculating