Level 2 Maths

As parents, you will wish to know how your child is getting on in maths, and some of you may wish to support your child with extra practise at home. This handout shows some of the key assessment criteria for **level 2** in the area of '**number**', along with examples of questions your child may be expected to answer in this area. You could discuss the questions with your child at home, and help them to understand and practise similar questions in any areas where they have difficulty. However, we would stress the following points:

- Children develop at different speeds. Making steady progress is more important than achieving a particular level by a certain age.
- This is only a sample of the skills children are assessed on.
- We want children to enjoy maths! Practising regularly for short periods may be better than one long session! Often maths skills can be developed effectively through games, or involvement in real life situations like shopping.

Assessment Criteria	Examples of how the skill may be assessed	Answers/Tips
I know that addition and subtraction are opposites (inverses)	Here are three numbers: 12, 17 and 5. Use these three numbers to make 4 number sentences	12 + 5 = 17 5 + 12 = 17 17 – 5 = 12 17 – 12 = 5
I understand the place value of digits in numbers to 100 and can use this to order numbers to 100.	Put these numbers in order, starting with the smallest. 43 12 20 78 21	12 20 21 43 78
I can work out halves of even numbers to 20 and begin to remember them.	What is half of 18? Half of 16? Half of 10? I think of a number and double it. The answer is 18. What was my number?	Remind the children that doubling and halving are opposites.
I can remember and use the addition and subtraction facts to 10.	What are the missing numbers? _ + 6 = 15 8 + _ = 11 20 – 15 = _ 16 - _ = 5 Can you find all the addition pairs to 19? Give any two numbers with a difference of 3. (e.g. 15 and 18)	Encourage children to use their knowledge of inverses to solve missing number questions. Encourage systematic working. E.g. 0 + 19 = 19 1 + 18 = 19 2 + 17 = 19 3 + 16 = 19 … etc
I can decide if I should add or subtract when solving problems.	Decide what calculation is needed to solve problems like: 23 slugs entered the slug race. 7 got lost. How many slugs were left? - Aabid has 20p and Claudia has 41p. How much do they have altogether?	23 – 7 20 + 41 50 – 24 32 – 18

	• Sana had 50p. She spent 24p. How much did she have left? • Pavan's cat weighs 18kg. Olivia's dog weighs 32kg. How much heavier is Olivia's dog?	
I can use repeated addition to solve multiplication problems	6 football teams enter a five-a-side tournament. How many players are in the tournament? A regular hexagon has sides of 2cm each. What is the distance all the way around?	6 x 5 = 5 + 5 + 5 + 5 + 5 + 5 = 30 6 x 2cm = 2 + 2 + 2 + 2 + 2 + 2 = 12cm
I can recognise number sequences, including odd and even numbers.	Write the missing numbers in these sequences. 2, 4, 6, ___, 10, 12, ___, ___ 21, 19, 17, ___, 13, 11, ___ ___, 10, 15, 20, ___, 30 Can you make up a number sequence that increases in steps of 3? Or of 10?	
I can write the numbers to 100 accurately	Write these numbers in figures: Seventy eight Fifty Ninety two One hundred	78 50 92 100
I can count sets of objects reliably	Count in twos, fives or tens, from 0 to 100.	
I can solve number problems involving money or measures.	George had 56p. He spent 9p. How much did he have left? Praveen saves 44p. Then her friend gives her 21p. How much does she have now? Graham the grub travels 27cm. Lily the ladybird crawls 34cm. How much further does Lily travel than George?	Children could be encouraged to draw pictures to help them think about word problems, or to represent the problem on a blank number line. e.g. _____