

# Curriculum prioritisation in primary maths 2020/21

## Evaluation document: Current Year 2 pupils

Using the \*2020 DfE guidance ready-to-progress criteria, listed in the table below, identify aspects that have:

- been taught in school to children by the class teacher
- been taught remotely, or by someone who does not know the children as well
- not been taught at all.

Reflect on how effectively pupils have learnt, remembered and are able to apply what has been taught. Where you are unsure, you should note this down.

From these reflections, prioritise criteria for teaching and learning and use the **Curriculum planning grid** to plan your curriculum for the remainder of this academic year. This evaluation, used continuously over the rest of the year, will also be a useful transition document for the next class teacher.

	Year 1 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher	Year 2 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher
Number and Place Value	<b>1NPV-1</b> Count within 100, forwards and backwards, starting with any number.			<b>2NPV-1</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.		
	<b>1NPV-2</b> Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ .			<b>2NPV-2</b> Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.		

Number Facts	<b>1NF-1</b> Develop fluency in addition and subtraction facts within 10.			<b>2NF-1</b> Secure fluency in addition and subtraction facts within 10, through continued practice.		
	<b>1NF-2</b> Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.					
Addition and Subtraction	<b>1AS-1</b> Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.			<b>2AS-1</b> Add and subtract across 10.		
	<b>1AS-2</b> Read, write, and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.			<b>2AS-2</b> Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".		
				<b>2AS-3</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.		

Multiplication and Division					<b>2AS-4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	
					<b>2MD-1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	
Geometry					<b>2MD-2</b> Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).	
	<b>1G-1</b> Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids, and pyramids are not always similar to one another.				<b>2G-1</b> Use precise language to describe the properties of 2D and 3D shapes and compare shapes by reasoning about similarities and differences in properties.	
	<b>1G-2</b> Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.					

\*DfE Guidance: 'Teaching mathematics in primary schools June 2020', can be downloaded in full, or per year group, from this page: [www.gov.uk/government/publications/teaching-mathematics-in-primary-schools](http://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools). Summary tables on pages 9-15 (of the full, Years 1-6 document) track criteria across year groups. Within the year group documents, the 'Making connections' blue boxes, detail connections across criteria.