

Year Two Inspire Objective Target Sheet

UNIT ONE: NUMBERS TO 1000

1. Recognise representations of, read and write, numbers to 1000
2. Use strategies of counting in ones, tens and hundreds to count to 1000
3. Represent numbers (up to 1000) as hundreds, tens and ones in a place value chart
4. Read and write numerals given a representation and vice versa (with or without place value chart)
5. Compare numbers to 1000 using the terms 'greatest/greater than' and 'smallest/smaller than'
6. Compare two or more three digit numbers.
7. Compare a number with a previous number using '10 more than/10 less than'
8. Arrange numbers to 1000 in ascending or descending order
9. Recognise , read and write missing numbers in a sequence
10. Use place value charts to show addition of a 1,2 or 3-digit number to a 3-digit number (no regrouping)
11. Add a 1, 2 or 3-digit number to a 3 digit number with no regrouping using horizontal and column additions
12. Solve simple addition word problems involving addition of a 1, 2 or 3-digit number to a 3-digit number with no regrouping

UNIT TWO: ADDITION AND SUBTRACTION WITHIN 1000

13. Use place value charts to show subtraction of a 1, 2 or 3 digit number from a 3 digit number
14. Subtract a 1, 2 or 3-digit number from a 3-digit number without regrouping using horizontal and column subtractions
15. Solve simple subtraction word problems involving subtraction of a 1, 2 or 3-digit number from a 3-digit number with no regrouping
16. use place value charts to show addition of two 3-digit numbers with regrouping the ones
17. add a 3-digit number to another 3-digit number with regrouping the ones in both horizontal and column additions
18. solve simple addition word problems involving addition of a 3-digit number to another 3-digit number with regrouping the ones
19. use place value charts to show addition of a 2-digit number to a 3-digit number with regrouping the tens
20. add a 3-digit number to another 3-digit number with regrouping the tens in both horizontal and column additions
21. solve simple addition word problems involving addition of a 3-digit number to another 3-digit number with regrouping the tens
22. use place value charts to show regrouping from ones to tens and from tens to hundreds in addition
23. add a 3-digit number to another 3-digit number with regrouping in ones and tens using both horizontal and column addition
24. solve simple addition word problems involving addition of a 3-digit number to another 3-digit number with regrouping the ones and tens
25. use place value charts to show regrouping from tens to ones in subtraction
26. subtract a 3-digit number from another 3-digit number with regrouping the tens to ones using both horizontal and column subtractions
27. solve simple subtraction word problems involving subtraction of a 3-digit number from another 3-digit number with regrouping from tens to ones
28. use place value charts to show regrouping from hundreds to tens in subtraction
29. subtract a 3-digit number from another 3-digit number with regrouping from hundreds to tens using both horizontal and column subtractions
30. solve simple subtraction word problems involving subtraction of a 3-digit number from another 3-digit number with regrouping from hundreds to tens
31. use place value charts to show regrouping from hundreds to tens and from tens to ones in subtraction

32.	subtract a 3-digit number from another 3-digit number with regrouping from hundreds to tens and from tens to ones using both horizontal and column subtractions
33.	solve simple subtraction word problems involving subtraction of a 3-digit number from another 3-digit number with regrouping from hundreds to tens and from tens to ones
34.	use place value charts to show regrouping from hundreds to tens and then from tens to ones in subtraction when the minuend is in hundreds
35.	subtract a 2-digit or 3-digit number from another 3-digit number in hundreds with regrouping from hundreds to tens and then from tens to ones using both horizontal and column subtraction
36.	solve simple subtraction word problems involving subtraction of a 2-digit or 3-digit number from a 3-digit number in hundreds with regrouping from hundreds to tens and then from tens to ones
UNIT THREE: USING MODELS: ADDITION AND SUBTRACTION	
37.	see the link between unit cube representation in 2D with bar diagrams in model drawings
38.	interpret and represent the 'part-whole' concept in addition using models either with paper strips or by drawing bars
39.	interpret and represent the 'part-whole' concept in subtraction using models either with paper strips or by drawing bars
40.	interpret and represent the 'adding on' concept in addition using models either with paper strips or by drawing bars
41.	interpret and represent the 'taking away' concept in subtraction using models either with paper strips or by drawing bars
42.	Pupils will be able to interpret and represent the 'comparing' concept in addition or subtraction using models either with paper strips or by drawing bars.
43.	Pupils will be able to interpret and represent 2-step problems in addition and subtraction using models either with paper strips or by drawing bars.
UNIT FOUR: MULTIPLICATION AND DIVISION	
44.	interpret the concept of multiplication as the number of groups by the number of items and as repeated addition
45.	interpret the concept of multiplication as multiplying a set of items by number of times
46.	calculate multiplication using repeated addition
47.	interpret the concept of division as sharing a number of items equally between a number of groups
48.	interpret the concept of division as dividing a set of items into groups given a fixed set of items in each group
49.	calculate division by relating to multiplication or repeated addition
UNIT FIVE AND SIX: MULTIPLYING BY 2, 3, 4, 5 and 10	
50.	commit the two, three, four, five and ten times table facts to memory
51.	Find and write division facts by recalling multiplication facts
UNIT SEVEN: USING MODELS: MULTIPLICATION AND DIVISION	
52.	Pupils will be able to interpret and represent the 'group and item' concept in multiplication and division using models either with paper strips or drawing bars to find the number of items or groups
UNIT EIGHT: LENGTH	
53.	recognise the unit of measurement for length as metre (m), estimate and measure in 1 metre lengths
54.	name objects that are more than 1 m long, and objects that are less than 1 m long
55.	find the difference (how much more or less) in the lengths of objects by subtracting the lengths
56.	recognise the unit of measurement centimetres (cm) and that it is used for measuring shorter lengths as compared to the metre
57.	measure lengths of objects in centimetres using a ruler and draw lines given their lengths in cm using a ruler
58.	use a string to measure the lengths of curves
59.	find the length of an object when the object is not placed at the '0' mark
60.	solve one- and two-step word problems by relating them to addition and subtraction concepts such as 'part-whole', 'adding on', 'taking away' and 'comparing'

61.	solve one- and two-step word problems by relating them to multiplication and division concepts such as 'group and item' and 'multiplying'
UNIT NINE: MASS	
62.	use the unit kilogram (kg) for measuring mass and have a sense of how heavy 1 kg is
63.	read a scale which shows '1 kg', 'less than 1 kg' or 'more than 1 kg'
64.	estimate the mass of an object and then check by measuring its mass using a weighing scale
65.	find the mass of an object in kg using the balance with 1 kg weights
66.	solve problems by applying the 'balancing' concept
67.	read a scale to determine the mass of objects
68.	tell which object or person is heavier and how much heavier by weighing the objects separately
69.	read a scale where the indicator does not point exactly to the numbers on the scale
70.	use the unit gram (g) for measuring mass and have a sense of how heavy 1 g is
71.	tell how heavy 1 g is by weighing an item, e.g. a paper clip
72.	read a scale which shows masses less than 500 g
73.	find the mass of an object in grams using the balance with 1 g masses
74.	determine the correct weighing scale for different items
75.	solve problems by comparing the masses of combinations of items
76.	find the total mass of two or more items (in kg) by adding the masses
77.	find the difference in the masses by subtracting
78.	solve two-step word problems involving addition and subtraction of masses using the 'part-whole', 'comparison', 'adding on' and 'taking away' models
79.	read a word problem and decide if it is a multiplication or division calculation
UNIT TEN: MENTAL CALCULATIONS	
80.	use number bonds for 10s to mentally add a 1-digit number to a 2-digit number within 100 without regrouping
81.	use number bonds to mentally add a 1-digit number to a 3-digit number with or without regrouping the ones
82.	use number bonds to mentally add a 3-digit number and tens with or without regrouping in tens
83.	use number bonds to mentally add a 3-digit number and hundreds without regrouping in hundreds
84.	use number bonds to mentally subtract a 1-digit number from a 2-digit number within 100 with or without regrouping
85.	use number bonds to mentally subtract a 1-digit number from a 3-digit number within 1000 with or without regrouping the tens into ones
86.	use number bonds to mentally subtract tens from a 3-digit number within 1000 with or without regrouping the hundreds into tens
87.	use number bonds to mentally subtract hundreds from a 3-digit number without regrouping
UNIT ELEVEN: MONEY	
88.	recognise different coins and notes and know the value of each
89.	state the total value of a set of notes and coins
90.	write amounts of money in numbers, given the amount written in words
91.	convert pence to pounds, convert pence to pounds and pence, convert pounds to pence, convert pounds and pence to pence
92.	state the greater/greatest or smaller/smallest amount of money using the 'comparing pounds and pence' strategy
93.	solve one-step or two-step word problems in addition or subtraction involving 'part-whole', 'adding on', 'taking away' or 'comparing' concepts; in pounds only or in pence only
94.	solve one-step word problems in multiplication and division involving 'group and item' and 'multiplying' concepts
UNIT TWELVE: FRACTIONS	
95.	use shapes to represent one whole and fractions with denominators of up to 12
96.	write fractions with denominators of up to 12 from given shapes with equal divisions
97.	identify whether a shape has been cut into equal fractional parts

98.	read and write fractions in words
99.	represent fractions using model drawings
100.	compare and order two or more fractions with the same (and different) denominators using rectangular strips or model drawings of the same size
101.	add two or three fractions with the same denominator taken from a whole
102.	subtract a fraction from another fraction with the same denominator taken from a whole
103.	conceptualise addition and subtraction of fractions by representing the subtraction with model drawings
UNIT THIRTEEN: TIME	
104.	recite the 5 times table and relate it to the clock's minute markings
105.	recall and use the conversion: 60 minutes = 1 h
106.	tell the time as ___ mins after ___ o'clock
107.	read and write the time in minutes to intervals of 5 minutes
108.	name the numeral or draw the minute hand given the time in hours and minutes
109.	tell the time in hours and minutes by looking at the positions of the hour and minute hands
110.	write the time in hours and minutes in numerals
111.	draw the position of the hour hand or the minute hand given the time in numerals
112.	write times in a.m. or p.m. to differentiate between morning, afternoon and evening
113.	choose a.m. or p.m. based on clues such as 'in the morning', 'afternoon', 'evening' or 'night'
114.	find the duration in terms of 1 hour or half an hour given start and end times
115.	find the start/end time given the end/start time and duration of 1 hour or half an hour
UNIT FOURTEEN: VOLUME	
116.	understand and explain that the volume of a liquid is the amount of that liquid in a container
117.	understand that the volume of water is conserved no matter which container is used to contain the water
118.	compare the volumes of liquids in identical containers by comparing the levels of liquid in the containers
119.	compare the volumes of water in identical containers and arrange them in ascending or descending order
120.	state that the unit of measurement for volume is the litre (ℓ)
121.	know how much 1 litre of liquid is and give examples of containers that can contain 1 litre of liquid
122.	estimate the number of litres of water a container can hold and then check by measuring with 1ℓ containers
123.	use a scale on a container to find the volume of water it contains in litres
124.	solve two-step word problems involving the use of addition and subtraction concepts
125.	solve problems by relating them to multiplication and division concepts such as 'group and item' and 'multiplying'
UNIT FIFTEEN: GRAPHS	
126.	read and interpret picture graphs with scales in 1, 2, 3, 4, 5 or 10
127.	find the scale given the total number of items for a category and the number of units represented by each symbol
128.	find the sum of the number of items of two categories given in the picture graph
129.	record items and make tables from information found in picture graphs
130.	draw picture graphs with scales from the table, using appropriate scales for each picture graph
131.	interpret graphs related to scale, make comparisons and find sums and differences
132.	solve problems using picture graphs involving two variables
UNIT SIXTEEN: LINES AND SURFACES	
133.	identify and differentiate straight lines and curves
134.	use a ruler and pencil to draw straight lines
135.	use a pencil to draw curves
136.	use 'finger-tracing' to feel and tell whether a line is a curve or a straight line
137.	identify straight lines and curves in pictures and 3D shapes

138.	draw pictures with only straight lines, pictures with only curves or pictures with straight lines and curves
139.	differentiate between a flat surface and a curved surface by moving their hand over the surfaces
140.	identify 3D objects that have flat surfaces
141.	count the number of flat surfaces of a given set of geometrical shapes
142.	find objects that have flat surfaces
UNIT SEVENTEEN: SHAPES AND PATTERNS	
143.	recognise a semicircle as half a circle and a quarter circle as one quarter of a circle
144.	recognise things with semicircular shapes and things with quarter circle shapes
145.	copy shapes onto square dotted paper
146.	recognise, identify and name the 3D shapes: cube, cuboid, cone and cylinder
147.	identify and name the 3D shapes used in making a given model
148.	make models using the 3D shapes
149.	identify shapes in repeating sequences and identify missing shapes from patterns
150.	explain a pattern and continue the pattern