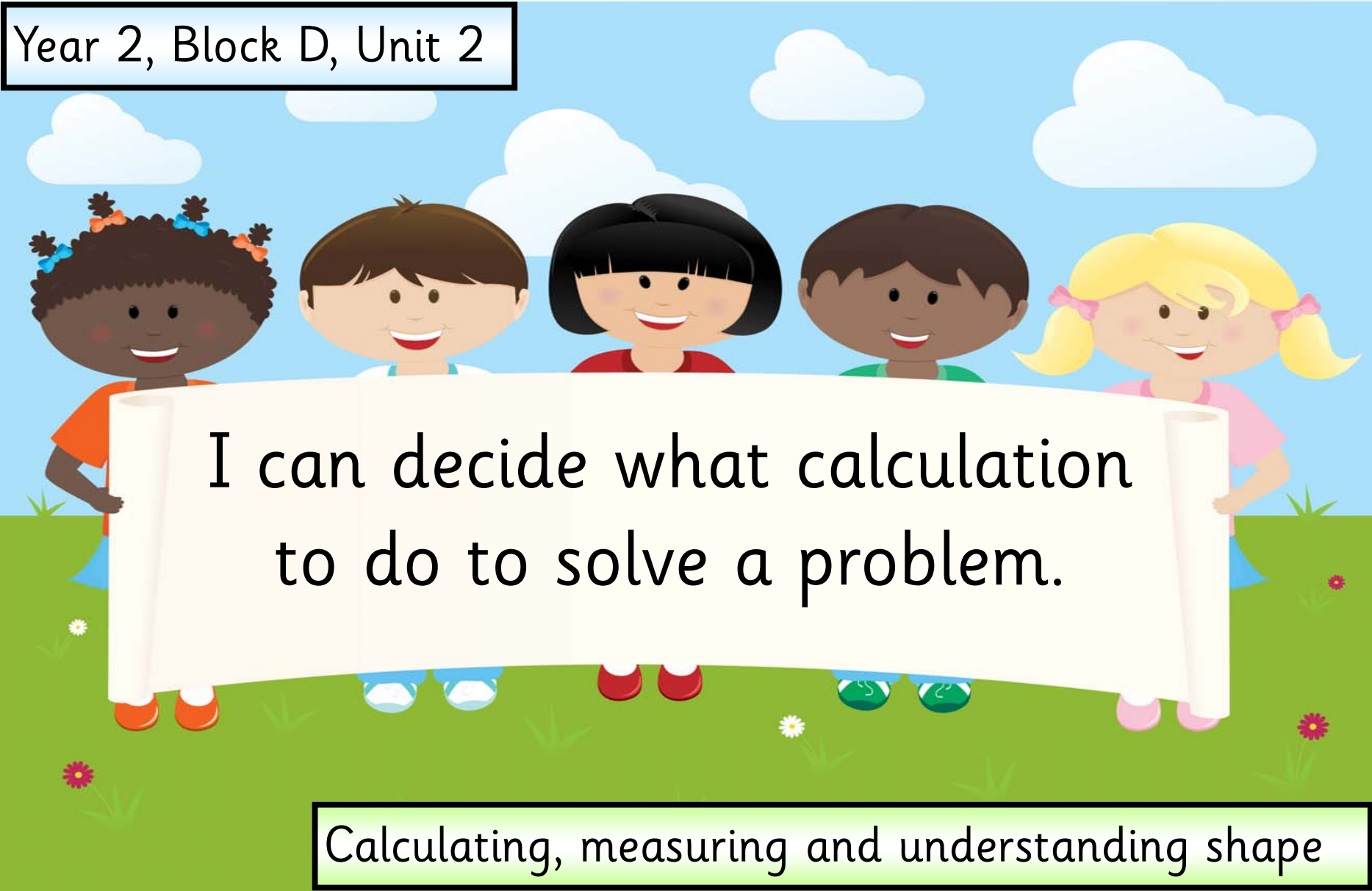


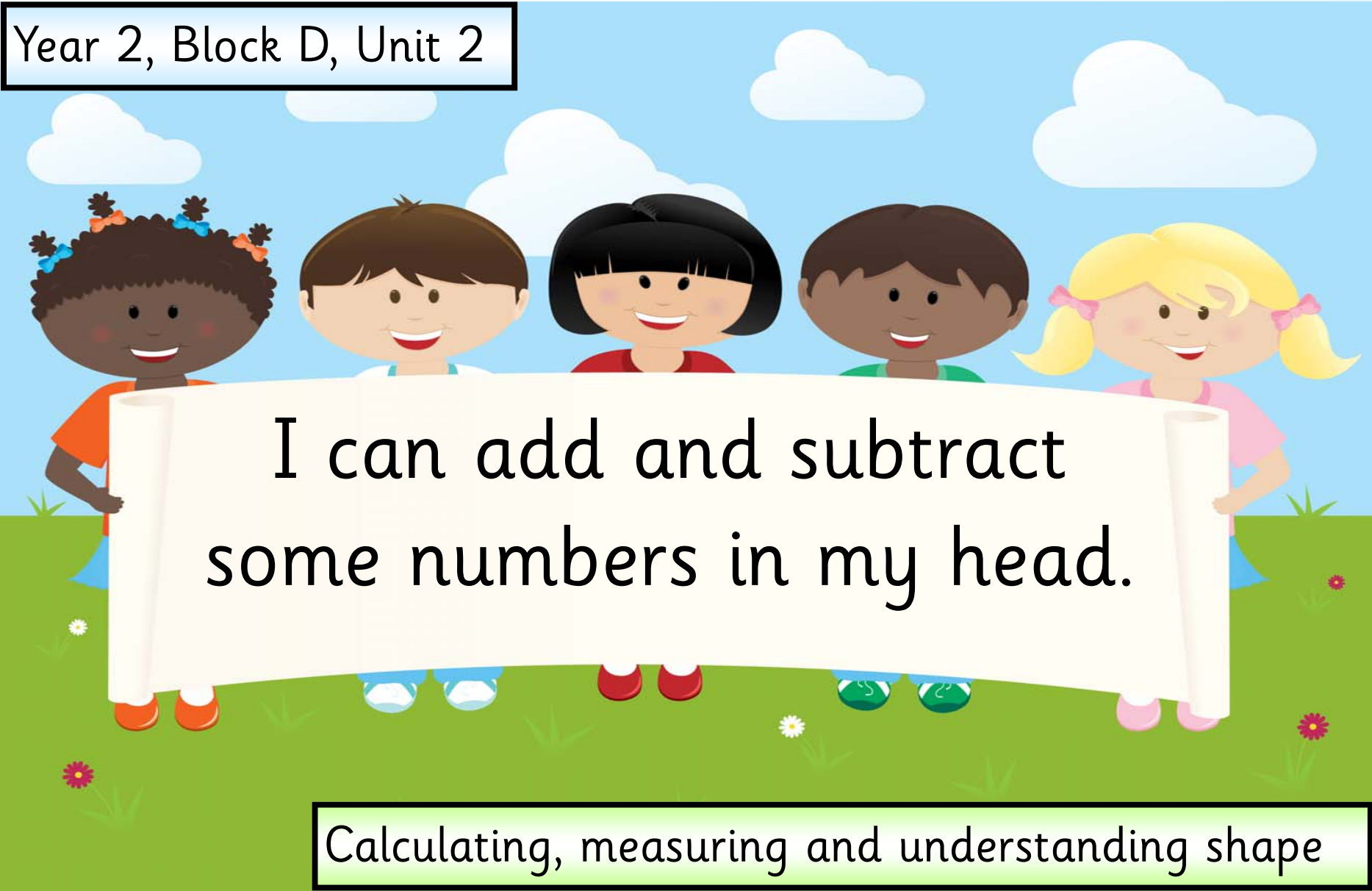
Year 2, Block D, Unit 2



I can decide what calculation  
to do to solve a problem.

Calculating, measuring and understanding shape

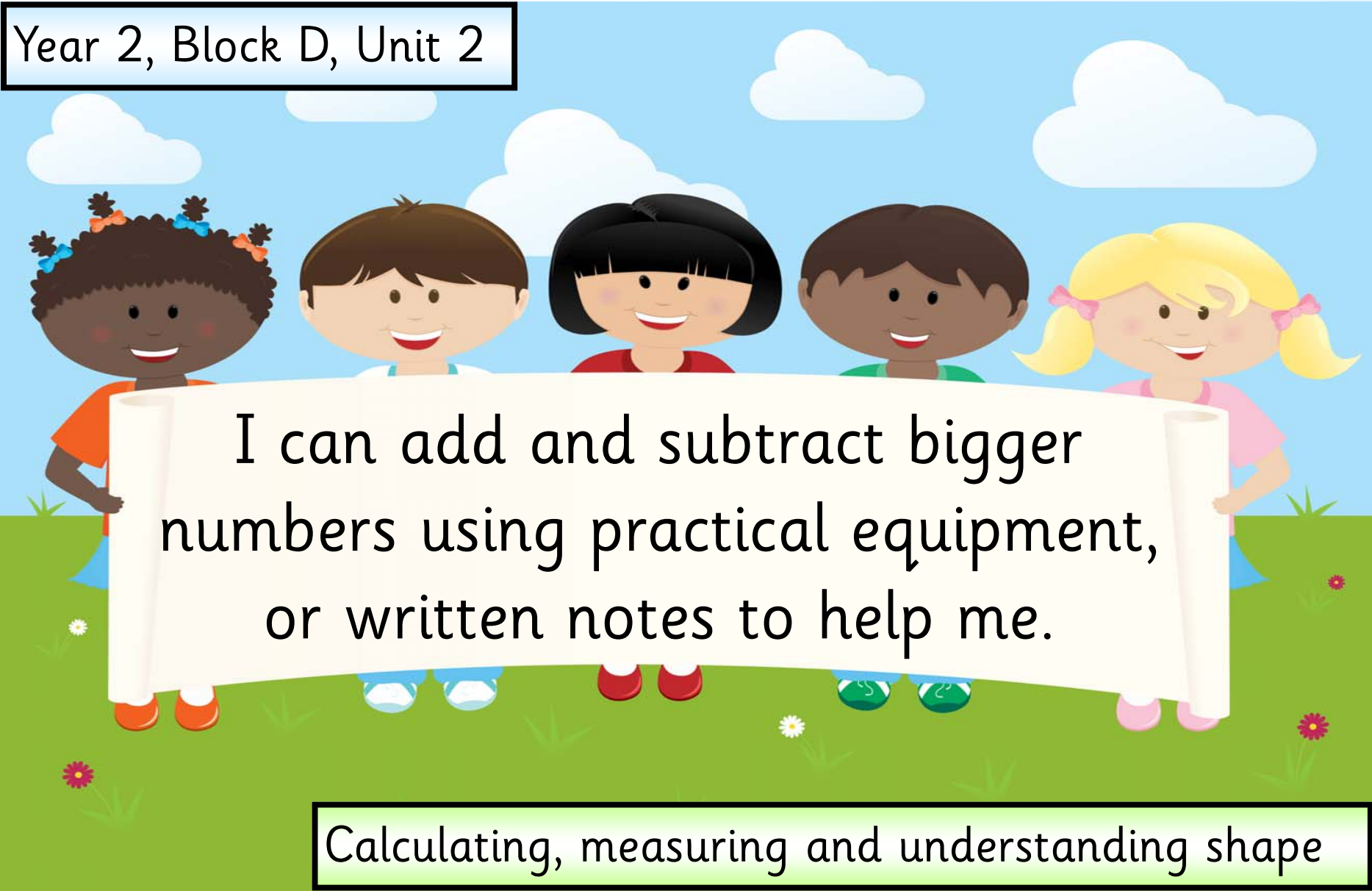
Year 2, Block D, Unit 2



I can add and subtract  
some numbers in my head.

Calculating, measuring and understanding shape

Year 2, Block D, Unit 2



I can add and subtract bigger numbers using practical equipment, or written notes to help me.

Calculating, measuring and understanding shape



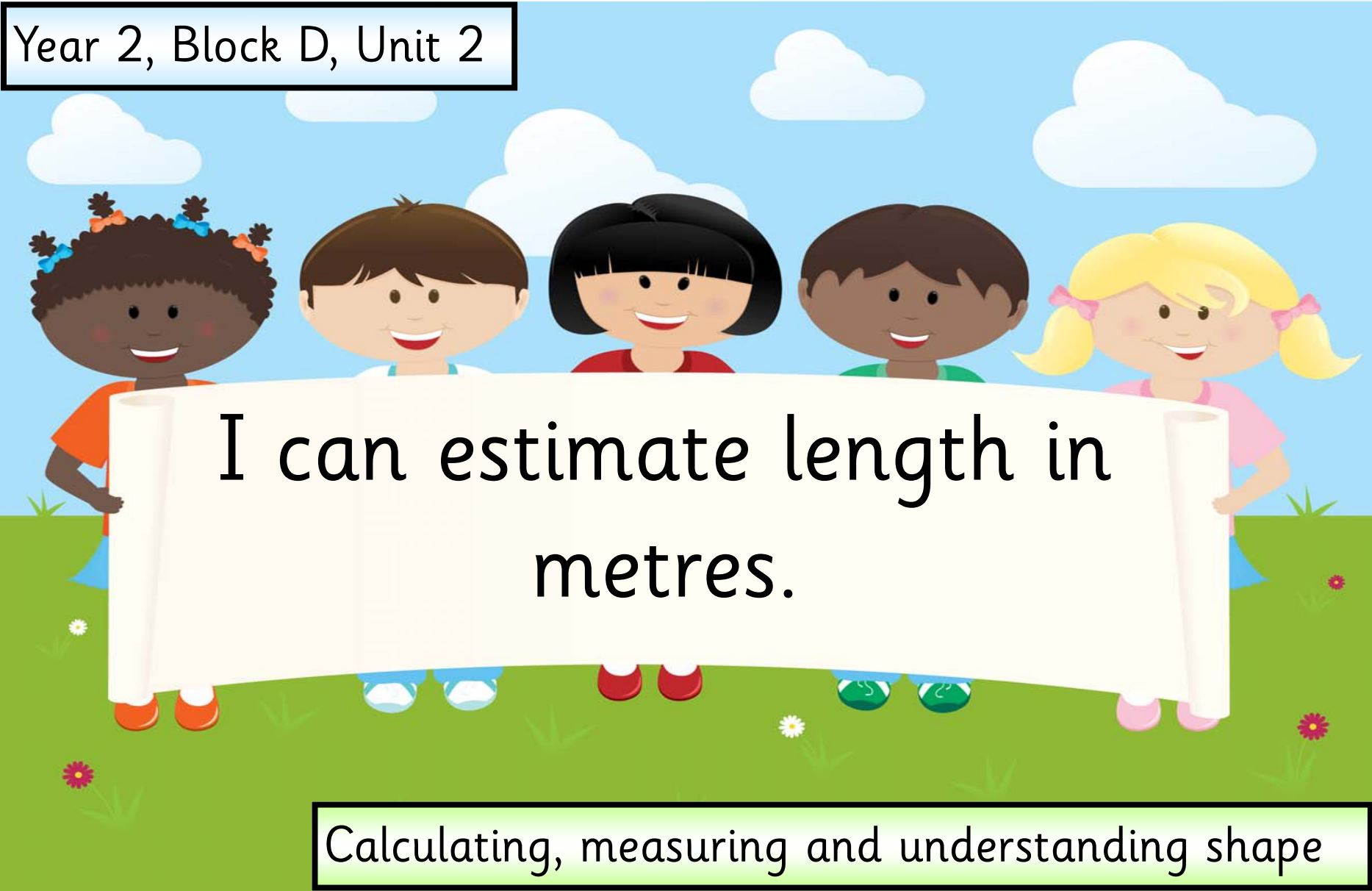
Year 2, Block D, Unit 2



I can estimate length in centimetres.

Calculating, measuring and understanding shape

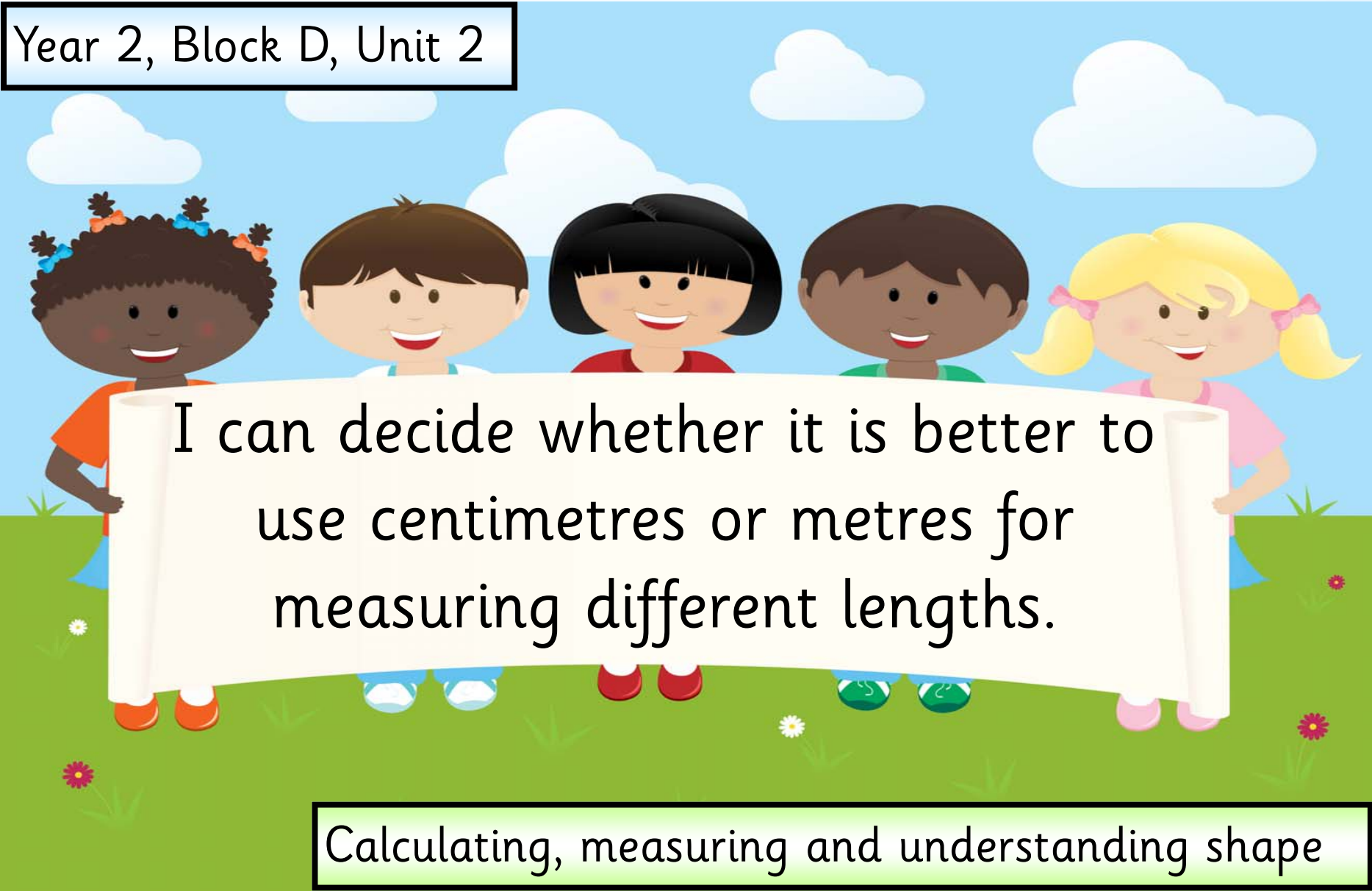
Year 2, Block D, Unit 2



I can estimate length in metres.

Calculating, measuring and understanding shape

Year 2, Block D, Unit 2

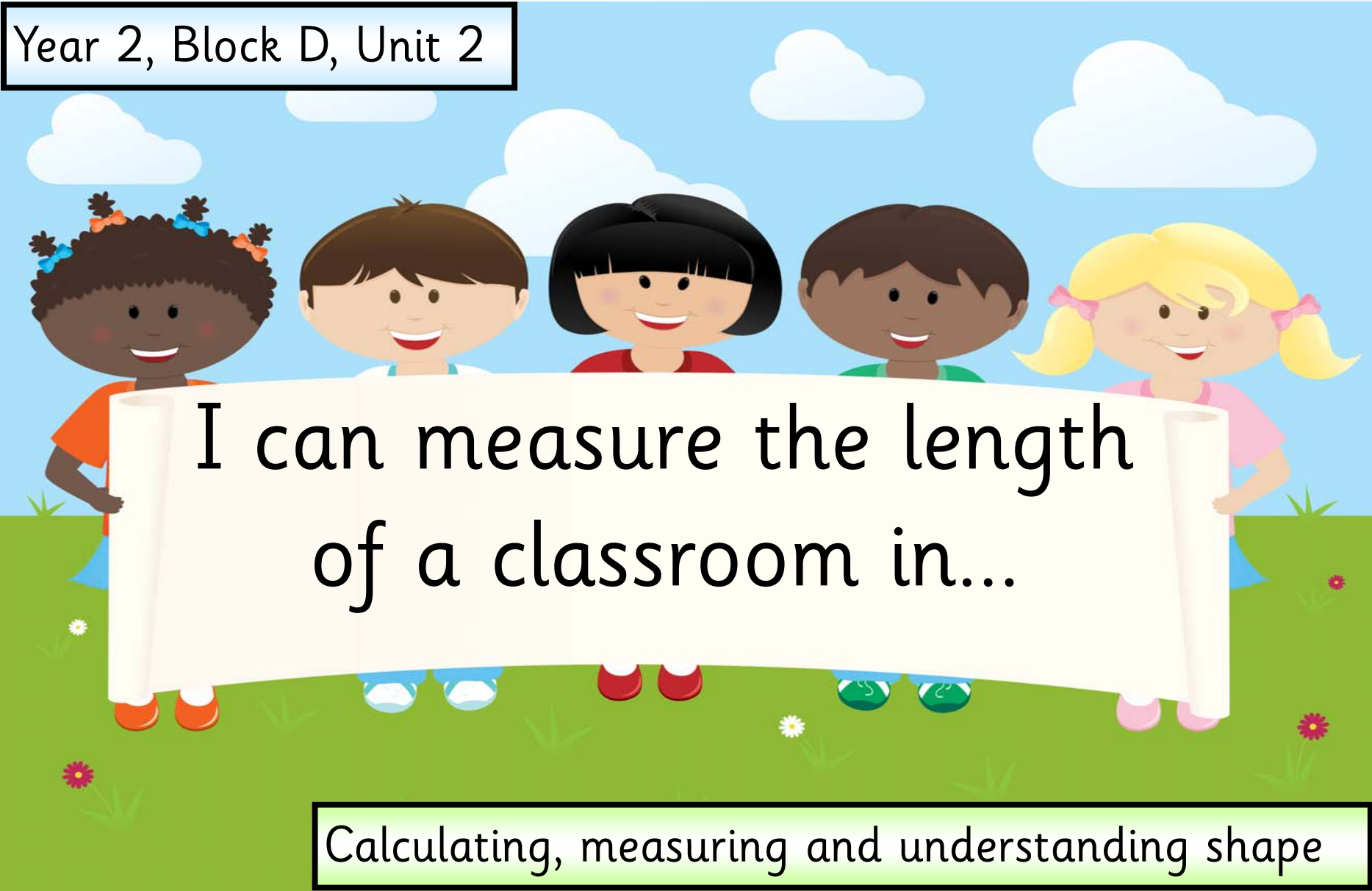


I can decide whether it is better to use centimetres or metres for measuring different lengths.

Calculating, measuring and understanding shape



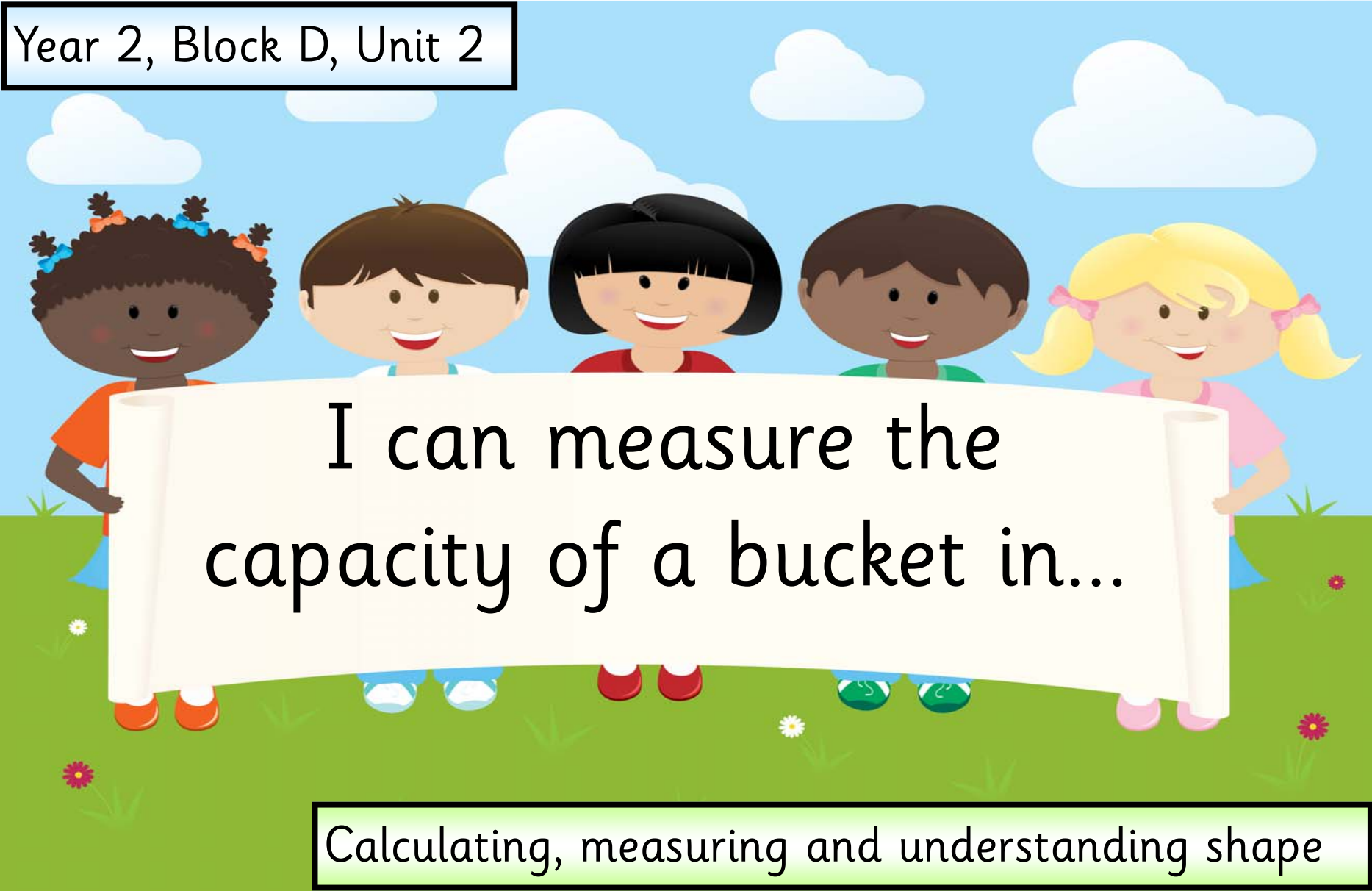
Year 2, Block D, Unit 2



I can measure the length  
of a classroom in...

Calculating, measuring and understanding shape

Year 2, Block D, Unit 2

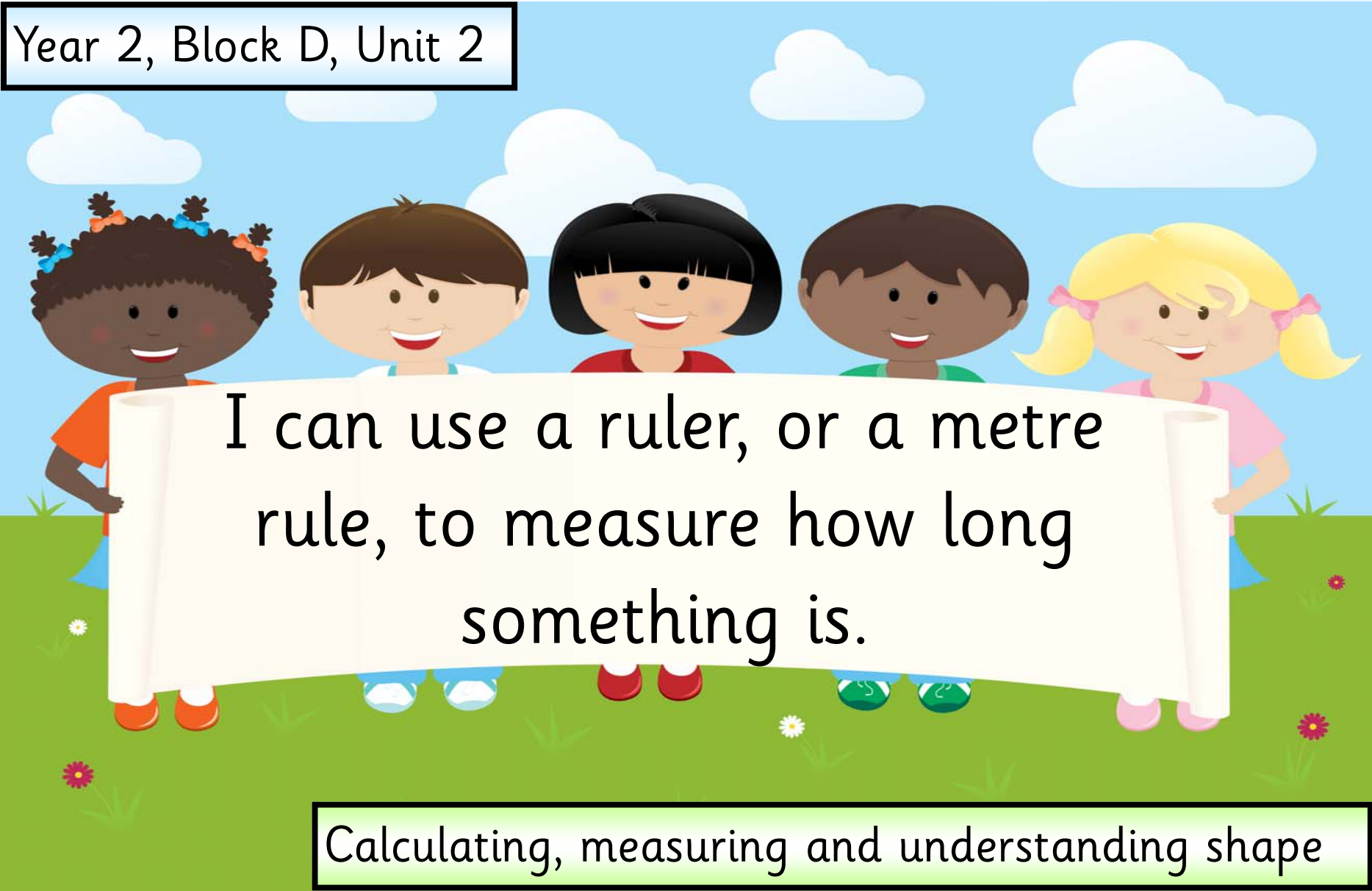


I can measure the  
capacity of a bucket in...

Calculating, measuring and understanding shape



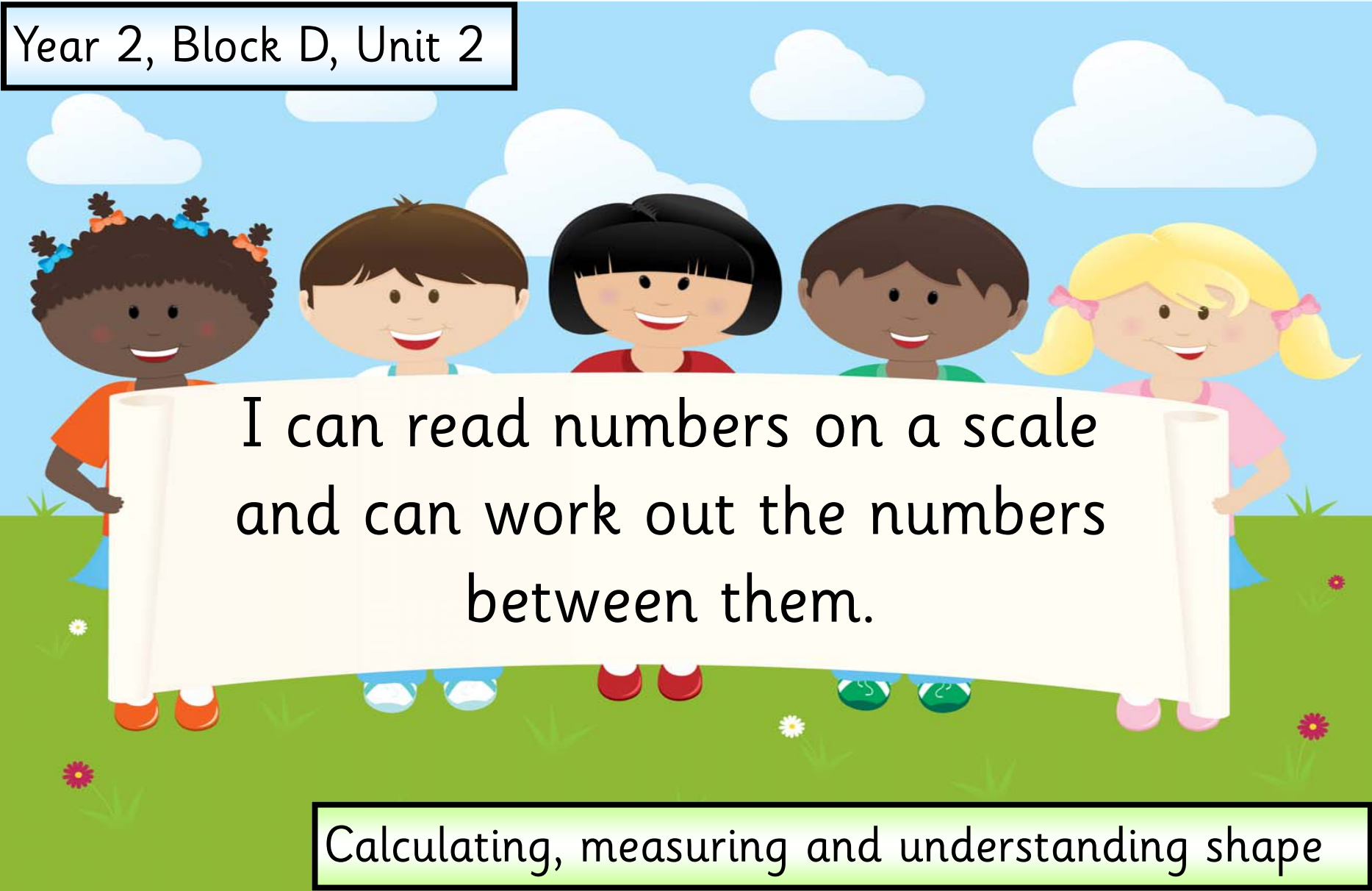
Year 2, Block D, Unit 2



I can use a ruler, or a metre rule, to measure how long something is.

Calculating, measuring and understanding shape

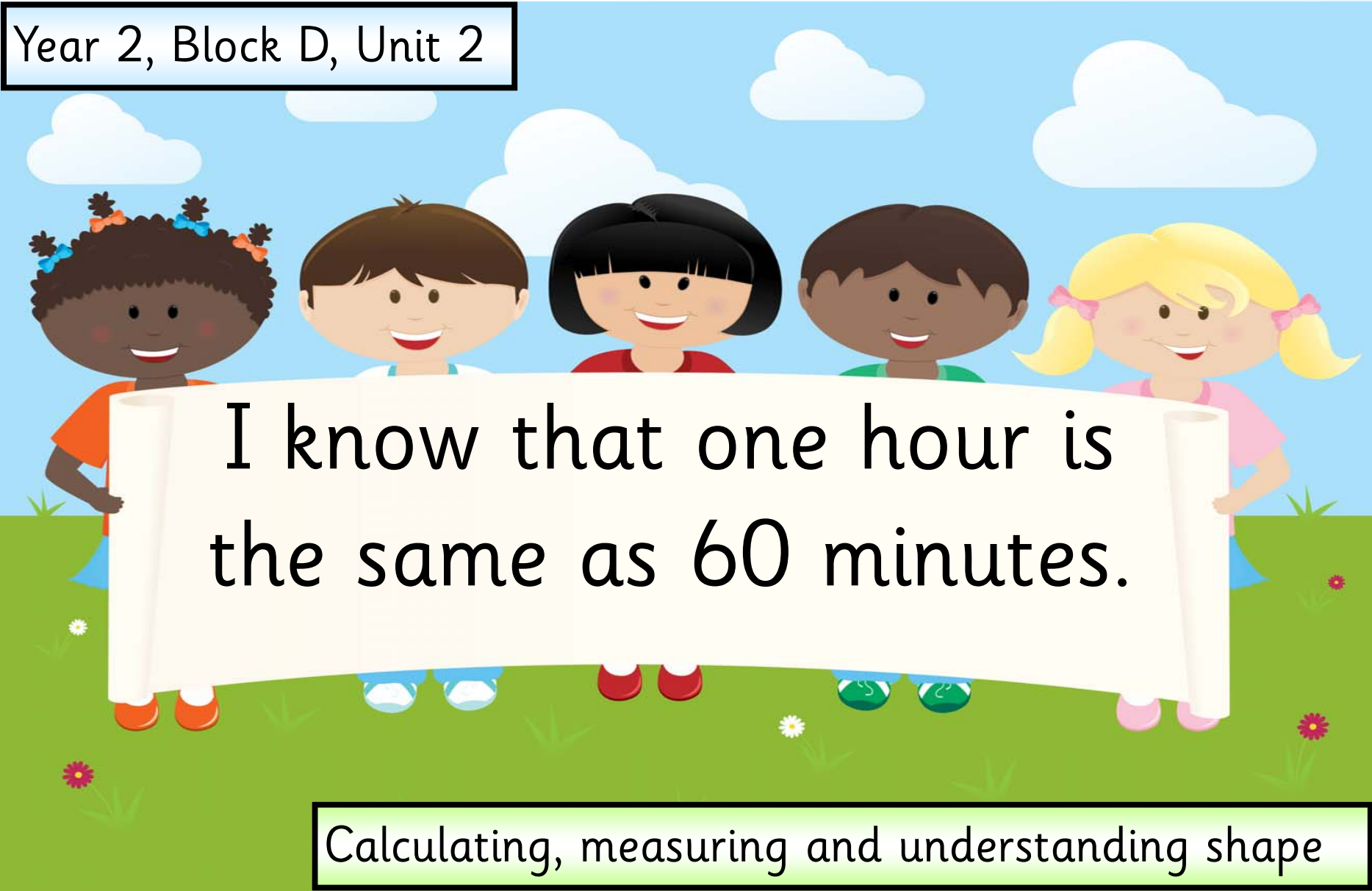
Year 2, Block D, Unit 2



I can read numbers on a scale  
and can work out the numbers  
between them.

Calculating, measuring and understanding shape

Year 2, Block D, Unit 2

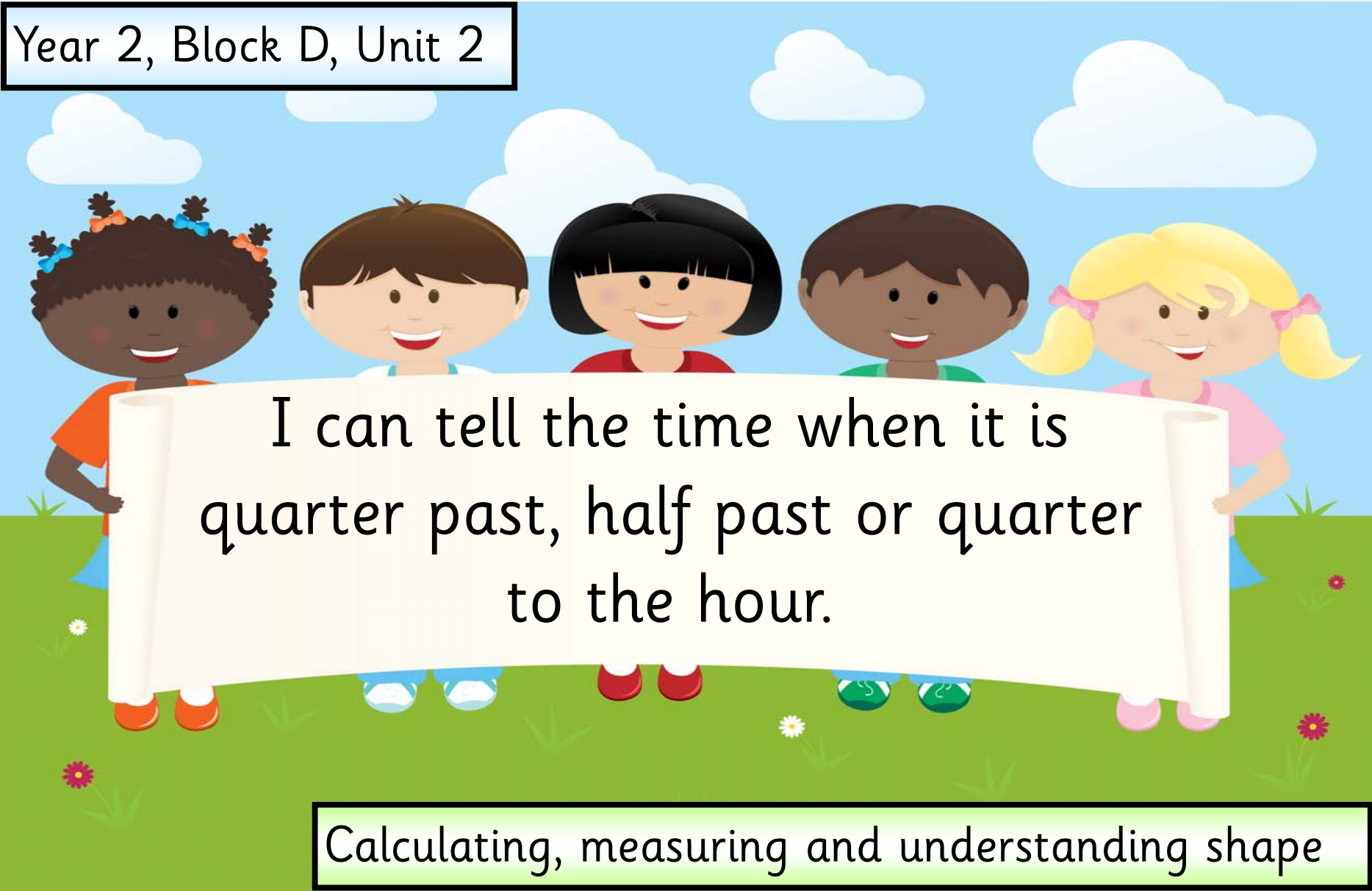
An illustration of five diverse children of various ethnicities and hair colors (black, brown, black, brown, and blonde) standing in a row on a green grassy field under a blue sky with white clouds. They are all smiling and holding a large white banner that spans across the middle of the image. The banner contains the text 'I know that one hour is the same as 60 minutes.'

I know that one hour is  
the same as 60 minutes.

Calculating, measuring and understanding shape



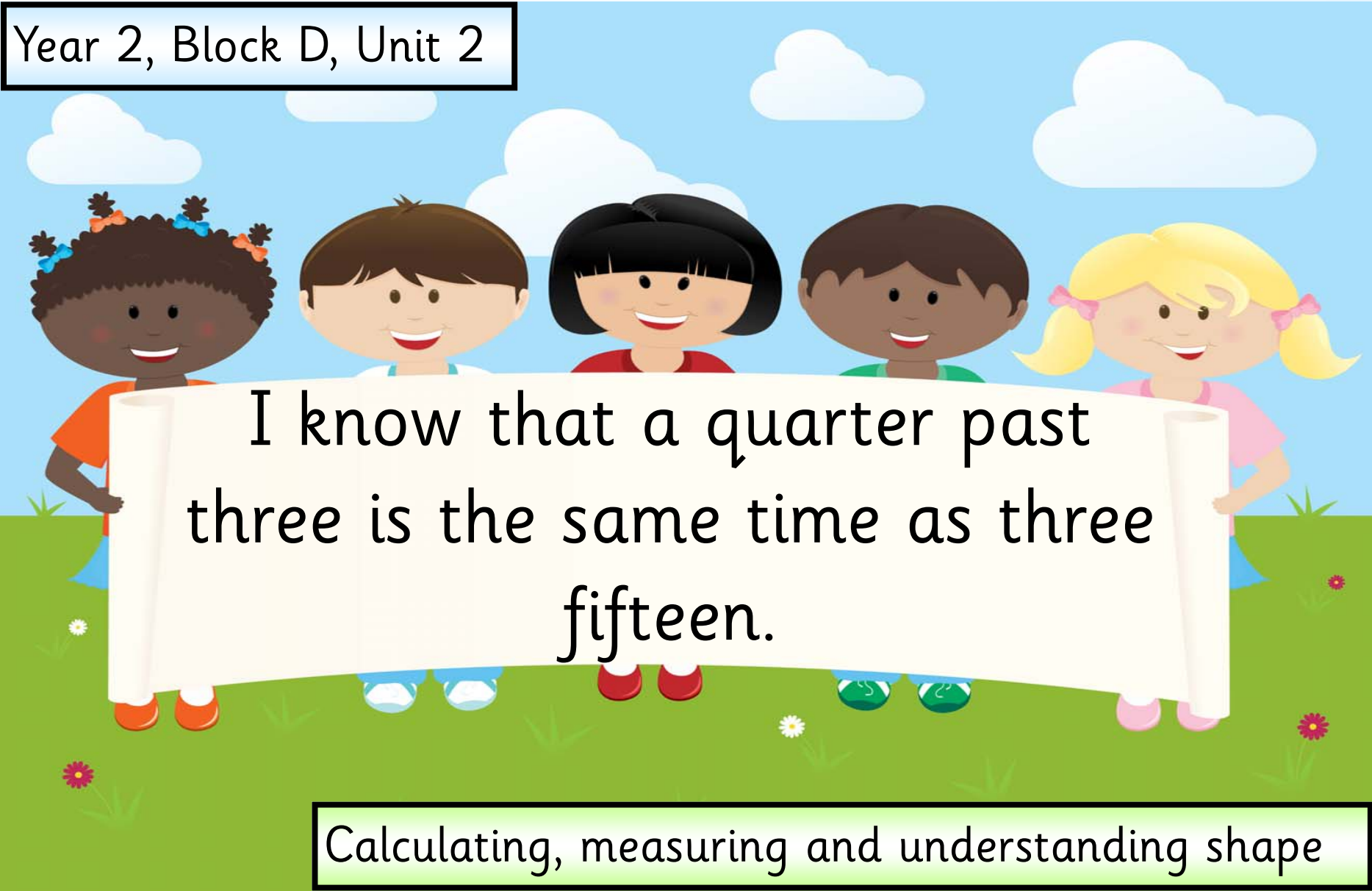
Year 2, Block D, Unit 2



I can tell the time when it is  
quarter past, half past or quarter  
to the hour.

Calculating, measuring and understanding shape

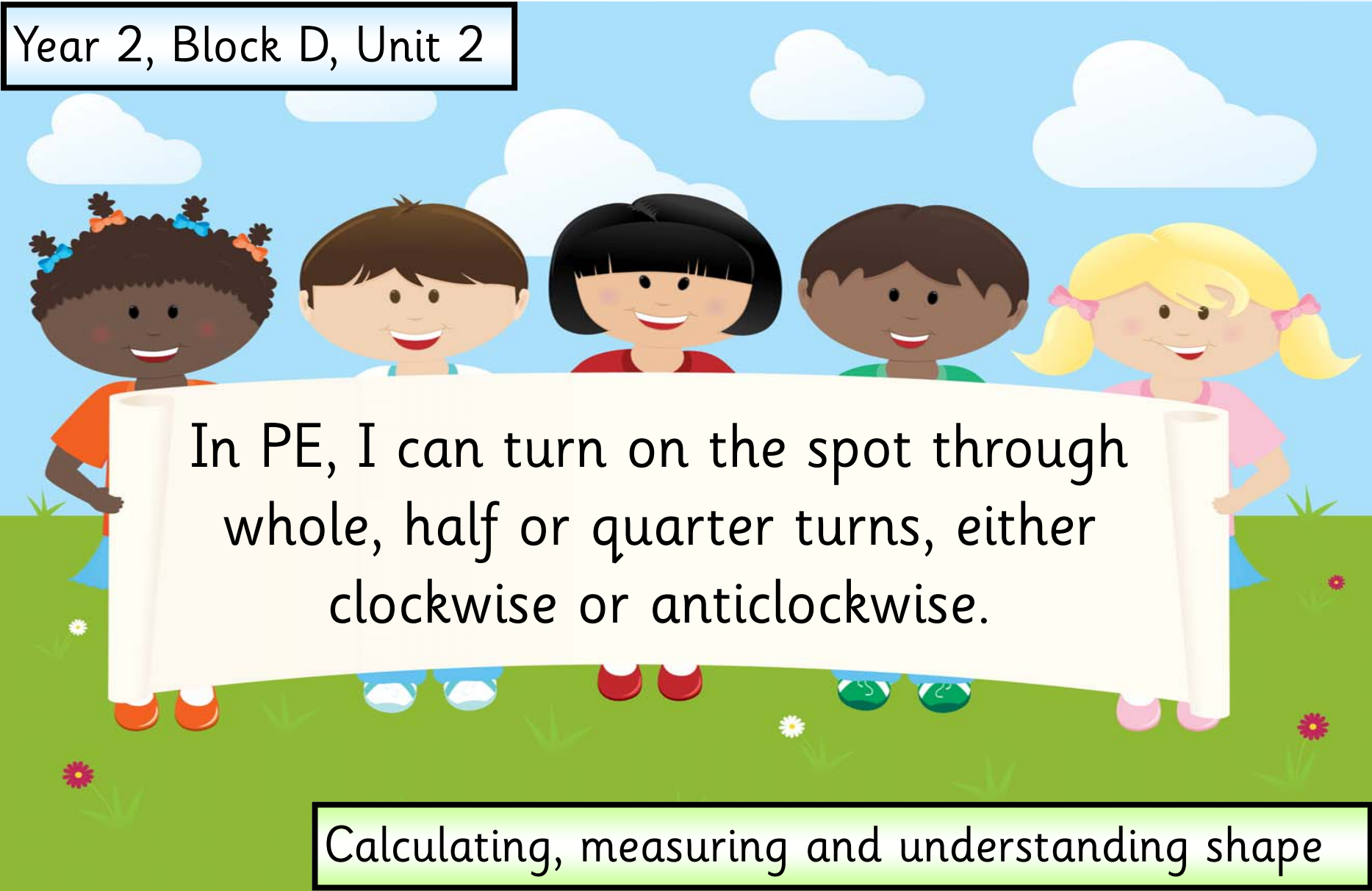
Year 2, Block D, Unit 2



I know that a quarter past  
three is the same time as three  
fifteen.

Calculating, measuring and understanding shape

## Year 2, Block D, Unit 2

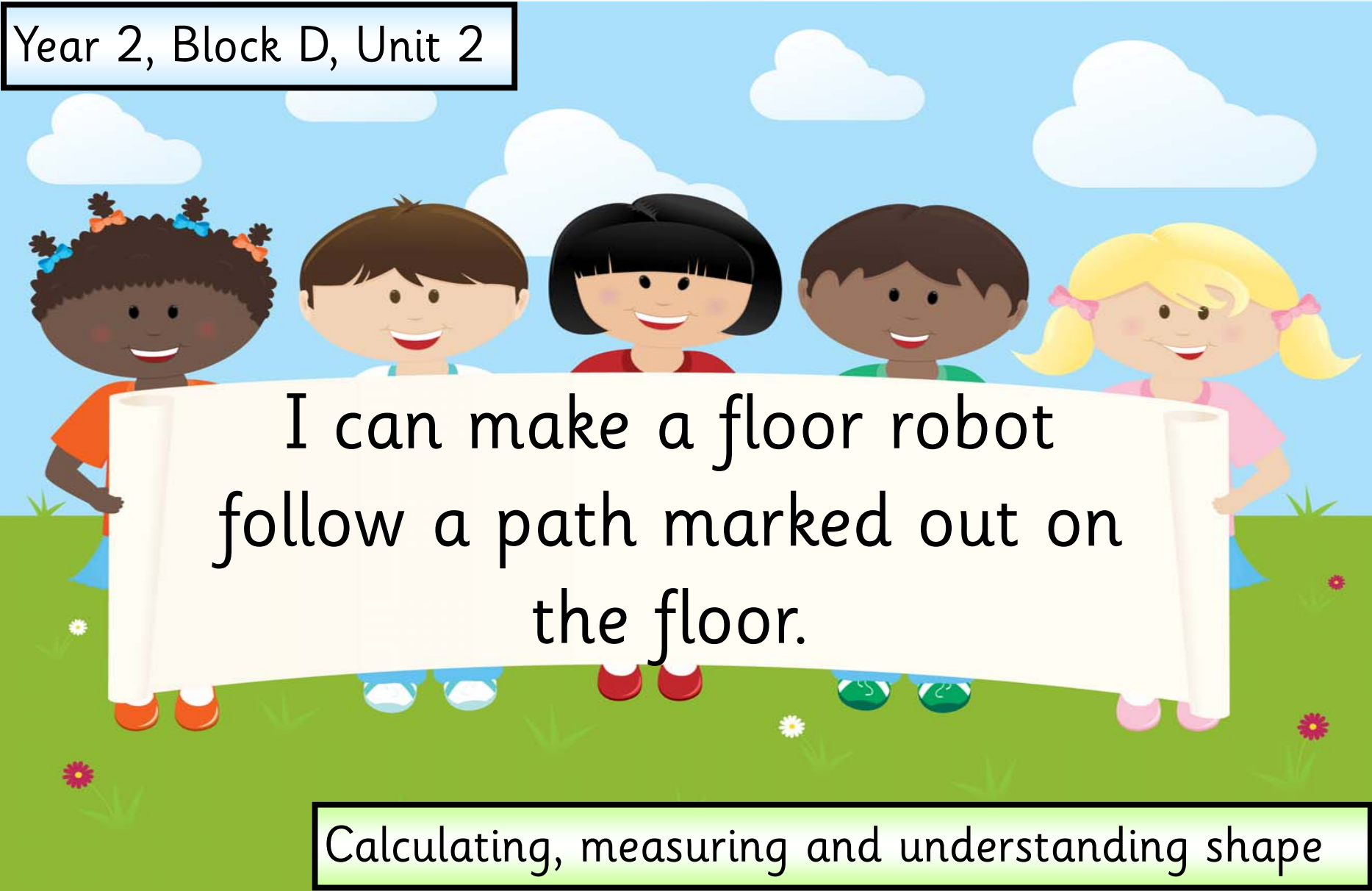
An illustration of five diverse children (two girls and three boys) standing on a green grassy field under a blue sky with white clouds. They are holding a large white banner that contains text. The children are smiling and looking towards the viewer. The banner is held by the girl on the far left and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

In PE, I can turn on the spot through whole, half or quarter turns, either clockwise or anticlockwise.

Calculating, measuring and understanding shape



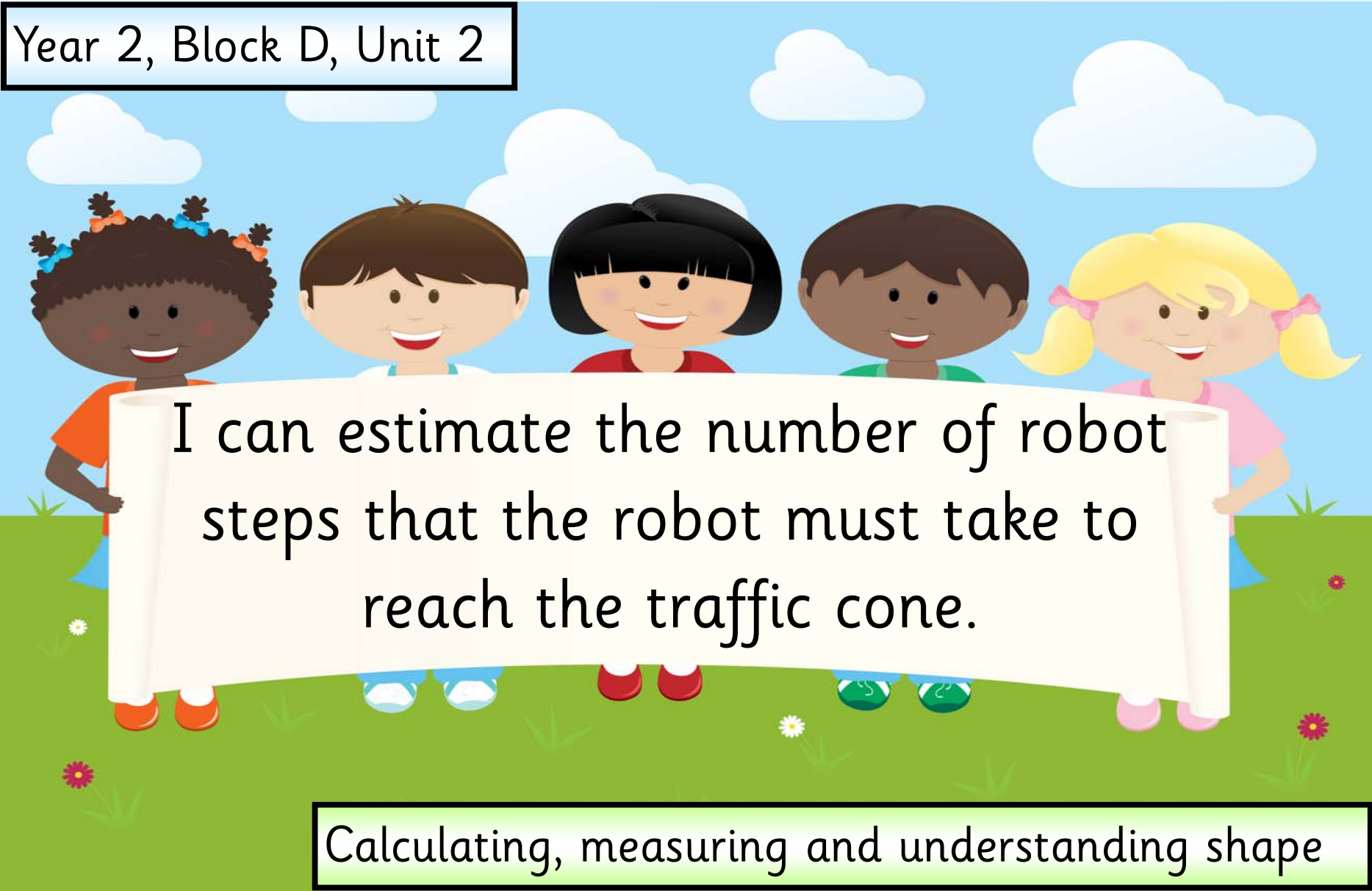
Year 2, Block D, Unit 2



I can make a floor robot  
follow a path marked out on  
the floor.

Calculating, measuring and understanding shape

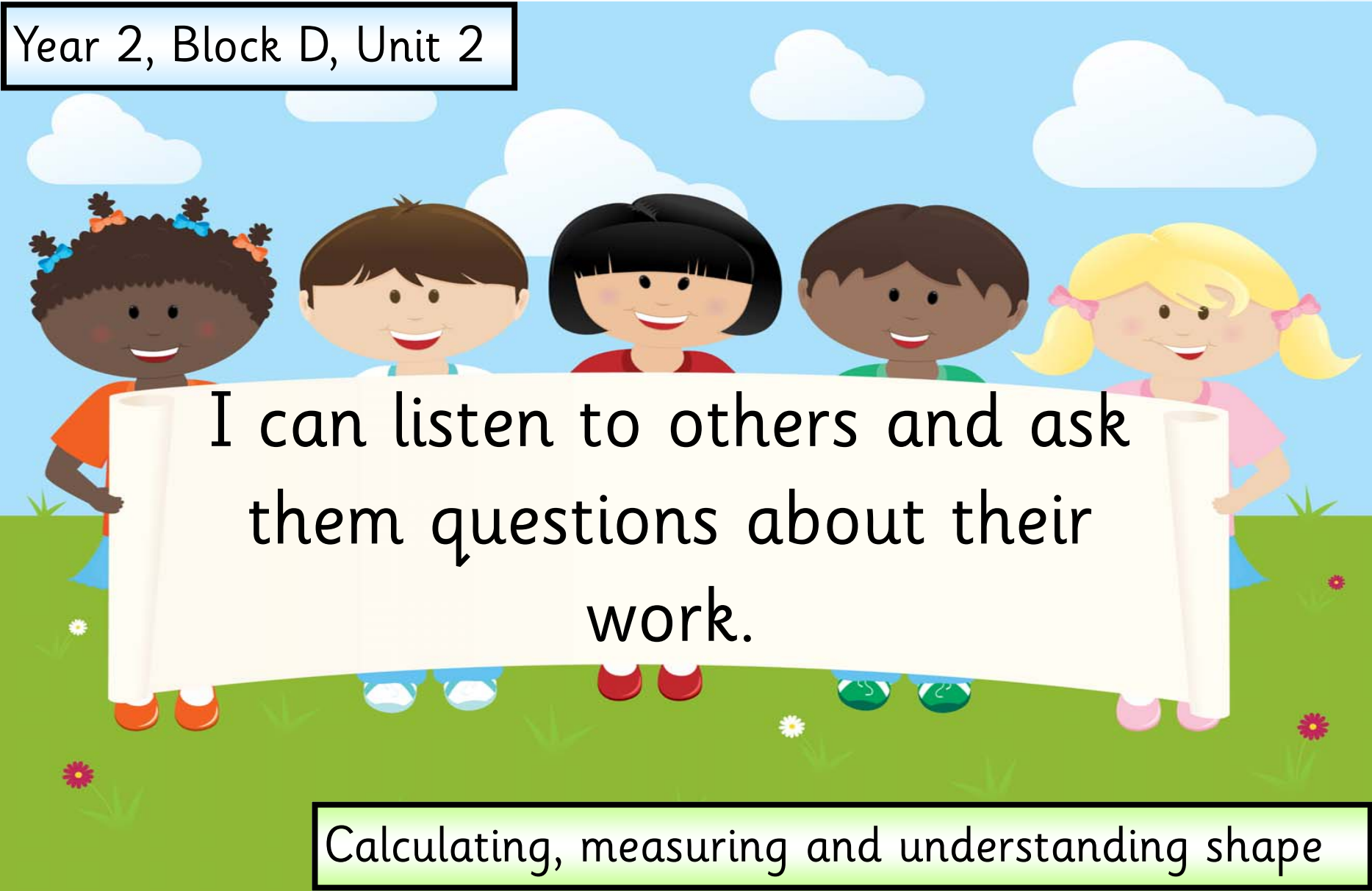
Year 2, Block D, Unit 2



I can estimate the number of robot steps that the robot must take to reach the traffic cone.

Calculating, measuring and understanding shape

Year 2, Block D, Unit 2

An illustration of five diverse children of various ethnicities and hair colors (black, brown, black, brown, and blonde) standing in a grassy field under a blue sky with white clouds. They are all smiling and holding a large white banner that contains the text. The banner is held by the children on the left and right sides.

I can listen to others and ask  
them questions about their  
work.

Calculating, measuring and understanding shape