

# App Maths Level 2 And 3

APP Level 2						
<b>Group:</b>						
<b>Counting and Understanding Numbers</b>						
Numbers and the Number System	count sets of objects reliably, e.g. - group objects in tens, fives or fives to count them					
	begin to understand the place value of each digit, use this to order numbers up to 100, e.g. - know the relative size of numbers to 100 - use 2 as a placeholder - demonstrate knowledge using a range of models/shapes					
Fractions and Decimals	recognise sequences of numbers, including odd and even numbers, e.g. - continue a sequence increasing/decreasing in regular steps - recognise numbers from counting in tens or fives					
	begin to use halves and quarters, e.g. - use the concept of a fraction of a number in practical contexts such as sharing sweets between two to get 1/2 each, among four to get 1/4 each - work out halves of numbers up to 20 and begin to recall them relate the concept of half of a small quantity to the concept of half of a shape, e.g. - shade one half or one quarter of a given shape including those divided into equal regions					
<b>Calculating</b>						
Operations and Relationships	use the knowledge that subtraction is the inverse of addition, e.g. - given 14, 2 and 8, make related number sentences $2 + 8 = 14$ , $14 - 2 = 8$ , $8 + 2 = 14$ , $14 - 8 = 8$ understand halving as a way of 'undoing' doubling and vice versa					
	use mental recall of addition and subtraction facts to 10, e.g. - use addition/subtraction facts to 10 and place value to add or subtract multiples of 10, e.g. know $2 + 7 = 10$ and use place value to derive $20 + 70 = 100$					
Mental, Written and Calculator Methods	use mental calculation strategies to solve number problems including those involving money and measures, e.g. - recall doubles to 10 + 10 and other significant doubles, e.g. double 50 is 100 or £1 - use knowledge of doubles to 10 + 10 to derive corresponding halves					
	choose the appropriate operation when solving addition and subtraction problems, e.g. - use repeated addition to solve multiplication problems - begin to use repeated subtraction or sharing equally to solve division problems					
Solving Numerical Problems	solve number problems involving money and measures, e.g. - add/subtract two-digit and one-digit numbers, bridging tens where necessary in contexts using units such as pence, pounds, centimeters					
Written Methods	record their work in writing, e.g. - record their mental calculations as number sentences					
<b>Understanding Shape</b>						
Properties of Shape	use mathematical names for common 2-D and 3-D shapes, e.g. - identify 2-D and 3-D shapes from pictures of them in different orientations, e.g. square, triangle, hexagon, pentagon, octagon, cube, cylinder, sphere, cuboid, pyramid					
	describe their properties, including numbers of sides and corners, e.g. - talk and talk about shapes referring to properties and features such as edges, face, corner - sort 2-D and 3-D shapes according to a single criterion, e.g. shapes that are pentagons or shapes with a right angle - recognise frequently used 2-D and 3-D shapes - begin to understand the difference between shapes with two dimensions and those with three - recognise properties that are the same even when a shape is enlarged, e.g. comparing different size squares, circles, similar triangles, cubes or spheres					

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