

Mathematics

- I can recognise and partition the place value of each digit in a two-digit number (tens, ones).
- I can add numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers (within 100) and two two-digit numbers (no regrouping required)
- I can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (e.g. $\Delta - 14 = 28$).
- I can recall and use multiplication and division facts for the 2, 5 and 10 tables
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity, knowing that all parts must be equal parts of the whole.
- I can recognise and use symbols for pounds (£) and pence (p).
- I can find different combinations of coins that equal the same amounts of money.
- I can choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using appropriate equipment length/height in any direction (m/cm, mass (kg/g, temperature (°C) and capacity (litres/ml))
- I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are give
- I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- I can identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
- I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.

Reading

Word Reading

- Secure with year group phonic expectations.
- Recognise:
 - commas in lists
 - apostrophe of omission and possession (singular noun)
- Read accurately and fluently age appropriate texts (Gold level) without overt sounding and blending, e.g. at over 90 words per minute
- Read with expression and according to the punctuation used
- Read most words containing common suffixes
- Sound out unfamiliar words accurately without undue hesitation
- Recognise and read alternative sounds for graphemes
- Read accurately most words of two or more syllables that contain the same GPCs
- Read most common exception words
- Read for meaning and check that the text makes sense

Comprehension

- Recount and comment on the main themes, events and characters in a text
- Recognise commas in lists, apostrophe of omission and possession
- Identify past and present tense and why the writer has used these
- Use the content and index to locate information
- Answer questions and make some inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Make links between the books they are reading and other books they have read

Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write for different purposes including real events.
- Write with correct and consistent use of:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.
- Understand which letters are best left unjoined.
- Segment words into phonemes and represent these by correct graphemes
- Spell some longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'
- Spell many common exception words
- Spell some words with contracted forms

Science

- Identify that most living things live in habitats to which they are suited.
- Explain the differences between living and non-living things and things that have never been alive.
- Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain
- Identify and name different sources of food.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Notice that animals, including humans, have offspring which grow into adults.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



End of Year Expectations for Year 2

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.



Better never stops...