Mathematics

- Recognise the place value of each digit in a two-digit number (tens, ones).
- Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13).
- Compare and order numbers from 0 up to 100; use <, > and = signs.
- Find 1 or 10 more or less than a given number.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (bonds totalling 5, 10 and 20).
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers.
- Solve problems with addition and subtraction including with missing numbers:
  - using concrete objects and pictorial representations, including those involving numbers quantities and measures.
- Understand multiplication as repeated addition and arrays.
- Understand division as sharing and grouping and that a division calculation can have a remainder.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).
- Derive and use halves of simple two-digit even numbers (numbers in which the tens are even).
- Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- Understand that a fraction can describe part of a set.
- Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (within children's place value competence).
- Find different combinations of coins that equal the same amounts of money.
- 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.
- Know the number of minutes in an hour and the number of hours in a day.

End of Year Expectations for Year 2

This booklet provides information for parents and carers on the end of year key learning indicators of performance for pupils in our school. The statements in this booklet have been identified as **Key Learning Indicators of Performance** as these have the greatest impact on the further development of skills and subsequent learning. They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

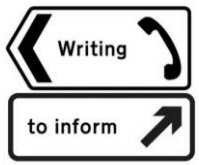
All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.
If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *sh**ou**lder, r**ou**ndabout, gr**ou**ping.*
- Sequence and discuss the main events in stories and recounts.
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions
- Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?*
- Make predictions based on what has been read so far.

Writing

- Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination).
- Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.*
- Use subordination for reason using *because and if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.*
- Develop stamina for writing in order to write at length.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Learn to spell common exception words (see below).
  Spell words with:
  - the /dʒ/ sound spelt as ge and dge at the end (e.g. *age, badge)*, and spelt as g elsewhere (e.g. *magic, giant).*
  - the /s/ sound spelt c before e, i and y, e.g. *ice, cell*
  - the /n/ sound spelt kn and gn at the beginning, e.g. *knee, gnat.*
  - the /ɹ/ sound spelt wr at the beginning e.g. *wrote, wrong.*
  - the /l/ or /əl/ sound spelt –le at the end of words, e.g. *table, apple.*
  - the /l/ or /əl/ sound spelt –el at the end of words, e.g. *camel, tunnel.*
- Form lower-case **letters** of the correct size relative to one another.
- Orientate **capital letters** correctly.
- Use **capital letters** appropriately
  e.g. *not always writing A as a capital, not using words.*



Science

Ask questions. (Working Scientifically)
Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses. (Working Scientifically)
Use microscopes to find out more about small creatures and plants. (Working Scientifically)
Know how to set up a fair test and do so when finding out about how seeds grow best. (Working Scientifically)
Classify or group things according to a given criteria, e.g. deciduous and coniferous trees. (Working Scientifically)
Draw conclusions from fair tests and explain what has been found out. (Working Scientifically)
Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with. (Working Scientifically)
Classify things by living, dead or never lived. (All living things and their habitats)
Know how a specific habitat provides for the basic needs of things living there (plants and animals). (All living things and their habitats)
Match living things to their habitat. (All living things and their habitats)
Name some different sources of food for animals. (All living things and their habitats)
Know the basic stages in a life cycle for animals, (including humans). (Animals, including humans)
Know why exercise, a balanced diet and good hygiene are important for humans. (Animals, including humans)
Know and explain how seeds and bulbs grow into plants. (Plants)
Know what plants need in order to grow and stay healthy (water, light & suitable temperature). (Plants)
Know how materials can be changed by squashing, bending, twisting and stretching. (Everyday Materials)
Know why a material might or might not be used for a specific job. (Everyday Materials)

Art

Know how to mix paint to create all the secondary colours. (Techniques)
Know how to create brown with paint. (Techniques)
Know how to create tints with paint by adding white and know how to create shades with paint by adding black. (Techniques)
Choose and use three different grades of pencil when drawing. (Drawing)
Know how to use charcoal, pencil and pastel to create art. (Drawing)
Know how to use a viewfinder to focus on a specific part of an artefact before drawing it. (Drawing)
Suggest how artists have used colour, pattern and shape. (Range of Artists)
Know how to create a piece of art in response to the work of another artist. (Range of Artists)
Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. (Using Materials)
Know how to make a clay pot and know how to join two clay finger pots together. (Using Materials)
Know how to use different effects within an IT paint package. (Using Materials)

Music

Order sounds to create a beginning, middle and an end. (Create own music)
Create music in response to different starting points. (Create own music)
Make connections between notations and musical sounds. (Listening and appreciate)
Play simple rhythmic patterns on an instrument. (Playing an Instrument)
Sing or clap increasing and decreasing tempo. (Singing)
Perform simple patterns and accompaniments keeping a steady pulse. (Singing)

Computing

I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). (Information Technology)
I can explain what passwords are and can use passwords for my accounts and devices. (Information Technology)
I can log on and off the school network using my individual username and password and save my work to Purplemash or the school network. (Information Technology)
I can start to use simple keyboard shortcuts Ctrl + B, I, U to edit my text style. (Digital Literacy)
I can use spell checker to check my work. (Digital Literacy)
I can use the 'undo' icon to fix a mistake. (Digital Literacy)
I know how to save an image from the internet rather than using copy & paste. (Digital Literacy)
I can arrange clips to make a short film that conveys meaning. (Digital Literacy)
I can add simple titles and credits. (Digital Literacy)
I can create and search a branching database. (Digital Literacy)
I can use a database to answer simple questions. (Digital Literacy)
I can search a database to find information. (Digital Literacy)
I can use ICT to support handling data - creating simple graphs, bar charts and pie charts. (Digital Literacy)
I can give and follow instructions, which include direction and turning command - several in order. (Computer Science)
I can create a program that contains several commands for a device or software programme. (Computer Science)
I can debug a program independently that has caused an unexpected outcome. (Computer Science)
I can explain how other people's identity online can be different to their identity in real life. (Digital Citizenship)
I can describe ways in which people might make themselves look different online. (Digital Citizenship)
I can give examples of how I might use technology to communicate with others I do not know well. (Digital Citizenship)
I can explain how information put online about me can last for a long time. (Digital Citizenship)
I know who to talk to if I think someone has made a mistake about putting something online. (Digital Citizenship)
I can talk about how someone can/would get help about being bullied online or offline. (Digital Citizenship)

Design Technology

Think of an idea and plan what to do next. (Designing)
Explain why they have chosen specific textiles. (Designing)
Choose tools and materials and explain why they have chosen them. (Making)
Join materials and components in different ways. (Making)
Measure materials to use in a model or structure. (Making)
Explain what went well with their work. (Evaluating)
Use wheels and axles, when appropriate to do so. (Technical Knowledge)
Make a model stronger and more stable. (Technical Knowledge)
Weigh ingredients to use in a recipe. (Food Technology)
Describe the ingredients used when making a dish or cake. (Food Technology)

Geography

Know where the equator, North Pole and South Pole are on a globe. (Geographical skills and fieldwork)
Know which is N, E, S and W on a compass - recap on Year 1. (Geographical skills and fieldwork)
Know the names of and locate the seven continents of the world. (Locational knowledge)
Know the names of and locate the five oceans of the world. (Locational knowledge)
Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. (Locational knowledge)
Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. (Human and physical geography)
Explain some of the advantages and disadvantages of living in a city or village. (Human and physical geography)
Know the main differences between a place in England and that of a small place in a non-European country. (Place knowledge)

History

Know about an event or events that happened long ago, even before their grandparents were born. (Beyond Living Memory)
Know what we use today instead of a number of older given artefacts. (Beyond Living Memory)
Know that children's lives today are different to those of children a long time ago. (Beyond Living Memory)
Know about a famous person from outside the UK and explain why they are famous. (Lives of Significant people)
Know how the local area is different to the way it used to be a long time ago Year. (Local History)
Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc). (Local History)

PE – By the end of KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns