



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.

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 (\times), division (\div) 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.

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. *shoulder*, *roundabout*, *grouping*.
- 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 capitals within words.*