



YEAR 2

End of Year Expectations

This document provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on and revised 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 received.

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

MATHS

Number:

- ☐ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- ☐ recognise the place value of each digit in a two-digit number (tens, ones)
- ☐ identify, represent and estimate numbers using different representations, including the number line
- ☐ compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- ☐ read and write numbers to at least 100 in numerals and in words
- ☐ solve problems with addition and subtraction
- ☐ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ☐ show that addition of two numbers can be done in any order and subtraction of one number from another cannot
- ☐ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- ☐ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- ☐ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs
- ☐ show that multiplication of two numbers can be done in any order and division of one number by another cannot
- ☐ solve problems involving multiplication and division
- ☐ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ in different contexts
- ☐ write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement:

- ☐ choose and use appropriate standard units to estimate and measure
- ☐ compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- ☐ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ☐ find different combinations of coins that equal the same amounts of money
- ☐ compare and sequence intervals of time
- ☐ 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.

Geometry:

- ☐ identify and describe the properties of 2-D and 3-D shapes

- ☐ compare and sort common 2-D and 3-D shapes and everyday objects.
- ☐ order and arrange combinations of mathematical objects in patterns and sequences
- ☐ use mathematical vocabulary to describe position, direction and movement

Statistics:

- ☐ interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ☐ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ☐ ask and answer questions about totalling and comparing categorical data.

READING

- ☐ To be secure with year group phonic expectations
- ☐ To recognise simple recurring literary language
- ☐ To read ahead to help with fluency and expression
- ☐ To comment on plot, setting and characters in familiar and unfamiliar stories
- ☐ To recount main themes and events
- ☐ To comment on the structure of a text
- ☐ To use commas, question marks and exclamation marks to vary expression
- ☐ To read aloud with expression and intonation
- ☐ To recognise:
commas in lists
apostrophes for omission and possession (singular noun)
- ☐ To identify past and present tense and why that tense has been used
- ☐ To use contents and index to locate information

WRITING

Sentence:

- ☐ To use subordination (using when, if, that, because) and coordination (using or, and, but)
- ☐ To use expanded noun phrases for description and specification
- ☐ To identify and use statements, questions, exclamations or commands
- ☐ To form nouns using suffixes such as –ness, -er, and by compounding (for example, whiteboard, superman)
- ☐ To form adjectives using suffixes such as –full, -less
- ☐ To use the suffixes –er, -est in adjectives and –ly in standard English to turn adjectives into adverbs

Text and Composition:

- ☐ To use present tense and past tense correctly
- ☐ To use progressive form of verbs in present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)
- ☐ To form upper and lower case letters of the correct size relative to one another
- ☐ To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined
- ☐ To use appropriate spacing between words
- ☐ To start to note ideas, key words and new vocabulary ready for writing (planning)
- ☐ To develop stamina for writing

Punctuation:

- ☐ To use capital letters, full stops and exclamation marks to demarcate sentences
- ☐ To use commas to separate items in a list
- ☐ To use apostrophes to show omission and possession

Spelling:

- ☐ To segment spoken words into phonemes and represent these with the correct graphemes, spelling many correctly

- ☐ To learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ☐ To learn to spell common exception words
- ☐ To learn to spell more words with contracted forms
- ☐ To learn the possessive apostrophe (singular) [for example, the girl's book]
- ☐ To distinguish between homophones and near-homophones