



# Redcastle Family School

## End of Year Expectations for Year 2

The following pages outline the national expectations for children in Year 2 by the end of the Academic year.

These replace the old system of levels and provide you, as parents, with a clear idea of what the children should be achieving at the end of the year.

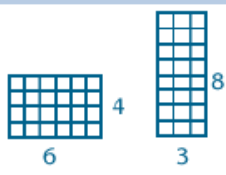




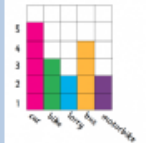
All the objectives will be worked on throughout the year and will be the focus of teaching.

Any extra support you can provide in helping your child or children to achieve these will benefit them greatly.

If you have any queries regarding the content, or would like support in knowing how best to help your child, please talk to your child's class teacher.

## End of Year 2 expectations for Maths

By the end of Year 2 your child is expected to tackle a range of mathematical challenges with enthusiasm and competently apply their mathematical skills to solve problems.

Number	Measurement
<p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place-value of each digit in a two-digit number (tens and ones)</li> <li>compare and order numbers from 0 to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>Read and write numbers to 100 in numerals and words</li> <li>use place value and number facts to solve problems</li> </ul> <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction using concrete objects, pictures and mentally with up to two 2-digit numbers and 3 1-digit numbers</li> <li>apply mental and written methods</li> <li>recall addition and subtraction number facts to 20 and use related facts to 100</li> <li>know that addition can be done in any order and that subtraction cannot</li> <li>recognise the inverse of addition and subtraction problems and use to check calculations and solve missing number problems e.g. <math>14 - 6 = 8</math> check using <math>8 + 6 = 14</math>, <math>20 - \square = 5</math>, check using <math>20 - 5 = \square</math></li> </ul> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>recognise odd/even numbers</li> <li>recall multiplication and division facts for the 2, 5 and 10 times tables</li> <li>record using <math>\times</math>, <math>\div</math> and <math>=</math> signs</li> <li>know that multiplication can be done in any order but that division cannot</li> <li>solve problems using materials, repeated addition, arrays and mental methods, including in problems in contexts</li> </ul> <div style="text-align: center;">  </div> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and <math>\frac{1}{2}</math> of a length, shape or number.</li> </ul> <div style="display: flex; align-items: center; justify-content: center;">   </div> <p style="text-align: center;"><math>\frac{1}{4}</math> of 8 is 2</p> <ul style="list-style-type: none"> <li>write simple fractions, e.g. <math>\frac{1}{2}</math> of 6 = 3 and to recognise equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>choose and use appropriate standard units; m/cm, kg/g, l/ml and <math>^{\circ}\text{C}</math>.</li> <li>compare and order length, mass, volume/capacity and record results <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>recognise and use symbols pounds (£) and pence (p) and combine amounts to make a particular value</li> <li>find different combinations of coins to make the same amount</li> <li>solve simple problems involving adding and subtracting money in a practical context, including giving change</li> <li>compare and sequence intervals of time</li> <li>tell the time to five minutes, including quarter past/to</li> <li>and draw hands on a clock to show these</li> <li>know the number of minutes in an hour and hours in a day</li> </ul> <div style="text-align: right; margin-top: 10px;">  </div> <p><u>Geometry</u></p> <p><u>Properties of Shape</u></p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D and 3-D shapes, including number of sides, vertices (corners) and faces.</li> <li>Find a line of symmetry on a 2-D shape</li> <li>compare and sort 2-D and 3-D shapes and everyday objects</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div> <p><u>Position and direction</u></p> <ul style="list-style-type: none"> <li>order and arrange objects in patterns and sequences</li> <li>use mathematical vocabulary to describe position, direction and movement, including in a straight line and rotation as turn in term of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing data</li> </ul> <div style="text-align: right; margin-top: 10px;">  </div>

## End of year 2 expectations for reading

By the end of Year 2 it is expected that your child will read fluently and independently, they will be able to answer key questions about what they have read.

### Word reading

- Read accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes
- Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)
- Read a wider range of exception (tricky) words .
- Read words containing common suffixes.

### Experienced reading

- Read at a fluent pace, taking note of punctuation.
- Use expression when reading.
- Check the text makes sense and self correct inaccurate reading.

### Comprehension

- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Discuss the meanings of words, linking new meanings to known vocabulary.
- Demonstrate understanding by sequencing events in books
- Look through a variety of books with growing independence to predict story development
- Make inferences on the basis of what is being said and done
- Identify words and phrases chosen for effect on the reader
- Discuss their favourite words and phrases
- Recognise simple recurring literary language in stories and poetry
- Locate key vocabulary and information in fiction texts to find answers to simple questions
- Find information in non-fiction, making full use of non-fiction layout

### End of year 2 expectations for writing

By the end of Year 2 your child is expected to be a confident independent writer, who is able to write at length for a range of purposes.

#### Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification. (e.g. the dark spooky woods)
- Use a wider range of sentence openings (e.g. adverbs)
- Write using subordination (when, if, that, because).
- Use and understand present tense and past tense.
- Consistent use of a wider range of punctuation: capital letters, full stops, questions marks, exclamation marks and commas in a list.

#### Composition

- Create a narrative with some detail of character, setting and plot.
- Use organisational features of non fiction text (titles, sub headings, illustrations and captions)
- Express their own viewpoint by simple comments or actions.
- Make simple additions and corrections to their writing.

#### Transcription (Spelling and Handwriting)

- Accurately spell common phonically decodable two and three syllable words
- Add suffixes to nouns (e.g. add -er, -est; plurals - es, - changing y to ies)
- Common exception ("tricky") words spelt accurately
- Correctly use an apostrophe for omission of letters (wasn't didn't it's).
- Spell the days of the week and months of the year accurately (including use of capital letters)
- Clear letter formation, with ascenders and descenders distinguished,.
- Upper and lower case letters not mixed within words.