

# End of Year Expectations for Year 2 for New National Curriculum – EXPECTED (At National Standard)

Year 2 Maths			
Year 2 Number and Place Value			
<p><b>Number and Place Value</b></p> <p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li><input type="checkbox"/> Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li><input type="checkbox"/> Identify, represent and estimate numbers using different representations, including the number line.</li> <li><input type="checkbox"/> Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li> <li><input type="checkbox"/> Read and write numbers to at least 100 in numerals and in words.</li> <li><input type="checkbox"/> Use place value and number facts to solve problems.</li> </ul>	<p><b>Addition and Subtraction</b></p> <p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</li> <li><input type="checkbox"/> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li><input type="checkbox"/> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<p><b>Multiplication and Division</b></p> <p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li><input type="checkbox"/> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</li> <li><input type="checkbox"/> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li><input type="checkbox"/> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<p><b>Fractions</b></p> <p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise, find, name and write fractions <math>1/2</math>, <math>1/3</math>, <math>1/4</math>, <math>2/4</math>, <math>3/4</math> of a length, shape, set of objects or quantity.</li> <li><input type="checkbox"/> Write simple fractions for example, <math>1/2</math> of 6 = 3 and recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</li> </ul>
Year 2 Geometry and Measures			
<p><b>Measures</b></p> <p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li><input type="checkbox"/> Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li><input type="checkbox"/> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li><input type="checkbox"/> Find different combinations of coins that equal the same amounts of money.</li> <li><input type="checkbox"/> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li><input type="checkbox"/> Compare and sequence intervals of time.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<p><b>Geometry – Properties of Shapes</b></p> <p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li><input type="checkbox"/> Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li><input type="checkbox"/> Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</li> <li><input type="checkbox"/> Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>	<p><b>Geometry – Position and Movement</b></p> <p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li><input type="checkbox"/> 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 anticlockwise).</li> </ul>	<p><b>Statistics</b></p> <p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li><input type="checkbox"/> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li><input type="checkbox"/> Ask and answer questions about totalling and comparing categorical data.</li> </ul>

**Year 2 Reading**

**Word Reading**

Sufficient evidence shows the ability to...

- Apply phonic knowledge and skills consistently to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read words containing common suffixes such as: -ment, -ness, -ful and -ly.
- Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- Read most words without overtly segmenting and blending, once they are familiar.
- Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

**Comprehension**

Sufficient evidence shows the ability to...

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Show understanding of texts read independently; self-correct.
- Know and retell a wide range of stories, fairy stories and traditional tales.
- Discuss the sequence of events in books, and how items of information are related.
- Make inferences on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Recite a repertoire of poems learnt by heart, using appropriate intonation.

**Year 2 Writing**

**Transcription**

**Spelling**

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar words and GPCs.
- Spell common decodable two and three syllable words which include familiar graphemes.
- Accurately spell words with suffixes-ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

**Handwriting**

Evidence:

- Holds pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Spacing is appropriate to the size of letters.
- Some letters are joined correctly, according to the school's handwriting approach.

**Composition**

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Compose sentences orally. Use the drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Compose orally and write poetry in a variety of forms.
- Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.

Vocabulary, grammar, punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Co-ordinate sentences using and, or, but.
- Sometimes use subordination e.g. when, if, because.
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
- Identify word classes: noun, adjective, verb and adverb.
- Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.
- Use appropriate features of Standard English.