

# YEAR 2 EXPECTATIONS

## Mathematics

Number and Place Value	Addition and Subtraction	Multiplications and Division	Fractions
<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 and = 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>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems with addition and subtraction:               <ul style="list-style-type: none"> <li>➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</li> </ul> </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:               <ul style="list-style-type: none"> <li>➤ a two-digit number and ones, a two-digit number and tens, two two-digit numbers.</li> </ul> </li> <li><input type="checkbox"/> Add three one-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>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 (=) 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>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity. <math>\theta</math> Write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>

## YEAR 2 EXPECTATIONS

Measures	Geometry – Properties of Shape	Geometry – Position and Direction	Statistics
<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 (°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 &gt;, &lt; and =.</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>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>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>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 EXPECTATIONS

Reading	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply phonic knowledge and skills consistently to decode quickly and accurately.</li> <li><input type="checkbox"/> Decode alternative sounds for graphemes.</li> <li><input type="checkbox"/> Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Read most words without overtly segmenting and blending, once they are familiar.</li> <li><input type="checkbox"/> Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fully engage with reading and take pleasure from books and texts.</li> <li><input type="checkbox"/> Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</li> <li><input type="checkbox"/> Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently.</li> <li><input type="checkbox"/> Takes account of what others say.</li> <li><input type="checkbox"/> Show understanding of texts read independently; self-correct.</li> <li><input type="checkbox"/> Know and retell a wide range of stories, fairy stories and traditional tales.</li> <li><input type="checkbox"/> Discuss the sequence of events in books, and how items of information are related.</li> <li><input type="checkbox"/> Make inferences on the basis of what is said and done; predict according to what has been read so far.</li> <li><input type="checkbox"/> Discuss and express views about a range of non-fiction texts which are structured in different ways.</li> <li><input type="checkbox"/> Discuss and clarify the meaning of new words; discuss favourite words and phrases.</li> <li><input type="checkbox"/> Recognise simple recurring literary language in stories and poetry.</li> <li><input type="checkbox"/> Recite a repertoire of poems learnt by heart, using appropriate intonation.</li> </ul>

## YEAR 2 EXPECTATIONS

Writing			
Transcription		Composition	
Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write from memory, simple dictated sentences which include familiar words and GPCs.</li> <li><input type="checkbox"/> Spell common decodable two and three syllable words which include familiar graphemes.</li> <li><input type="checkbox"/> Accurately spell words with suffixes–ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.</li> <li><input type="checkbox"/> Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</li> <li><input type="checkbox"/> Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.</li> <li><input type="checkbox"/> Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Holds pencil correctly.</li> <li><input type="checkbox"/> Writing is legible.</li> <li><input type="checkbox"/> All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li><input type="checkbox"/> Spacing is appropriate to the size of letters.</li> <li><input type="checkbox"/> Some letters are joined correctly, according to the school's handwriting approach.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</li> <li><input type="checkbox"/> Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</li> <li><input type="checkbox"/> Write about real events, maintaining form and purpose.</li> <li><input type="checkbox"/> Compose orally and write poetry in a variety of forms.</li> <li><input type="checkbox"/> Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</li> <li><input type="checkbox"/> Co-ordinate sentences using and, or, but.</li> <li><input type="checkbox"/> Sometimes use subordination e.g. when, if, because.</li> <li><input type="checkbox"/> Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</li> <li><input type="checkbox"/> Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.</li> <li><input type="checkbox"/> Identify word classes: noun, adjective, verb and adverb.</li> <li><input type="checkbox"/> Choose the past or present tense appropriately.</li> <li><input type="checkbox"/> Experiment with the progressive form e.g. she was swimming.</li> <li><input type="checkbox"/> Use appropriate features of Standard English.</li> </ul>