

Mathematics

- Compare and order numbers up to 100.
- Read and write all numbers to 100 in digits and words.
- Say 10 more/less than any number to 100.
- Count in multiples of 2, 3, 5 and 10 from any number up to 100.
- Recall and use multiplication and division facts for 2, 5 and 10 tables.
- Recall and use +/- facts to 20.
- Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add and subtract: 2-digit and 1-digit numbers (43+6)
 - 2-digit and 10s numbers (45-20)
 - Two 2-digit numbers (13+34)
 - Three 1-digit numbers (4+5+7)
- Recognise and use inverse (14+5=19, so 19-5=14).
3x5=15 so 15 divided by 3=5)
- Calculate and write multiplication and division calculations using multiplication tables.
- Recognise, find, name and write $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$.
- Recognise equivalence of simple fractions ($\frac{2}{4} = \frac{1}{2}$)
- Tell time to five minutes, including quarter past/to.
- Know months of the year in order.
- Use language of day, week, month and year.
- Know o'clock and half past using analogue clock.



Working at Greater Depth

- I can reason about addition (e.g. I can reason that if I add 3 odd numbers, the answer will be odd)
- I can use multiplication facts to make deductions outside known multiplication facts
- I can work out mental calculations where regrouping is required
- I can solve more complex missing number problems
- I can determine remainders given known facts
- I can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements
- I can solve two step word problems
- I can find and compare fractions of amounts e.g. $\frac{1}{4}$ of £20 is £5
- I can read the time on the clock to the nearest 5 minutes
- I can read scales in divisions of ones, twos, fives and tens in practical situations where not all numbers on the scale are given
- I can describe similarities and differences of shapes properties



End of Year Expectations for Year 2

This booklet 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 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.

Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because).
- Correct and consistent use of present tense and past tense.
- Correct use of verb tenses.
- Correct and consistent use of a wider range of punctuation: capital letters, full stops, questions marks, exclamation marks and commas in a list.
- Be able to use an apostrophe for omission of letters (wasn't).
- Understand speech marks.
- Write under headings.
- Handwriting to be joined.

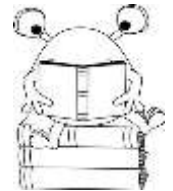
Working at greater depth

- I can use a wide range of punctuation correctly most of the time including: commas in a list and apostrophes to mark singular possession in nouns
- I can spell most common exception words correctly
- I can spell most words with contracted forms
- I can add suffixes to spell most words correctly
- I can use neat joined-up writing most of the time



Reading,

- Decode unknown words using phonics knowledge.
- Read aloud with fluency and expression.
- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Recognise inverted commas (Speech marks) and contractions (can't, don't).
- Identify past and present tense.
- Use content and index to locate information.
- Be secure at Set 3 phonics (Read Write Inc.)



Working at greater depth

- I can make inferences on the basis of what is being said and done
- I can predict what might happen on the basis of what has been said and done
- I can make links between the book I am reading and other books I have read

Speaking and Listening

- Talk about experiences giving detail and using descriptive language.
- Think of a range of questions to ask a visitor.
- Recognise the need to take equal turns and not interrupt others in a group situation.
- Listen and build on what a previous speaker has said.