

Rusper Primary School



NATIONAL EXPECTATIONS FOR THE END OF YEAR 2

MATHEMATICS

- ✓ 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
- ✓ use place value and number facts to solve problems.
- ✓ 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
- ✓ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- ✓ 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
 - adding three one-digit numbers
- ✓ show that addition of two numbers can be done in any order (commutative) 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 (commutative) and division of one number by another cannot
- ✓ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- ✓ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

- ✓ write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- ✓ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- ✓ 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
- ✓ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- ✓ 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.
- ✓ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- ✓ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- ✓ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- ✓ 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, 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 anti-clockwise).
- ✓ 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.

SPOKEN LANGUAGE

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ use relevant strategies to build their vocabulary
- ✓ articulate and justify answers, arguments and opinions
- ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ participate in discussions, presentations, performances, role play, improvisations and debates
- ✓ gain, maintain and monitor the interest of the listener(s)
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ select and use appropriate registers for effective communication.

WORD READING

- ✓ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- ✓ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- ✓ read accurately words of two or more syllables that contain the same graphemes as above
- ✓ read words containing common suffixes
- ✓ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- ✓ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- ✓ re-read these books to build up their fluency and confidence in word reading.

READING COMPREHENSION

- ✓ develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these

and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently

and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

predicting what might happen on the basis of what has been read so far

- ✓ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- ✓ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

SPELLING

- ✓ spell by:

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

learning 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

learning to spell common exception words

learning to spell more words with contracted forms

learning the possessive apostrophe (singular) [for example, the girl's book]

distinguishing between homophones and near-homophones

- ✓ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- ✓ apply spelling rules and guidance, as listed in English Appendix 1
- ✓ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

HANDWRITING

- ✓ form lower-case letters of the correct size relative to one another
- ✓ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ✓ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

WRITING COMPOSITION

- ✓ develop positive attitudes towards and stamina for writing by:
writing narratives about personal experiences and those of others (real and fictional)
writing about real events
writing poetry
writing for different purposes
- ✓ consider what they are going to write before beginning by:
planning or saying out loud what they are going to write about
writing down ideas and/or key words, including new vocabulary
encapsulating what they want to say, sentence by sentence
- ✓ make simple additions, revisions and corrections to their own writing by:
evaluating their writing with the teacher and other pupils
re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- ✓ read aloud what they have written with appropriate intonation to make the meaning clear.

VOCABULARY, GRAMMAR, PUNCTUATION

- ✓ develop their understanding of the concepts set out in English Appendix 2 by:
learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- ✓ learn how to use:
sentences with different forms: statement, question, exclamation, command
expanded noun phrases to describe and specify [for example, the blue butterfly]
the present and past tenses correctly and consistently including the progressive form
subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
the grammar for Year 2 in English Appendix 2
some features of written Standard English
- ✓ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Appendix 2:

<i>Year 2: Detail of content to be introduced (statutory requirement)</i>	
Word	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>