

Year 2:

National Expectations For Learning



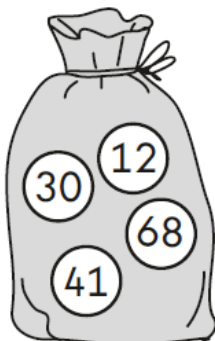
Mathematics

Arithmetic
Problem Solving & Reasoning

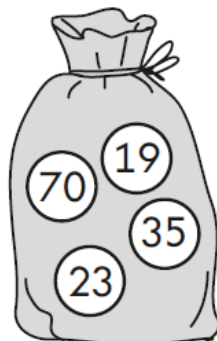
Number and Place Value:

- Count in steps of 2,3,5 and 10 from any number including 0 forwards and backwards
- Recognise the place value of each digit in a 2 digit number and use to solve number facts and problems
- Compare and order numbers to 100 and use $<$ $>$ and $=$
- Read and write numbers to 100 in numbers and words
- Identify and estimate numbers using different representations

Two of the numbers are in the wrong bag.
Draw a cross (X) on each of them.

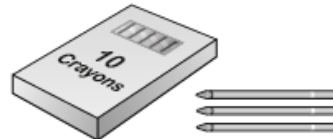


even numbers

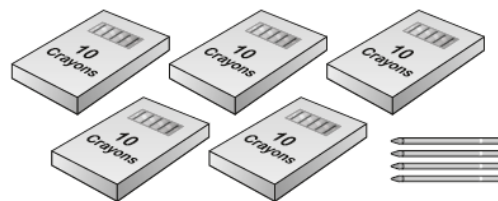


odd numbers

Ben has 13 crayons.



Here are Abdul's crayons.
How many crayons does Abdul have?



Amy plants 4 rows of carrots.

There are 3 carrots in each row.

A rabbit eats 2 of the carrots.



How many carrots are left?

Anna's mum hides some chocolate eggs.

Sara finds 10 eggs
Carl finds 13 eggs
Lee finds 11 eggs
Anna finds 12 eggs



How many eggs do they find altogether?














Addition & Subtraction:

- Solve addition and subtraction problems in different contexts with objects, pictures and written method
- Recall and use addition and subtraction bonds to 20 and 100
- Add & subtract 2 digit and 1 digit number (TU +/- U eg: 27 – 9), 2 digit and tens number (eg: TU – TU: 86 – 20) and two 2 digit numbers (TU-TU: eg: 61-25) – using taught methods of blank numberline and partitioning (not column addition)
- Show addition can be done in any order but subtraction cannot

<p>Sam is collecting cards.</p> <p>He wants to collect 100 cards altogether.</p> <p>Last week he collected 50 cards. This week he collects 30 cards.</p> <p>How many more cards does he need?</p>	<p>Write a digit in each box to make the sum correct.</p> $\begin{array}{ c } \hline 7 \\ \hline \end{array} \begin{array}{ c } \hline \\ \hline \end{array} + \begin{array}{ c } \hline \\ \hline \end{array} = \begin{array}{ c } \hline 8 \\ \hline \end{array} \begin{array}{ c } \hline 3 \\ \hline \end{array}$
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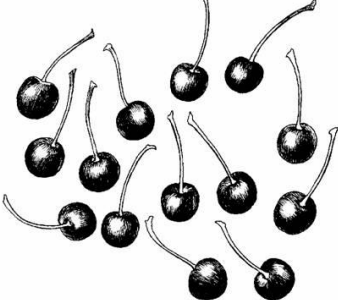
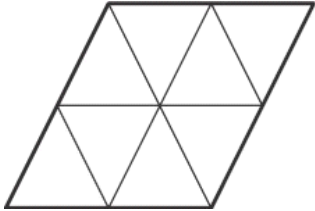
Multiplication & Division:

- Recall & use multiplication & division facts for the 2,5 &10 times table recognizing odd & even numbers
- Calculate mathematical statements for multiplication and division using the correct symbols
- Show multiplication can be done in any order and division cannot
- Solve problems involving multiplication and division and show working out

<table border="0"><tr><td style="text-align: center;"></td><td style="text-align: center;"></td><td style="text-align: center;"></td><td style="text-align: center;"></td></tr></table> <p>Write the missing sign in each box.</p> $25 \quad \square \quad 18 \quad = \quad 7$ $10 \quad \square \quad 2 \quad = \quad 20$ $8 \quad \square \quad 4 \quad = \quad 2$					<p>Amy makes 20 cakes.</p> <p>She shares the cakes between 5 plates.</p>  <p>Tick the calculation that shows how many cakes are on each plate.</p> <p>Tick one.</p> <table border="0"><tr><td>20 + 5 = 25</td><td><input type="checkbox"/></td></tr><tr><td>20 – 5 = 15</td><td><input type="checkbox"/></td></tr><tr><td>20 ÷ 5 = 4</td><td><input type="checkbox"/></td></tr><tr><td>20 × 5 = 100</td><td><input type="checkbox"/></td></tr></table>	20 + 5 = 25	<input type="checkbox"/>	20 – 5 = 15	<input type="checkbox"/>	20 ÷ 5 = 4	<input type="checkbox"/>	20 × 5 = 100	<input type="checkbox"/>
													
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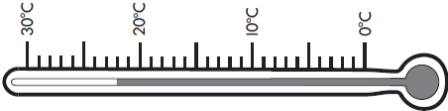
Fractions:

- Recognise, find, name and write $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of: lengths, shapes, sets, objects and quantities
- Write simple fractions and recognise $\frac{1}{2}$ or $\frac{2}{4}$ and know these are equivalent – begin to recognise equivalent fractions in other ways

$\frac{1}{4}$ of 20 = <input type="text"/> $\frac{1}{2}$ of 30 = <input type="text"/>	Mary eats half of these cherries.  How many does she eat?	Colour $\frac{1}{2}$ of this shape. 
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Measures:


- Choose and use standard units to estimate and measure to the nearest unit in terms of mass, temperature, length and volume.
- Compare and order length, mass, volume and use $<$, $>$ and $=$
- Reading scales accurately in different intervals

Abdul goes to the zoo. He finds out the mass of some animals.  Cheetah 58 kg Tiger 94 kg Lion 94 kg Compare the mass of the animals. Cheetah's mass <input type="text"/> Tiger's mass Tiger's mass <input type="text"/> Lion's mass	Look at the thermometer.  What temperature is shown?
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Money:

- Recognise and use £ and p, combine money to make amounts and different combinations to make amounts
- Solve problems involving adding and subtracting money including giving change

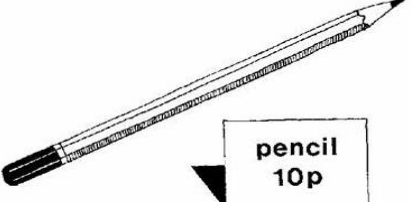
(a) Tick (✓) three coins to show how Amy can make 90p.



(b) Tick (✓) four coins to show another way to make 90p.



Anna has 54p.
She buys as many pencils as she can.

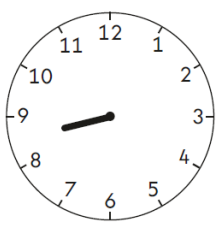


How much money will she have left? p

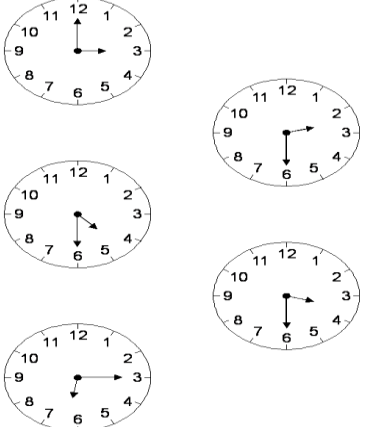
Time:

- Compare and sequence time, read the time to nearest 5 minutes, quarter to and past.
- Know the number of hours in a day and minutes in an hour


Draw the minute hand on the clock to show **twenty-five past eight.**



Draw a tick (✓) on the clock which shows half past three



The bus left at 9 o'clock to go to the zoo.



It arrived 1 hour and 15 minutes later.
Draw a ring around the time it got to the zoo.

9:15 11:15 9:30

10:45 10:15

Shape:

- Identify and describe properties of 2d and 3d shapes, compare and sort them
- Order and range objects in patterns and sequence.

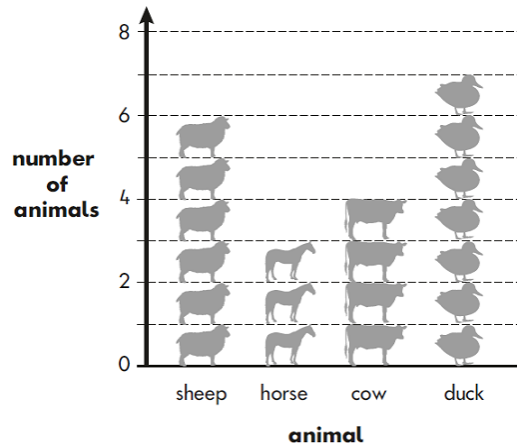
Direction:

- Use mathematical vocabulary to describe position, direction and movement including whole, half, quarter and 3 quarter turns and link these to right angles → clockwise and anti clockwise

Data and Statistics:

- Interpret and construct pictograms, tally charts and tables, asking and answering simple questions

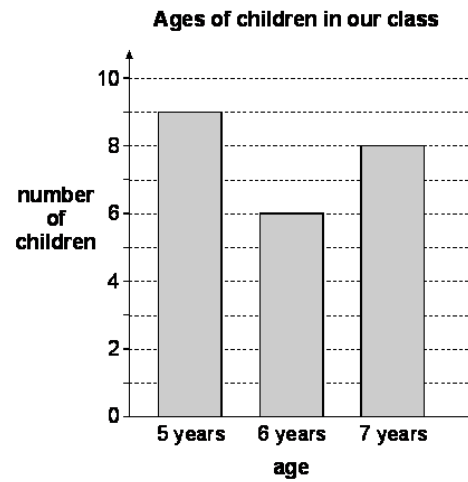
This diagram shows the number of animals at a farm.



(a) How many sheep and cows are there altogether?

(b) There are more ducks than horses. How many more?

Class 2 made a graph.



(a) How many children are 5 years old?

(b) What is the **total** number of children in the class?

Reading

X2 Reading Papers:
Length & variation of texts



By the end of Year 2 children should be reading 90 words per minute.

By the end of Year 2 children should be reading at least a white/lime book band.

- Reading is fluent and accurate using blending of sounds taught when needed.
- Read words of two or more syllables, with suffixes and further common exception words
- Read aloud building confidence and fluency, including a repertoire of poems known by heart
- Listen to, discuss & express views about a texts including contemporary and classic fiction and poems
- Listen to, discuss and express views about non-fiction books including those structured in different ways
- Are familiar with retelling a wider range of traditional stories and recognizing recurring language
- Discuss sequence of events, favourite phrases and how information is related, clarify meanings of new words
- Answer and ask questions about a text, predicting what might happen and make inferences
- Check a text makes sense by re reading, discuss books and poems and explain what they understand of what they have read.

Reading Comprehension –

Deeper understanding and meaning behind what has been read – asking why/how (inferences) as well as retrieving specific information from the text – identifying and discussing text vocabulary.

Writing

Ongoing teacher assessment
Spelling, Punctuation & Grammar Test (SPAG)



- Learning new ways of spelling phonemes for which one or more spellings are known
- Spell common exception words, contracted forms and words with a possessive apostrophe (eg: I'll, she's, they've, it's, I'm, we're, Amy's)
- Distinguish between homophones and near homophones (eg: their, there, they're, wear, where, we're, bear, bare, fare, fair)
- Add suffixes ment, ness, ful, less and ly to form longer words
- Write sentence from memory which are dictated to them
- Write about real events, narratives about personal experiences of those and others and poetry
- Plan and say out loud what they are going to write about then read aloud written work confidently with clear intonation
- Write down ideas including new vocabulary encapsulating what they want to say in a sentence. Writer's voice within writing.
- Proof read and re-read own work to check it makes sense evaluating their writing with others
- Use capital letters, exclamation marks, question marks, commas in a list and apostrophes correctly
- Use verbs to indicate time correctly and consistently
- Use when if that or because in their writing and or and but.
- Use sentences with different forms including commands, questions, statements and exclamations
- Use past and present tense correctly including the progressive form

- Use expanded noun phrase to describe and specify(eg: the elegant fluttering butterfly)



Reading and spelling

By the end of Year 2 all children need to read and spell these words correctly.

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Science

Living things and their habitats:

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants:

- I can observe and describe how seeds and bulbs grow into mature plants
- I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans:

- I can notice that animals, including humans, have offspring which grow into adults
- I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Materials:

- I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Wider Curriculum Subjects

Art and Design	Draw for a sustained period of time using real objects. Experiments with the visual elements of line, colour, shape and pattern. Mix and matches colours using artefacts and objects. Manipulate clay for a variety of purposes.
Computing	Create documents, electronic books & presentations by adding text and images, using a variety of tools. Explore the effects of sound and music in animations and videos. Use video and cameras to capture images and make a short film with support. Record music and sounds. Understand how technology is used in their lives. Plan and enter a sequence of instructions to achieve a goal. Create algorithms, predict what will happen. Recognise email addresses and send a group email. Understand and name SMART rules. Understand personal information which should be private.
Design and Technology	Identifies a purpose for what they intend to do. Selects tools, techniques and materials. Measure, mark, cut and shape a range of materials. Assemble, join and combine materials to make a product. Talks about their ideas, saying likes & dislikes.
Humanities	<p>Geography- Ask and respond to geographical questions. Recognise, observe, describe and record physical and human features. Make simple comparisons between different places. Express views about people, places and their effect on environments. Communicate in different ways using geographical vocabulary. Use field work skills, globes, maps, plans. Identify how they would improve their work in the future.</p> <p>History- Place events and objects in chronological order using words and phrases related to the passing of time. Recognise why people did things and events happened. Identify differences between past and present. Identify different ways in which the past is represented. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past. Select from their knowledge of history and communicate it in a variety of way.</p>
Music	Beginning to sing in tune with an awareness of pulse and rhythm. Is able to recognise how sounds are made and altered with an awareness of pitch, rhythm and beat. Is able to recognise and perform long and short sounds in music.
Physical Education	Perform basic catching and throwing when moving and standing still. Extend accuracy and distance when throwing. Perform basic skills of rolling, striking and kicking with control. Use a variety of simple tactics in a game. Run at different speeds and perform a two footed jump. Perform basic gymnastic actions with control and coordination. Create and perform a short sequence and adapt. Compose and perform a short dance. Begin to watch others and focus on specific actions to improve own skills.
PSHE	Recognise choices they can make which are right or wrong and the difference between impulsive and thinking behaviour. Understand their behaviour affects other people. Recognise what they are good at. Name and deal with their feelings in a positive way. Listen and respond in group discussions. Express own views with increasing confidence share their opinions and participate in a simple debate. Make simple choices that improve their health and well-being. Understand there are different types of bullying, that bullying is wrong, and how to get help to deal with it.
Religious Education	Can remember a Christian story and talk about it. Recognise and name some religious art, symbols and words and talk about them. Tell a religious story and say some things that people believe. Talk about some of the things that are the same for different religious people. Talk about things that happen to me. Talk about what I find interesting. Talk about what is important to me and to other people, and ask about what happens to others with respect for their feelings.

