End of Year 2 Expectations

Introduction

Below you will find an overview of the curriculum objectives for reading, writing and mathematics for your child's year group.

The objectives for each subject are taken from the National Curriculum for England and Wales and are the skills against which teachers assess children over the course of the year.

To meet age related expectations, children are expected to be secure in their understanding, use and application of the given skills. For example, in writing children will be expected to demonstrate, across a range of writing types, that they can apply the skills listed and in mathematics children not only have to be able to show an understanding of the skills but have to apply them in a range of contexts and in problem solving situations. No one skill is assessed in isolation.

Meeting individual needs

Not all children will be necessarily working on their relevant curriculum objectives. This may be because they need to consolidate skills from an earlier curriculum.

Similarly, some children may be working, by the end of the year, on skills beyond their year group curriculum.

At St. Mary's teachers tailor their planning to ensure that the needs of individuals are met.
Teachers keep comprehensive records on what children can do and what they need to work on next.
This information informs their on-going planning so that each child makes good progress over the course of the year.

What can I do to help my child with their learning?

The most important thing you can do to support your child is to ask them about their learning each day. Even if they do not tell you very much, the fact you have asked them signals that you care about how they are doing at school.

Reading with your child daily is one of the most important things that you can do to support their learning across all areas of the curriculum. A child who can read, understand what they have read and develop a richness of vocabulary will achieve well in all subject areas. Do not think that if your child can't yet read that you cannot help them. Reading to children and immersing them in books is fundamental to early child development. Similarly, if you have an older child who reads independently, ask them about the book they are reading.

When trying to support writing at home, encourage your child to write for real purposes e.g. letter writing. Support them in this way in using some of the skills taught in school. Get them to regularly practise their handwriting so that they become fluent.

Practical contexts are great for supporting learning in mathematics. Whether it is shopping or baking, real life situations help make maths real. Use car journeys or walks to practise counting and recall of facts like times tables. There is also a wealth of games online to support the objectives given.

English

Year 2

READING
Word Reading
Read accurately words of two or more syllables that contain common graphemes taught so far
Read words containing common suffixes
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Read words in age appropriate books accurately and fluently without overt sounding and blending e.g. at over 90 words per minute
Read aloud books closely matched to his/ her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Comprehension
Understand both the books that he/ she can already read accurately and fluently and those that he/ she listens to by answering questions and making inferences on the basis of what is being said and done.
WRITING
Spelling
Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
Spell many common exception words
Spell some words with contracted forms
Add suffixes to spell some longer words correctly, including –ment, -ness, -ful, -less, -ly
Handwriting
Use the diagonal and horizontal strokes needed to join letters in some of his/ her writing
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
Use spacing between words that reflects the size of the letters
Vocabulary, grammar and punctuation
Use subordination (using ‘when’, ‘if’, ‘that’, ‘because’) and co-ordination (using ‘or’, ‘and’, ‘but’)
Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Use present and past tense mostly correctly and consistently
Use capital letters and full stops to demarcate sentences consistently in his/ her writing with some use of question marks and exclamation marks.

Mathematics

Year 2

Number and place value
Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.
Addition and Subtraction
Add and subtract numbers using concrete objects, pictorial representations and mentally, including two 2 digit numbers
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Use estimation to check that his/ her answers to a calculation are reasonable e.g. knowing that 48+35 will be less than 100
Multiplication and Division
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
Fractions
Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.
Measurement
Find different combinations of coins that equal the same amounts of money
Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given e.g. read the temperature on a thermometer or measure capacities using a measuring jug
Read the time on a clock to the nearest 15 minutes.
Shape
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 eg a circle on a cylinder and a triangle on a pyramid