

Girton Glebe Primary School
End of Year Expectations: Year 2



MATHEMATICS

NUMBER AND PLACE VALUE
<ul style="list-style-type: none"> ▪ 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
CALCULATION
<ul style="list-style-type: none"> ▪ solve problems with addition and subtraction: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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
FRACTIONS AND DECIMALS
<ul style="list-style-type: none"> ▪ 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 $\frac{1}{2}$
MEASUREMENT
<ul style="list-style-type: none"> ▪ 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

Girton Glebe Primary School
End of Year Expectations: Year 2



GEOMETRY

- 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)

STATISTICS

- 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

Girton Glebe Primary School
End of Year Expectations: Year 2



READING

COMPREHENSION

- Take pleasure in reading
- Discuss and express 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
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Continue 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:
 - participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts
 - 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
- Demonstrate knowledge of non-fiction books that are structured in different ways

WORD READING

- Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Decode using alternative sounds for letters and groups of letters (eg read/read); words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught
- Re-read books to build up fluency and confidence

Girton Glebe Primary School
End of Year Expectations: Year 2



WRITING

- 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

SPELLING

- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learn 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
- Spell common exception words
- Spell more words with contracted forms (eg doesn't)
- Use the possessive apostrophe (singular) [for example, the girl's book]
- Distinguish between homophones and near-homophones
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

TEXT

- Correct choice and consistent use of present tense and past tense throughout writing
- Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

PUNCTUATION

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

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
- Use spacing between words that reflects the size of the letters

TERMINOLOGY FOR PUPILS

noun, noun phrase
statement, question, exclamation, command, compound, suffix
adjective, adverb, verb, tense (past, present)
apostrophe, comma