

## Mathematics – Number and Place Value

### Number and place value

- Compare and order numbers from 0 up to 100 using  $>$   $<$  and  $=$  signs.
- Identify, represent and estimate numbers using different representations, including the number line.
- Read and write numbers to at least 100 in numerals and words.
- Count in tens from any number forward and back including crossing boundaries into hundreds.
- Count in steps of 2, 3 and 5 from 0 forward and backward.
- Understand the value of each digit in a 2 digit number.

### Addition and subtraction

- Add and subtract numbers using concrete objects, pictorial representations and mentally including add 3 single digit numbers, 2 digit number  $\pm$  1 digit number, 2 digit number  $\pm$  2 digit number.
- Show that addition of two numbers can be done in any order (commutative) and subtraction can't (not commutative).
- Add 10 or 100 to any number and can add in multiples of 10.
- Partition a number to add using number bonds to 10 e.g.  $8 + 7$  is  $8 + 2 + 5$ .
- Recall and use numbers facts (addition and subtraction) to 20 fluently.
- Use related facts to subtract multiples of 10 and 100 e.g.  $6 - 4 = 2$   $60 - 40 = 20$ .
- Solve missing number problems for addition and subtraction with numbers up to 20.
- Use place value and number facts to solve problems including the inverse relationship between addition and subtraction.
- Solve simple word problems involving addition and subtraction with numbers up to 50 (in different contexts e.g. measures) using objects, pictures and mental/written methods across number.

### Multiplication and division

- Read and write mathematical statements for multiplication and division using  $\times$ / $\div$  and  $=$  signs.
- Know that multiplication can be done in any order (commutative) and division can't (not commutative).
- Multiply using concrete objects, pictorial representations arrays and repeated addition.
- Divide using concrete objects, pictorial representations and arrays and repeated subtraction.
- Recall and use multiplication and division facts for 2, 5 and 10 times tables, including recognising odd and even numbers.
- Solve multiplication and division problems (in different contexts) using objects, pictures, arrays, repeated addition, mental methods and multiplication and division facts.

### Statistics

- Interpret and construct simple pictograms and block diagrams tally charts and tables.
- Answer simple questions about quantities from looking at pictograms, tally charts, tables and block charts (scale of 1 or 2).

## Mathematics – Geometry and Measures

### Measures

- Compare and order measures and record using  $<$   $>$  and  $=$ .
- Choose and use appropriate units of measure and estimate:
  - temperature ( $^{\circ}\text{C}$ ) using thermometers
  - capacity (litres/ml) using jugs
  - weight and mass (kg/g) using scales
  - length and height in any direction (m/cm) using rulers
- Solve simple word problems involving addition and subtraction with numbers up to 50 (in different contexts e.g. measures) using objects, pictures and mental/written methods across number.
- Find different combinations of coins that equal the same amounts.
- Combine amounts to make a particular value e.g. make 3p using a 2p and 1p.
- Recognise and use symbols for £ and pence.
- Solve simple money problems involving addition and finding the change (£ or pence).
- Tell and write the time to 5 minutes, quarter past, quarter to the hour and draw the hands on a clock face to show these times.
- Compare and sequence intervals of time.
- Know how many hours there are in a day and how many minutes in an hour.

### Shape

- Compare and sort common 2D and 3D shapes and everyday objects.
- Identify 2D shapes on the surface of 3D shapes e.g. a circle on a cylinder.
- Identify, describe and sort 3D shapes by talking about the number of faces, edges and vertices.
- Identify, describe and sort 2D shapes by naming them, talking about the number of sides and showing a vertical line of symmetry.

### Position and movement

- Distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns clockwise and anti-clockwise.
- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line.
- Order and arrange combinations of mathematical objects in patterns and sequences including those in different orientations.

### Fractions

- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.
- Count in halves and quarters up to 10 recognising that fractions are numbers between whole numbers
- Recognise the equivalence of  $\frac{2}{4}$  to  $\frac{1}{2}$ .
- Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.



# End of Year Expectations for Year 2



The following leaflet outlines the national expectations for children in Year 2 by the end of the academic year for reading, writing and mathematics. The expectations are from the National Curriculum. More information on the National Curriculum can be found [here](#).



**Kilburn**  
**Grange School**  
LEARN ENJOY SUCCEED

## Reading

### Comprehension

- Continue to build up a repertoire of poems learnt by heart.
- Participate in discussions about books, poems and other works that are read to them and those that he/she reads to themselves.
- Relate what is read to own experiences.
- Aware that books are set in different times and places.
- Make predictions based on reading of other books by the author and own experiences.
- Make choices about which texts to read, based on prior reading experience.
- Understand why a writer has written a text – ‘She wants you to know how to make a kite’.
- Find the answers to questions in non-fiction, stories and poems.
- Make simple inferences about thoughts and feelings of characters and reasons for their actions.
- Re-tell a story, referring to most of the key events and characters.
- Recognise key themes and ideas within a text.
- Decide how useful a non-fiction text is for the purpose.
- Identify and comment on vocabulary and literary features – ‘All fairy tales start with Once Upon a Time...’
- Identify how vocabulary choice affects meaning - ‘Crept lets you know that he is trying to be quiet’.
- Discuss favourite words and phrases.
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary.

### Phonics

- Read familiar words quickly, without needing to sound them out.
- Use a range of decoding strategies to read words.
- Self-correct when reading a sentence incorrectly.
- Read Year 2 common exception words e.g. all, old.
- Read words containing common suffixes e.g. -ment, -ful, -less, -ly.

## Writing

### Structure and Purpose

- Begin to use an appropriate opening and ending.
- The organisation reflects the purpose of own writing - a newspaper report has a headline, a by-line, an introduction and then a chronological recount of events.
- Think about the different styles needed for different types of writing.
- Begin to use appropriate language across different types of writing - e.g. story language, non-fiction.
- Know intended audience writing is written for.

### Vocabulary, grammar and punctuation

- Use the present and past tenses correctly.
- Use apostrophes for contracted forms and the possessive (singular) form - the girl's book.
- Use full stops, capital letters, exclamation marks, question marks and commas for lists.
- Show evidence of using simple similes - it was as yellow as the sun.
- Use interesting adverbs to describe actions.
- Use interesting adjectives to describe people, objects and setting.
- Use simple connective (e.g. also, as well, because, but) to link ideas logically.
- Use connectives that signal time, e.g. then, after, before.

### Spelling

- Add suffixes to spell longer words- e.g. -ment, -ful, -less, -ly.
- Spell the first 11 sets of homophones/near homophones (e.g. there/their/they're).
- Spell most of the common exception words for Year 2.
- Spell 10 words with contractions (it's, can't, won't, they're etc.).
- Use the possessive apostrophe for a singular person- the girl's book.



## Handwriting

- Use spacing between words that reflects the size of the letters.
- Write capital and lower case letters of the correct size, orientation and relationship to one another.
- Understand which letters need to be joined in my writing.
- Form lowercase letters of the correct size, relative to one another.

### Speaking and Listening

- Explain an idea or process clearly.
- Ask specific questions to help with understanding.
- Respond to questions and explain further to justify a point.
- Take turns to talk and respond in two-way conversations and groups.
- Use language and vocabulary suitable for different listeners e.g. friends, Headteacher.
- Check that listener understands what is said.
- Explore ideas by discussing them.

### SAT's

SAT stands for Statutory Assessment Test. It assesses pupils' progress towards the national curriculum. Children will take the SAT's in May 2018. Children will take assessments in: Reading and Maths. More information will be available during the SAT's workshop.

