

End of Year 2 expectations for Maths

By the end of Year 2 your child is expected to tackle a range of mathematical challenges with enthusiasm and competently apply their mathematical skills to solve problems.

Number

Number and place value

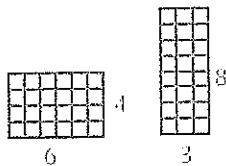
- count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward
- recognise the place-value of each digit in a two-digit number (tens and ones)
- compare and order numbers from 0 to 100; use $<$, $>$ and $=$ signs
- Read and write numbers to 100 in numerals and words
- use place value and number facts to solve problems

Addition and subtraction

- Solve problems with addition and subtraction using concrete objects, pictures and mentally with up to two 2-digit numbers and 3 1-digit numbers
- apply mental and written methods
- recall addition and subtraction number facts to 20 and use related facts to 100
- know that addition can be done in any order and that subtraction cannot
- recognise the inverse of addition and subtraction problems and use to check calculations and solve missing number problems
e.g. $14 - 6 = 8$ check using $8 + 6 = 14$, $20 - \square = 5$, check using $20 - 5 = \square$

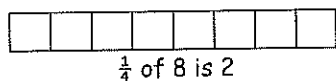
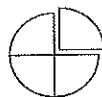
Multiplication and division

- recognise odd/even numbers
- recall multiplication and division facts for the 2, 5 and 10 times tables
- record using \times , \div and $=$ signs
- know that multiplication can be done in any order but that division cannot
- solve problems using materials, repeated addition, arrays and mental methods, including in problems in contexts



Fractions

- recognise, find, name and write fractions $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{1}{2}$ of a length, shape or number.



- write simple fractions, e.g. $\frac{1}{2}$ of $6 = 3$ and to recognise equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.

Measurement

- choose and use appropriate standard units; m/cm, kg/g, l/ml and $^{\circ}\text{C}$.
- compare and order length, mass, volume/capacity and record results $>$, $<$ and $=$
- recognise and use symbols pounds (£) and pence (p) and combine amounts to make a particular value
- find different combinations of coins to make the same amount
- solve simple problems involving adding and subtracting money in a practical context, including giving change
- compare and sequence intervals of time
- tell the time to five minutes, including quarter past/to
- and draw hands on a clock to show these
- know the number of minutes in an hour and hours in a day



Geometry

Properties of Shape

- identify and describe the properties of 2-D and 3-D shapes, including number of sides, vertices (corners) and faces.
- Find a line of symmetry on a 2-D shape
- compare and sort 2-D and 3-D shapes and everyday objects

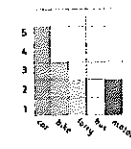


Position and direction

- order and arrange objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including in a straight line and rotation as turn in term 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 questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing data

End of year 2 expectations for reading

By the end of Year 2 it is expected that your child will read fluently and independently, they will be able to answer key questions about what they have read.

Word reading

- Read accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes
- Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)
- Read a wider range of exception (tricky) words .
- Read words containing common suffixes.

Experienced reading

- Read at a fluent pace, taking note of punctuation.
- Use expression when reading.
- Check the text makes sense and self correct inaccurate reading.

Comprehension

- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Discuss the meanings of words, linking new meanings to known vocabulary.
- Demonstrate understanding by sequencing events in books
- Look through a variety of books with growing independence to predict story development
- Make inferences on the basis of what is being said and done
- Identify words and phrases chosen for effect on the reader
- Discuss their favourite words and phrases
- Recognise simple recurring literary language in stories and poetry
- Locate key vocabulary and information in fiction texts to find answers to simple questions
- Find information in non-fiction, making full use of non-fiction layout

End of year 2 expectations for writing

By the end of Year 2 your child is expected to be a confident independent writer, who is able to write at length for a range of purposes.

Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification. (e.g. the dark spooky woods)
- Use a wider range of sentence openings (e.g. adverbs)
- Write using subordination (when, if, that, because).
- Use and understand present tense and past tense.
- Consistent use of a wider range of punctuation: capital letters, full stops, questions marks, exclamation marks and commas in a list.

Composition

- Create a narrative with some detail of character, setting and plot.
- Use organisational features of non fiction text (titles, sub headings, illustrations and captions)
- Express their own viewpoint by simple comments or actions.
- Make simple additions and corrections to their writing.

Transcription (Spelling and Handwriting)

- Accurately spell common phonically decodable two and three syllable words
- Add suffixes to nouns (e.g. add -er, -est; plurals - es, - changing y to ies)
- Common exception ("tricky") words spelt accurately
- Correctly use an apostrophe for omission of letters (wasn't didn't it's).
- Spell the days of the week and months of the year accurately (including use of capital letters)
- Clear letter formation, with ascenders and descenders distinguished,.
- Upper and lower case letters not mixed within words.