



End of Year Expectations

Year 2

This booklet provides information for parents and carers on the end of year expectations for Year 2 children in our school.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher. Your child will be assessed at working at the expected level for their year group, if they have attained the majority of objectives in a subject area.

Reading

Children are able to read most suitable books accurately, showing fluency and confidence and can talk about and give an opinion on a range of texts. They can discuss the sequence of events in books and how they relate to each other and use prior knowledge, including context and vocabulary, to understand texts. They are able to retell stories, including fairy stories and traditional tales. They can read for meaning and check that the text makes sense and go back and re-read when it does not make sense. They can decode age-appropriate texts automatically and fluently. They can blend sounds in words that contain the graphemes they have learnt and can recognise and read alternative sounds for graphemes. They are able to read common exception words and most other words, quickly and accurately, when they have read them before without sounding out and blending. They are able to find recurring language in stories and poems and can talk about their favourite words and phrases in stories and poems. They are able to recite some poems by heart. They can make predictions based on what they have read and can draw simple inferences from illustrations, events, characters' actions and speech

Writing

Children can write narratives about personal experiences and those of others, both real and fictional. They can also write for different purposes, including real events. They can plan and discuss the content of their writing and record their ideas. They are able to orally rehearse structured sentences or sequences of sentences. They are able to evaluate their own writing independently and can proof-read to check for errors in spelling, grammar and punctuation. They can spell words with alternative spellings, including a few common homophones and they can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.

Grammar, punctuation and handwriting

Children are able to consistently use the present tense and past tense correctly. They can use capital letters for names of people, places, day of the week and the personal pronoun 'I' and can correctly use question marks and exclamation marks. They use commas to separate items in a list and can use apostrophes to show where letters are missing and to mark singular possession in nouns. They are able to form lower-case letters of the correct size and once they have completed the ReadWriteInc programme are beginning to use continuous cursive handwriting. They can use capital letters and digits of the correct size, orientation and relationship to one another and can use spacing between words that reflects the size of the letters

Speaking and listening

Children can ask questions to get more information and clarify meaning and can talk in complete sentences. They can decide when they need to use specific vocabulary and can take turns when talking in pairs or a small group. They are aware that formal and informal situations require different language. They are also able to retell a story using narrative language and linking words and phrases. They can hold the attention of people they are speaking to by adapting the way they talk and can understand how to speak for different purposes and audiences.

Mathematics

Children can read and write all numbers to at least 100 in numerals and words and can recognise odd and even numbers to 100. They are able to count in steps of 2, 3 and 5 from 0. They can name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers. They are able to recall and use multiplication and division facts for the 2, 5 and 10 times tables. They are also able to add and subtract two 2-digit numbers and can add three 1-digit numbers. They can solve problems involving addition and subtraction. They are able to choose and use appropriate standard units to estimate length, height, temperature and capacity and can tell and write the time to 5 minute intervals. They recognise and can use the symbols £ and p when solving problems involving the addition and subtraction of money. They are able to describe the properties of 2D and 3D shapes to include edges, vertices and faces. They are also able to interpret and construct pictograms, tally charts, block diagrams and simple tables

Science

Children are able to ask simple scientific questions. They can also use simple equipment to make observations and carry out simple tests. They can also use simple data to answer questions. They are able to identify things that are living, dead and never lived and can describe how a specific habitat provides for the basic needs of things living there. They can match living things to their habitat and can describe how animals find their food. They are able to explain a simple food chain and can describe what plants need in order to grow and stay healthy. They can

explain the basic stages in a life cycle for animals, including humans and can describe what animals and humans need to survive. They are able to describe why exercise, a balanced diet and good hygiene are important for humans. They can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. They can also suggest why a material might or might not be used for a specific job.

Computing

Children can use a range of instructions – such as direction, angles and turns. They can test and amend a set of instructions. They are also able to debug by finding errors and amending. They can write a simple program and test it and can predict what the outcome of a simple program will be. They also understand that algorithms are used on digital devices and can retrieve and manipulate digital content. They can navigate the web to complete simple searches, use technology respectfully and know where to go for help if they are concerned.

R.E.

They are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. They are also learning to reflect on the Christmas story and the reasons for Jesus' birth. They understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. They can explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. They are also learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians. They are learning to understand the special relationship between Jews and God and the promises they make to each other.

Geography

Children can say what they like and do not like about the place they live in and about a different place. They can also describe a place outside Europe using geographical words and can describe some of the features of an island. They are able to describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley. They are able to explain how an area has been spoilt or improved and give their reasons. They are able to explain the facilities that a village, town and city may need and give reasons. They are able to name the continents and oceans of the world and locate them on a map. They can also find where they live on a map of the United Kingdom

History

They are able to use words and phrases like: before, after, past, present, then and now. They can recount the life of someone famous from Britain who lived in the past and can explain what they did earlier and what they did later. They are also able to give examples of things that were different when grandparents were children. They can answer questions using books and the internet and can research the life of a

famous person from the past using different sources of evidence. Events and artefacts can be placed in order on a timeline and timelines can be labelled with words or phrases such as past, present, older and newer.

Art

Children are able to use charcoal, pencil and pastel to create art. They can also mix paint to create all the secondary colours and can create brown with paint. They can also create tints with paint by adding white and create tones with paint by adding black. They can also create a piece of art in response to the work of another artist.

Design and Technology

Children can think of an idea and plan what to do next. They can choose tools and materials and explain why they have chosen them. They can join materials and components in different ways. They can also explain what went well with their work. They can measure materials to use in a model or structure. They can also describe the ingredients they are using during cooking. They can Cut, peel or grate ingredients safely and hygienically and measure or weigh using scales.

Personal, Social and Health Education

They can identify some ways in which their friend is different from themselves and can tell you why they value this difference about him/her. They can explain some of the ways they worked cooperatively in their group to create the end product. They can express how it felt to be working as part of this group. They are able to make some healthy snacks and explain why they are good for their body. They can identify some of the things that cause conflict between themselves and their friends. They can recognise the physical differences between boys and girls, using the correct names for parts of the body and appreciate that some parts of their body are private.

P.E.

Children can use hitting, kicking and/or rolling in a game and can follow rules. They are able to plan and perform a sequence of movements and can think of more than one way to create a sequence which follows some 'rules'. They are able to work on their own and with a partner. They are able to use dance to show a mood or feeling and can copy and remember actions. They can also talk about what is different from what they did and what someone else did.

Music

Children are able to sing and follow a melody. They can perform simple patterns and accompaniments keeping a steady pulse and can play simple rhythmic patterns on an instrument. They are able to sing or clap increasing and decreasing tempo. They can choose sounds which create an effect and can use symbols to represent sounds. They can listen out for particular things when listening to music.