

Mathematics:

Place Value:

1. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.
2. Recognise the place value of each digit in a two-digit number (tens, ones).
3. Identify, represent and estimate numbers using different representations, including the number line.
4. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
5. Read and write numbers to at least 100 in numerals and in words.

Addition and Subtraction:

1. Solve problems with addition and subtraction: using concrete objects and pictorial representations; applying their increasing knowledge of mental and written methods.
2. Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100.
3. Add and sub numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers.
4. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
5. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

1. Multiplication Division and Fractions:

2. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
3. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
4. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
5. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
6. Recognise/find/name/write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.
7. Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Geometry:

- Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
- Describe position, directions and movements, including whole, half, quarter and three-quarter turns.



National Expectations Year 2

The National Curriculum (2014) sets key milestones and expectations that **most** children are expected to achieve at the end of each age and stage of their development. **By the end of Year 2 most children should be able to:**

Reading:

Word Reading:

1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. Read accurately words of two or more syllables that contain the same graphemes as above
4. Read words containing common suffixes
5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Comprehension:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

1. Listen to, 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
2. Discussing the sequence of events in books and how items of information are related
3. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
4. Being introduced to non-fiction books that are structured in different ways
5. Recognising simple recurring literary language in stories and poetry
6. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases
7. Continuing 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 they can already read accurately and fluently and those they listen to by:

8. Drawing on what they already know or on background information and vocabulary provided by the teacher
9. Checking that the text makes sense to them as they read and correcting inaccurate reading
10. Making inferences on the basis of what is being said and done
11. Answering and asking questions
12. Predicting what might happen on the basis of what has been read so far

Writing:

1. Form lower-case letters to the correct size relative to one another
2. 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
3. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
4. Use spacing between words that reflects the size of the letters

Spelling:

1. Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
2. Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones
3. Spell common exception words
4. Spell more words with contracted forms and the possessive apostrophe (singular)
5. Distinguish between homophones and near homophones
6. Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly
7. Apply spelling rules and guidelines for Stage 2
8. Write from memory simple dictated sentences including the words and punctuation taught so far
9. Predicting what might happen on the basis of what has been read so far

Writing Composition:

1. Develop positive attitudes towards and stamina for writing by: *writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes*
2. Consider what they are going to write by: *planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence*
3. Make simple additions, revisions and corrections to their writing by: *evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punctuation.*
4. Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, Grammar and Punctuation:

1. Learn how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular)
2. Learn how to use sentences with different forms: statement, question, exclamation, command
3. Learn how to use expanded noun phrases to describe and specify
4. Learn how to use the present and past tenses correctly and consistently including in the progressive
5. Learn how to use subordination using *when, if, that, because* and co-ordination using *or, and*, use suffixes to form nouns (*-ness, -er*); adjectives (*-ful, -less*) and adverbs (*-ly*)

Use and understand the grammatical terminology for Stage 2