End of Year Expectations for Year 2

The following pages outline the national expectations for children in Year 2 by the end of the academic year.

These replace the old system of levels and provide you as parents with a clear idea of what the children should be achieving at the end of the year.

All the objectives will be worked on throughout the year and will be the focus of teaching. Any extra support you can provide in helping your child or children to achieve these will benefit them greatly.

We have also produced 'deepening' targets for parents to show you the targets that the children will be working towards if they have met all of the 'expected' targets.

If you have any queries regarding the content or would like support in knowing how best to help your child please talk to your child's class teacher.

Assessing Mathematics: Meeting Year 2 Expectations

• read scales (e.g. in a number line or a practical measuring situation) in divisions of ones, twos, fives and tens

• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus

• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)

• recall all number bonds to and within 10 and use these to reason with (Key number bonds to 10 are: 0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5) and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)

• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary

• identify 14, 13, 12, 24, 34, of a number or shape, and know that all parts must be equal parts of the whole

• use different coins to make the same amount

• read the time on a clock to the nearest 15 minutes

• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry

Assessing Mathematics: Deepening Year 2 Expectations

•read scales (e.g. in a number line or a practical measuring situation) where not all numbers on the scale are given and estimate points in between

• recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

• use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ⬜; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)

• solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')

• read the time on a clock to the nearest 5 minutes

• describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Assessing Reading: Meeting Year 2 Expectations

• read accurately most words of two or more syllables

• read most words containing common suffixes*

• read most common exception words.*   (National Curriculum English appendix 1)

• In age-appropriate books:

•can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words e.g. at over 90 words per minute.

• sound out most unfamiliar words accurately, without undue hesitation.

•In a familiar book that they can already read accurately and fluently, they can check it makes sense to them, correcting any inaccurate reading

• In a familiar book that they can already read accurately and fluently, answer questions and make some inferences on the basis of what is being said and done.

• answer questions and make some inferences.

• explain what has happened so far in what they have read.

Assessing Reading: Deepening Year 2 Expectations

In a book they are reading independently:

• can make inferences.

• make a plausible prediction about what might happen on the basis of what has been read so far.

• make links between the book they are reading and other books they have read.

Assessing Writing: Meeting Year 2 Expectations

After discussion with the teacher, can:

• write simple, coherent narratives about personal experiences and those of others (real or fictional)

• write about real events, recording these simply and clearly

• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

• use present and past tense mostly correctly and consistently

• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

• spell many common exception words* (National Curriculum English appendix 1)

• form 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.

Assessing Writing: Deepening Year 2 Expectations

After discussion with the teacher, can:

• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

• make simple additions, revisions and proof-reading corrections to their own writing

• use the punctuation taught at key stage 1 mostly correctly^

• spell most common exception words* (National Curriculum English appendix 1)

• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful,

–less, –ly)* (National Curriculum English appendix 2)

• use the diagonal and horizontal strokes needed to join some letters.

Assessing Science: Meeting Year 2 Expectations

Year 2 Expectations: Working Scientifically	Year 2 Expectations: Science Content (continued)
• ask their own questions about what they notice	• name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
• use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: observing changes over time noticing patterns grouping and classifying things carrying out simple comparative tests finding things out using secondary sources of information	• describe and compare the observable features of animals from a range of groups [year 1] • group animals according to what they eat [year 1], • identify whether things are alive, dead or have never lived [year 2] • describe seasonal changes [year 1]
• communicate their ideas, what they do and what they find out in a variety of ways.	• describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
Year 2 Expectations: Science Content	• describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
• distinguish objects from materials, describe their properties, identify and group everyday materials [year	•describe how animals get their food from other animals and/or from plants, and use simple food chains to describe

1] and compare their suitability for different uses [year 2].	these relationships [year 2]
• name different plants and animals and describe how they are suited to different habitats [year 2]	