

# Mathematics

- ◆ Compare and order numbers up to 100 and use  $<$ ,  $>$ ,  $=$ .
- ◆ Read and write all numbers to 100 in digits & words.
- ◆ Say 10 more/less than any number to 100.
- ◆ Count in steps of 2, 3 and 5 from zero and in 10s from any number (forwards and backwards).
- ◆ Recall and use multiplication & division facts for 2, 5 and 10 tables.
- ◆ Recall and use  $\pm$  facts to 20
- ◆ Derive and use related facts to 100.
- ◆ Recognise place value of any 2-digit number.
- ◆ Add and subtract :
  - 2-digit nos and ones
  - 2-digit nos & tens
  - Two 2-digit nos
  - Three 1-digit nos
- ◆ Recognise and use inverse ( $\pm$ ), subheadings  $\rightarrow$  elements of maths.
- ◆ Calculate and write multiplication & division calculations using multiplication tables.
- ◆ Recognise, find, name and write  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ .
- ◆ Write and recognise equivalence of simple fractions.
- ◆ Tell time to five minutes, including quarter past/to.
- ◆ Use place value and number facts to solve problems.
- ◆ Recognise and describe properties of 2D and 3D shapes.
- ◆ Read scales in divisions of 1s, 2s, 5s and 10s and estimate points in between.



# Holy Trinity Primary School



## End of year expectations for Year 2 2020-2021

This booklet provides information for parents and carers on the end of year expectations for the children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued success in school.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued, through their weekly Home Learning activities and daily Rainbow Reading.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please make an appointment to speak to your child's teacher.



# Reading

- ◆ Recognise:
  - commas in lists.
  - apostrophe of omission and possession (singular noun).
- Explain and discuss what has happened so far in books and poems.
- ◆ Identify past/present tense and why the writer has used a tense.
- ◆ Reading accurately by blending the sounds in words that contain the graphemes taught so far.
- ◆ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately but without overt sounding & blend when words have been frequently encountered.
- ◆ Develops pleasure in reading, motivation to read, vocabulary and understanding by:
  1. listening 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. Discuss the sequence of events in books and how items of information are related
  3. Become familiar with and retelling a wider range of stories, fairy stories and traditional tales.
  4. Discussing and clarifying the meanings of words, linking meanings to known vocabulary
  5. Using non-fiction books are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by:

1. checking that the text makes sense to them as they read and correcting inaccurate  
Reading
2. answering questions, making inferences and
3. predicting what might happen on the basis of what has been read so far.



# Writing

- ◆ Write different kinds of sentence: statement, question, exclamation, command.
- ◆ Use expanded noun phrases to add description and specification.
- ◆ Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- ◆ Correct and consistent use of present tense & past tense.
- ◆ Write with correct and consistent use of :
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- ◆ Use commas in a list.
- ◆ Use apostrophe to mark omission and singular possession in nouns.
- ◆ Write lower case letters correct size relative to one another.
- ◆ Add suffixes -er, -est in adjectives as well as -ly, -ment, -ness, -ful, less to spell words correctly
- ◆ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ◆ Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones.
- ◆ Planning or saying out loud what is going to be written

