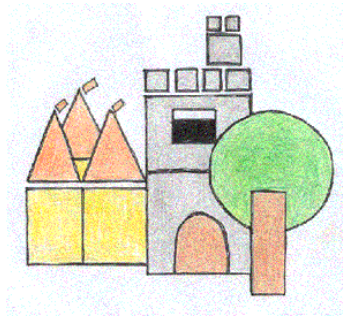


Miers Court Primary School



End of Year Expectations for Year 2

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

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.

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 class teacher.

Reading

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise commas in lists and apostrophe of omission and possession (singular noun).
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.
- Answer questions and make inferences on what is being said and done.
- Check it makes sense to them.

Writing

- Write different kinds of sentences: statements, questions, exclamations and commands.
- 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 and past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of capital letters, full stops, question marks and exclamation marks.
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters of correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.
- Spell common exception words.
- Sequence spoken words into phonemes and spelling many correctly.

Phonics

- At the start of Phase 6 of Letters and Sounds, children will have already learnt the most frequently occurring grapheme-phoneme correspondences (GPCs) in the English language.
- They will be able to read many familiar words automatically. When they come across unfamiliar words they will, in many cases, be able to decode them quickly and quietly using their well-developed sounding and blending skills.
- With more complex unfamiliar words they will often be able to decode them by sounding them out.

Mathematics

- Compare and order numbers up to 100 and use $< > =$.
- Read and write all numbers to 100 in digits and 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 and division facts for 2, 5 and 10 multiplication 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 numbers and ones, 2-digit numbers and tens, two 2-digit numbers and three 1-digit numbers.
- Recognise and use inverse (\pm).
- Calculate and write multiplication and 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 equivalents of simple fractions.

- Tell time to five minutes, including quarter past/to.

Science

Living things and their habitat

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.

Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about, and describe, the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Use of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

PE

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Art

- Use a range of materials.
- Use drawing, painting and sculpture.
- Develop techniques of shape, form and space.
- Learn about the work of craft makers and designers and recognise similarities and differences between them and make links.

Geography

- Know about the local area and name and locate key landmarks.
- Name and locate the seven continents and five oceans on a globe or atlas.
- Recognise a natural environment and describe it using key vocabulary.
- Identify a range of human environments, such as the local area and contrasting settlements and describe them and some of the activities that occur there using key vocabulary.
- Make observations about, and describe, the local area and its physical and human geography.
- Describe the physical and human geography of a distant place. Describe their locality and how it is different and similar to the distant place.
- Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.

- Describe a journey on a map of the local area using simple compass directions and locational and directional language.
- Use aerial photos to identify physical and human features of a locality. Draw a simple map with a basic key of places showing landmarks.

History

- Briefly describe features of particular historical themes, events and people from family, local, national and global history.
- Depict on a timeline the sequence of a few objects and/or pieces of information.
- Use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.
- Identify a few similarities, differences and changes occurring within a particular topic.
- Identify at least one relevant cause for, and effect of, several events covered.
- Consider why an event or person might be significant.
- Ask and answer a few valid historical questions.
- Extract information from several different types of source including written, visual and oral sources and artefacts.

Music

- Use their voices expressively and creatively through rhymes, songs and chants.
- Play untuned instruments musically.
- Experiment with, create, select and combine sounds.
- Listen with concentration and understanding to a range of live and recorded music.

Computing

- Understand algorithms as sequences of instructions or sets of rules in everyday contexts.
- Program on screen using sequences of instructions to implement an algorithm.
- Create a simple program on screen, correcting any errors.

Information Technology

- Store, organise and retrieve content on digital devices for a given purpose.
- Create and edit original content for a given purpose using digital technology.

Digital Literacy

- Keep safe and show respect to others while using digital technology.
- Understand that they should not share personal information online.
- Understand what they should do if they have concerns about content or contact online.

RE

- Explore a range of religious stories and sacred writings and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals.
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.
- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Design and Technology

- Confidently design purposeful, functional and appealing products.
- Generate, model and communicate their ideas through mock ups and, where appropriate, information and communication technology.
- Use a range of tools and materials to complete practical tasks such as cutting, shaping, joining and finishing.
- Evaluate existing products against design criteria.
- Cooking and nutrition – use the basic principles of a healthy and varied diet/understand where food comes from.