

Mathematics

- Partition any two-digit into different combinations of tens and ones, explaining their thinking
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising relationships e.g. $7+3=10$, $17+3=20$; if $7-3=4$ then $17-3=14$; leading to if $14+3=17$ then $3+14=17$, $17-14=3$ and $17-3=14$
- Count in multiples of 2, 3, 5 and 10 from any given number up to 100
- Recall and use multiplication and division facts for 2, 5 and 10 tables to solve \times and \div equations and problems
- Recognise place value of any 2-digit number
- Add and subtract:
 - ❖ 2-digit and 1-digit numbers ($42+6$)
 - ❖ 2-digit and 10s numbers ($44-20$)
 - ❖ Two 2-digit numbers ($14+33$)
 - ❖ Three 1-digit numbers ($4+5+7$)
- Recognise and use inverse ($14+5=19$, so $19-5=14$, $3\times 5=15$, so $15\div 3=5$)
- Recognise, find, name and write $\frac{1}{2}$; $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$ and all parts must be equal to a whole
- Use coins to make a given total in different ways
- Tell time to the nearest 15 minutes
- Describe properties of 2D and 3D shapes including the number of sides and lines of symmetry
- Read scales in divisions of ones, fives and tens



End of Year Expectations Year 2

This booklet provides information for parents and carers about the end of year expectations for children in Year 2. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and learning. Any extra support you can provide in helping your child 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 teacher.

'We Care'



Reading

- Read a range of texts with fluency and expression
- Check their reading makes sense to them, correcting any inaccurate reading
- Begin to discuss and express views about fiction, non-fiction and poetry
- Talk about what they have read so far in what they have read
- Ask and answer simple questions, and begin to make inferences and predictions
- Be secure in their use of phonics to decode words
- Read common exception words



Writing

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events
- Write using subordination (**when, if, that, because**) and co-ordination (**and, but, or**)
- Use past and present tense mostly correctly and consistently
- Use capital letters and full stops in most sentences
- Use question marks correctly when required
- Use spacing that reflects the correct size, orientation and relationship to one another and to lower-case letters
- Handwriting is consistently formed in size and orientation using diagonal and horizontal strokes



Spelling

- Spell many common exception words correctly
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and by making phonically-plausible attempts with others

