

Maths

Most pupils should be able to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones, units) e.g. 24 = 2 tens and 4 ones
- compare and order numbers up to 100
- read and write numbers all numbers to 100 in digits and in words e.g. 52, fifty two
- know number bonds to 20 fluently, use number bonds to 10 to understand related number bonds to 100
- add and subtract:
 - a two-digit number and ones e.g. 43+6=
 - a two-digit number and tens e.g. 45-20=
 - two two-digit numbers e.g. 13+34
 - adding three one-digit numbers e.g. 4+5+9
- recognise and use the inverse relationship e.g. 14+5=19, so 19-5=14
- know by heart multiplication and division facts for the 2, 5 and 10 multiplication tables
- recognise odd and even numbers
- write multiplication number sentences and understand the relationship to division e.g. 6x2=12 therefore 12÷2=6
- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- tell and write the time to five minutes, including quarter past/to the hour
- understand the concept of finding the total and giving change
- use rulers, scales, thermometers and measuring equipment
- interpret and draw simple pictograms, tally charts, block diagrams and simple tables and answer questions based on the data.

If you are unsure of any of the maths vocabulary used please visit <http://www.amathsdictionaryforkids.com/dictionary.html> which explains words with definitions, examples and activities.



St Gilbert's Church of England 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.

We recognise that all children are individuals and we will support all children to ensure that they can make the best progress possible against these expectations. Any extra support you can provide in helping your child to achieve these is greatly valued and if you want any support in knowing how best to support your child, please talk to your child's teacher.

Reading

Most pupils should be able to:

- be secure with year group phonic expectations.
- recognise simple recurring literacy 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 the structure of the text.
- use commas, question marks and exclamation marks to vary expression.
- recognise:
 - commas in lists
 - apostrophe for omission and possession (singular noun)
- identify past/present tense and why the writer has used a tense.
- use content and index pages to locate information.

Writing

Most pupils should be able to:

- 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, 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.
- 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.

Please see the Year 1 and 2 spelling list for words your child should be able to spell.