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# KEY SKILLS – END OF YEAR 2

## MATHS EXPECTATIONS



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### Number and Place Value

I can:

- Count forward and backwards in steps of 2, 3 or 5 from 0, and make jumps of 10 from any number
- Tell you what each number represents in a 2-digit number such as 24
- Find and show numbers on a number line
- Order numbers up to 100 and explain which numbers are bigger and smaller
- Use the greater than, less than and equals symbols and explain what they mean
- Read and write the numbers up to 100 in numerals and words
- Solve problems using number facts, such as  $7 + 2 = 9$  can help me work out  $27 + 2 = 29$

### Number: Addition, Subtraction, Multiplication, Division

I can:

- Use objects to solve addition and subtraction problems
- Solve addition and subtraction problems and show you on paper the steps I have taken in my head
- Answer problems with addition and subtraction using number facts to 20 and other number facts to 100
- Add and subtract numbers such as  $34 - 8$  or  $52 + 5$  using objects or pictures to help
- Add and subtract 2-digit numbers using objects
- Add and subtract three numbers, such as  $5 + 2 + 6$
- Tell you that addition can be done in any order, but subtraction can only be done in one order
- Check my answers or solve missing number problems using the inverse operation
- Tell you the 2, 5 and 10 times tables by heart and identify odd and even numbers
- Use the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) symbols in number sentences
- Tell you that multiplication can be done in any order, but division can only be done one way
- Solve multiplication and division problems using times tables facts and objects to help me

### Fractions

I can:

- Find  $\frac{1}{3}$  or  $\frac{1}{4}$  or  $\frac{3}{4}$  of a shape, length or set of objects
- Write simple fractions sentences, such as  $\frac{1}{2}$  of 6 = 3 and know that  $\frac{2}{4}$  is the same as  $\frac{1}{2}$

### Measurement

I can:

- Measure length, height, capacity and temperature using the correct units of measure
- Compare and order lengths, weight or capacity and record results using the greater than, less than or equals symbols
- Use the symbols for pounds (£) and pence (p) and add together different amounts of money up to £5
- Find different combinations of coins that equal the same amount of money
- Solve money problems such as how much change from 50p if I have spent 35p
- Put events in order of time
- Tell and write the time to the nearest 5 minutes, including quarter past/to the hour, and draw the hands on a clock face
- Tell you the number of minutes in an hour and the number of hours in a day

### Shape

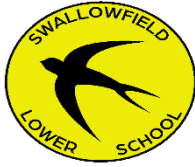
I can:

- Describe the properties of some 2D shapes, including number of sides & corners and facts about their symmetry
- Describe the properties of some 3D shapes, including the number of edges, faces and vertices
- Tell you which 2D shapes appear as the faces on 3D shapes, such as triangles on a pyramid
- Compare 2D and 3D shapes with objects around me
- Create patterns and sequences using mathematical objects
- Describe my position, direction and movement, including quarter, half and three quarter turns in both clockwise and anti-clockwise directions

### Statistics

I can:

- Read and construct picture graphs, tally charts and tables
- Sort objects into categories, tell you how many objects are in each category and show which category has the most or least
- Answer questions about the groups of objects I have sorted



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## KEY SKILLS – END OF YEAR 2

### READING EXPECTATIONS



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#### Spoken Language

I can:

- Listen and respond appropriately to adults and friends
- Ask questions to extend my understanding and knowledge
- Use strategies to build my vocabulary
- Give reasons for my answers, arguments and opinions
- Create descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in conversations, staying on topic and responding to what others say
- Speak loudly enough with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Keep my listener(s) attention while I'm talking
- Listen to and consider other people's viewpoints
- Use the correct tone of voice in different situations

#### Word Level

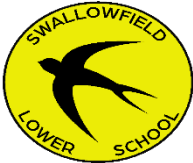
I can:

- Read words quickly because I know how to sound out all or parts of the word
- Blend together sounds I know to read a word
- Read words with 2 or 3 syllables
- Read some unusual words
- Read word with common endings such as –ing, –ed, –tion
- Read most common words quickly and accurately
- Sound out a word that I have not seen before without an adult's help
- Check what I am reading makes sense as I read
- Re-read books so that I become a more confident reader

#### Comprehension

I can:

- Listen and discuss what I have read, including poems, stories and non-fiction books
- Tell you the order of events in a story and whether they are connected
- Tell you about the different stories I have read
- Understand how a non-fiction book is set out and use them to find out information
- Recognise simple language patterns in stories and poems
- Discuss what words mean
- Tell you my favourite words and phrases from the book I am reading
- Say out loud a poem I have learnt
- Understand the books I can read on my own
- Tell you why certain things happen in a book or why a character says the things they do
- Ask and answer questions about a book
- Predict what may happen based on what has already happened
- Take turns to listen and discuss when I am working in a group
- Explain what has happened in the story someone just read to me or I have read myself



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# KEY SKILLS – END OF YEAR 2 WRITING EXPECTATIONS



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## Transcription

I can:

- Spell words correctly by sounding them out loud
- Attempt to spell words that sound the same but are spelt differently and spell some homophones
- Spell words that do not follow a spelling pattern (key words)
- Spell more words using 'rules' I already know
- Begin to use the possessive apostrophe, e.g. the girl's book
- Add the suffixes –ment, –ness, –ful, –less and –ly to spell longer words
- Spell words from the Year 2 spelling list
- Write a sentence told to me by my teacher using the correct punctuation

## Handwriting

I can:

- Write letters that are all the same size
- Begin to tell you which letters can join in my writing, and which letters are best left unjoined
- Write all the letters and numbers the right way round
- Leave spaces correctly between words

## Composition

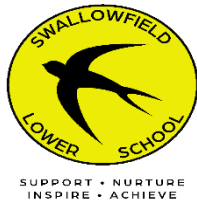
I can:

- Begin to write longer stories about things that have happened to me or other people
- Write my own poems
- Write for lots of different purposes, such as for my teacher or for an assembly
- Plan ideas for my writing before I begin, writing my ideas down in order and thinking about important words
- Create interesting sentences by adding further detail and use words such as 'when, if, that, and or because'
- Make changes to my writing after listening to what others think of my work
- Re-read my work to make sure it makes sense, checking for spelling mistakes, grammar and punctuation
- Read my work aloud in a way which helps others to understand it

## Vocabulary, Grammar and Punctuation

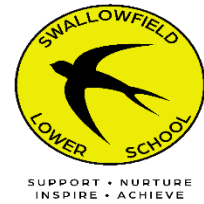
I can:

- Use full stops, capital letters, exclamation marks and question marks correctly in my writing
- Use commas correctly when writing a list
- Use a possessive apostrophe or an apostrophe to show when letters are missing, e.g. I've
- Try to write in the present or past tense
- Recognise words that are made by joining two different words together, e.g. whiteboard or superman
- Add –ful and –less to words to make adjectives and explain the meaning of words which have –er or –est
- Use the correct words to describe the correct Year 2 grammar and punctuation expectations



# KEY SKILLS – END OF YEAR 2

## SCIENCE EXPECTATIONS



### Working Scientifically

I can:

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify animals, plants or materials and group them
- Use my observations and ideas to suggest answers to questions
- Gather and record data from my observations to help with answering questions

### Living Things and their Habitats

I can:

- Explore and compare the differences between things that are living, dead and never been alive
- Identify that most living things live in a habitat to which they are suited and describe how the habitat provides for the basic needs of the different plants and animals that live there
- Identify and name a variety of plants and animals and their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, and make simple food chains

### Animals, including Humans

I can:

- Notice that animals, including humans, have offspring that grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival
- Describe the importance of exercise for humans, eating the right amount of different foods, and hygiene

### Uses of Everyday Materials

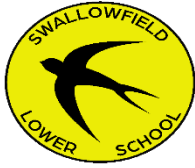
I can:

- Identify and compare the uses of a variety of everyday materials for particular uses
- Find out how the shapes of solid objects can be changed by bending, squashing, twisting and stretching

### Plants

I can:

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



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## KEY SKILLS – END OF YEAR 2

### FOUNDATION SUBJECTS



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#### Computing (full KSI objectives)

We learn:

- to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- to create and debug simple programs
- to use logical reasoning to predict the behaviour of simple programs
- to use technology purposefully to create, organise, store, manipulate and retrieve digital content
- to recognise common uses of information technology beyond school
- to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when we have concerns about content or contact on the internet or other online technologies.

#### Geography (full KSI objectives)

- to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- to use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



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## KEY SKILLS – END OF YEAR 2 FOUNDATION SUBJECTS



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### History (full KSI objectives)

We learn:

- about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- about significant historical events, people and places in their own locality.

### PE (full KSI objectives)

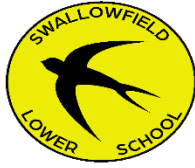
We learn:

- to 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
- to participate in team games, developing simple tactics for attacking and defending
- to perform dances using simple movement patterns

### Art (full KSI objectives)

We learn:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



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### DT (full KSI objectives)

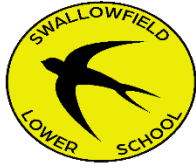
We learn:

- to design purposeful, functional, appealing products for themselves and other users based on design criteria
- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- to explore and evaluate a range of existing products
- to evaluate their ideas and products against design criteria
- to build structures, exploring how they can be made stronger, stiffer and more stable
- to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

### Music (full KSI objectives)

We learn:

- to use our voices expressively and creatively by singing songs and speaking chants and rhymes
- to play tuned and untuned instruments musically
- to listen with concentration and understanding to a range of high-quality live and recorded music
- to experiment with, create, select and combine sounds using the inter-related dimensions of music.



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### R.E. (KSI objectives from agreed Bedfordshire RE syllabus)

We learn:

- to identify some core beliefs and concepts studied and give a simple description of what they mean
- to give examples of how stories show what people believe
- to give clear, simple accounts of what stories and other texts mean to believers
- to give examples of how people use stories, texts and teachings to guide their beliefs and actions
- to give examples of ways in which believers put their beliefs into practice
- to think, talk and ask questions about whether the ideas we have been studying mean something to me
- to give a good reason for my own views and the connections I make

### P.H.S.E

We learn:

- about **Health and Wellbeing**, including thinking positively and discussing our feelings **and** safety in the home, at school and online
- about **Relationships**, including co-operation and successful dispute resolution **and** a basic introduction to what happens to our bodies as we grow up.
- about **Living in the Wider World**, including how to look after our local environment and preserve the world's resources **and** understand how to share our world with many other people with different lifestyles and beliefs