

Maths

Place Value

- I can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones).

Addition and Subtraction

- I can recall all number bonds to and within 10 and use these to reason with a calculate bonds to and within 20 (e.g. if $7+3=10$, then $17+3=20$ and $20-3=17$)
- I can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate my method using concrete apparatus or pictorial representations.
- I can use estimation to check that my answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
- I can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- I recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).

Multiplication and Division

- I recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems.

Shape, space and measure

- I can identify $1/3$, $1/4$, $1/2$, $2/4$, $3/4$ and know that all parts must be equal parts of the whole.
- I can use different coins to make the same amount (e.g. use coins to make 50p in different ways)
- I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
- I can read the time on the clock to the nearest 15 minutes
- I can name and describe properties of 2-D and 3-D shapes (e.g. a triangle has 3 sides, 3 vertices and 1 line of symmetry; a pyramid has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Brooke Hill Academy Trust



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.

Please do not see this as a tick list of things you must do at home, as all of the objectives will be worked on throughout the year at school but any extra support you can provide in helping your child to achieve 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 but the most important thing is to **make learning fun!** Share your child's favourite books and talk about the story, count forwards as you go upstairs and count back as you go down, go for walks and describe the things you can see, encourage children to write birthday cards or shopping lists, cook together or let your child identify numbers in prices and spend money in the shop - your child will be having fun and learning at the same time!

Reading

Word Reading

- I can read and blend all sounds I have been taught e.g. n-igh-t = night.
- I can read words of two or more syllables that contain sounds I have been taught.
- I can read words containing common suffixes e.g. -ed, -ing, -y, -ful, -less.
- I can read common exception words (see attached sheet).
- I can read most words quickly and accurately without needing to sound and blend words I have seen before.
- I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.
- I can re-read books sounding out new words correctly to improve my speed and confidence.

Comprehension

- I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.
- I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.
- I can ask and answer questions about the books or stories I am reading and make links between them.
- I can say what might happen next in a story based on what has happened so far.



Writing

Spelling

- I can segment spoken words into sounds and spell many of these words correctly and plausible attempts at others.
- I can spell many common exception words (see attached sheet).

Handwriting

- I can form capital letters and digits which are the correct way around. Letters are the correct size and relationship to one another and to lower-case letters.
- I use spacing between words that reflects the size of the letters.

Vocabulary, Grammar and Punctuation

- I can use these words in my writing: when, if, that, because, or, and, but.
- I can use present and past tense mostly correctly and consistently.
- I can use capital letters and full stops to show where sentences start and end and use ? when required.

Composition

- I can write simple, coherent narratives about personal experiences and those of others (real or fictional).
- I can write about real events, recording these simply and clearly

