



Beeston Hill St Luke's C of E Primary School

– Year 2 Expectations and End Points

This document 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.

Reading

- Secure with year group phonic expectations
- Recognise simple recurring literary language
- Comment on plot, setting & characters in familiar & unfamiliar stories
- Recount main events in sequence
- Increase their repertoire of poems learned by heart
- Checking that their reading makes sense and self correcting
- Predict what might happen based on the text
- Develop their own vocabulary
- Participate in discussions about texts
- To enjoy reading and to choose books to read for pleasure
- To read age appropriate texts fluently and for pleasure

Writing

- Write different kinds of sentence: statement, question, exclamation, command
- 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 & past tense
- Write with correct and consistent use of:
 - o capital letters
 - o full stops
 - o question marks
 - o exclamation marks
- Use commas in a list
- Use apostrophe to mark omission and singular possession in nouns.
- Write lower case letters correct size relative to one another
- Show evidence of diagonal and horizontal strokes to join handwriting

Mathematics

- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning
- reason about the location of any 2-digit number in the linear number system and identify the previous and the next multiple of 10.
- Secure fluency in addition and subtraction facts within 10, through continued practice.
- Add and subtract across 10.
- Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts – $8 + 6 = 14$ therefore $28 + 6 = 34$
- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations.
- Use precise language to describe the properties of 2D and 3D shapes and compare shapes by reasoning about similarities and differences in properties.

Science

Biology

- Classify things by living, dead or never lived.
- Know how a specific habitat provides for the basic needs of living things (plants and animals).
- Match living things to their habitat.
- Name some different sources of food for animals.
- Know about and explain a simple food chain.
- Know the basic stages in a life cycle (animals and humans).
- Know why exercise, a balanced diet and good hygiene are important for humans.
- Know and explain how seeds and bulbs grow into plants.
- Know what plants need to grow and stay healthy.

Chemistry

- Know how materials can be changed by squashing, bending, twisting and stretching.

Physics

- Know why a material might or might not be used for a specific job.

<p>History</p> <p><i>Beyond living memory</i></p> <ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born. • Know what we use today instead of a number of older given artefacts. • Know that children’s lives today are different to those of children a long time ago. <p><i>Lives of Significant people</i></p> <ul style="list-style-type: none"> • Know about a famous person from outside the UK and explain why they are famous. <p><i>Local History</i></p> <ul style="list-style-type: none"> • Know how the local area is different to the way it used to be a long time ago. • Differentiate between things that were here 100 years ago and things that were not. 	<p>PE</p> <p><i>Gymnastics Movements</i></p> <ul style="list-style-type: none"> • Plan and perform a sequence of movements. • Improve a sequence based on feedback. • Think of more than one way to create a sequence which follows some ‘rules’ <p><i>Basic movements and Team Games</i></p> <ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game. • Decide the best space to be in during a game. • Use tactics in a game. • Follow rules. <p><i>Dance</i></p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction in dance. • Make a sequence by linking sections together. • Use dance to show a mood or feeling. 	<p>Computing</p> <p><i>Algorithms</i></p> <ul style="list-style-type: none"> • Understand that algorithms are used on digital devices. <p><i>Create programs</i></p> <ul style="list-style-type: none"> • Write a simple program and test it. <p><i>Reasoning</i></p> <ul style="list-style-type: none"> • Predict what the outcome of a simple program will be. <p><i>Networks</i></p> <ul style="list-style-type: none"> • Navigate the web to complete simple searches. <p><i>Using Technology</i></p> <ul style="list-style-type: none"> • Understand that programs require precise instructions. • Organise, retrieve and manipulate digital content. <p><i>Safe use</i></p> <ul style="list-style-type: none"> • Know where to go for help if concerned.
<p>Art</p> <p><i>Using materials</i></p> <ul style="list-style-type: none"> • Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. • Know how to make a clay pot and know how to join two clay products together. • Know how to use different effects within and IT paint package. <p><i>Drawing</i></p> <ul style="list-style-type: none"> • Choose and use three different grades of pencil when drawing. • Know how to use charcoal, pencil and pastel to create art. • Know how to use a viewfinder to focus on a specific part of an object before drawing it. <p><i>Use colour, pattern, texture, line, form, space and shape</i></p> <ul style="list-style-type: none"> • Know how to mix paint to create all the secondary colours. • Know how to create brown with paint. • Know how to create tints with paint by adding white and know how to create tones with paint by adding black. <p><i>Range of artists</i></p> <ul style="list-style-type: none"> • Suggest how artists have used colour, pattern and shape. • Know how to create a piece of art in response to the work of another artist. 	<p>Music</p> <p><i>Singing</i></p> <ul style="list-style-type: none"> • Sing or clap increasing and decreasing tempo. • Perform simple patterns and accompaniments keeping a steady pulse. <p><i>Playing and instrument</i></p> <ul style="list-style-type: none"> • Play simple rhythmic patterns on an instrument. <p><i>Listening and appreciate</i></p> <ul style="list-style-type: none"> • Make connections between notations and musical sounds. <p><i>Create own music</i></p> <ul style="list-style-type: none"> • Order sounds to create a beginning, middle and an end. • Create music in response to different starting points. 	