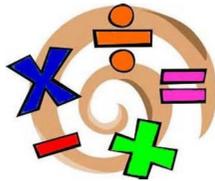


Maths

Number – number and place value

I can:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward;
- identify, show and estimate numbers using different representations, including number lines and objects;
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs;
- Partition two-digit numbers into different combinations of tens and ones.



Number – addition and subtraction

I can:

- Add 2 two-digit numbers within 100 and can explain my method using concrete objects or pictorial representations;
- Mentally subtract a two-digit number from another two-digit number when no regrouping is required (e.g. 74-33);
- Use estimation to check that an answer is reasonable;
- Recognise inverse relationship between addition and subtraction and use to check calculations and to work out missing number problems.

Number – multiplication and division

I can:

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutatively as necessary;
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – fractions

I can:

- Identify $1/3$, $1/4$, $1/2$, $2/4$, and $3/4$ and know that all parts must be equal parts of the whole.

Measurement

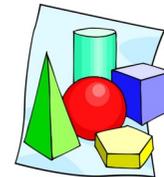
I can:

- *Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given when measuring*
 - length/height in any direction (m/cm);
 - mass (kg/g);
 - temperature ($^{\circ}\text{C}$);
 - capacity (litres/ml)
- Use different coins to make the same amount;
- Read the time on a clock to the nearest 15 minutes;

Geometry

I can:

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line;
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.



Statistics

I can:

- talk about and make pictograms, tally charts, block diagrams and tables;
- ask and answer questions about simple pictograms, tally charts, block diagrams and simple tables.

End Of Year Expectations

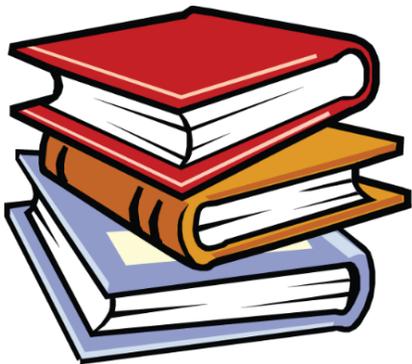


Year 2

Reading

I can

- Read accurately words of two or more syllables;
- Read most words containing common suffixes;
- Read most common exception words;
- Read words accurately and fluently, without overt sounding and blending, e.g. at over 90 words per minute;
- Sound out most unfamiliar words accurately, without undue hesitation;
- Check a text makes sense to me;
- Answer questions and make some inference on the basis of what is being said and done.



Writing

Writing – Composition

I can

- Relate writing content and organisation to the purpose - mostly relevant ideas and content, sometimes repetitive or sparse;
- create narratives with some detail in characterisation, description of setting and development of plot;
- Use of simple organisational devices in non-fiction to organise ideas for the reader (e.g. titles, sub-headings, illustrations and captions);
- Sequence ideas or material, e.g. *time-related words or phrases, line breaks, headings, numbers.*

Spelling

I can

- Segment spoken words into phonemes and represent these by graphemes (spellings must be correct);
- Spell many common exception words;
- Spell some words with contracted forms (e.g. didn't, isn't, it's etc.);
- Add suffixes to spell some words correctly in my writing (*including: -ment, -ness, -ful, -less, -ly*).

Writing—Vocabulary, Grammar and Punctuation

I can

- Use some expanded noun phrases to describe and specify [for example, blue butterfly, plain flour, my purse];
- Use past and present tense mostly correctly and consistently;
- Use sentences with different forms in my writing (statements, questions, exclamations or commands);
- Use co-ordination (using or, and, but)
- Use some subordination (using when, if, that, because);
- Demarcate most sentences with capital letters and full stops;
- Use question marks and exclamation marks;

Handwriting

I can

- Use the diagonal and horizontal strokes needed to join letter in some of my writing;
- Write 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.

