



together we learn

*End of Year Expectations
for a Year Two Child*

Year Group Overview of Themes 2017-2018

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	What can you see in the safari park?	What's it like to be an explorer? (Cold lands) (Shackleton)	Why do people love to fly? (Leonardo, Wright Brothers, Amelia Earheart)	What is it like on the moon?	How do you put the fire out?	Would you like to be a pirate?
Main subject focus	History	Geography/ Science	Science/ Literacy	Literacy	History	Literacy / History/ Geography



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English

Being a reader

- I can read and blend all sounds I have been taught.
- I can recognize alternative sounds for letters or groups of letters.
- I can read words of two or more syllables that contain sounds I have been taught.
- I can read most words quickly and accurately without needing to sound and blend words I have seen before. (90 words a minute).
- I can re-read books, sounding out new words correctly to improve my speed and confidence.
- I enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.
- I can enjoy reading, and discussing the order of events in books and how items of information are related.
- I can enjoy reading by knowing a wider range of stories and traditional tales and I can retell them to others.
- I can spot if a word has been read wrongly by following the sense of the text.
- I can say what might happen in a story based on what has happened so far.

Being a speaker

- I can ask questions to get more information and clarify meaning.
- I can talk in complete sentences.
- I can decide when I need to use specific vocabulary.
- I can take turns when talking in pairs or small groups. I am aware that formal and informal situations require different language (beginning).
- I can re-tell a story using narrative language and linking words and phrases.
- I can hold the attention of people I am speaking to by adapting the way I talk.
- I understand how to speak for different purposes and audiences (beginning).
- I can perform a simple poem from memory.

Being a writer

- I can write narratives, writes about real events, writes poetry and writes for different reasons
- I can use statements, questions, exclamations and commands
- I can use expanded noun phrases (adjectives to give more detail)
- I can use adverbs
- I can use present and past tenses correctly
- I can join words and joins clauses using subordination (when, if, that, because) and co-ordination (or, and, but)
- I can use full stops, capital letters, exclamation marks, question marks.
- I can use commas for lists
- I can use apostrophes for contracted forms (e.g. I've) and the possessive (e.g. The dog's bowl)
- I can segment spoken words into sounds and representing these by using letters
- I can spell many common exception words
- I can spell some words with contracted forms
- I can add suffixes to spell some words correctly (e.g. -ment, -ness, -ful, -less, -ly)
- I can write lower-case letters of the correct size
- I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when next to one another, are best left unjoined
- I can write capitals letters and digits of the correct size
- I can use spacing between words that reflects the size of the letters
- I can sequence sentences to form short narratives
- I can leave spaces between words
- I can join words and joins clauses using 'and'
- I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'



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Mathematics

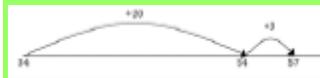
Being a mathematician

Number

- I can read and write all numbers to at least 100 in numerals and words.
- I recognize odd and even numbers to 100.
- I can count in steps of 2, 3, and 5 from 0.
- I can recognize and can define the place value of each digit in a 2 digit number.
- I can compare and order numbers from 0 to 100 using the $<$ $>$ and $=$ signs.
- I can use place value and number facts to answer questions.
- I can use addition and subtraction facts to 20 and quickly work out similar facts to 100.
- I can name the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- I can solve problems with addition and subtraction including those involving numbers, measures and quantities by using objects or pictures.
- I can answer simple addition and subtraction questions in my head as well as by writing them down.
- I can answer questions involving multiplication and division mentally with objects.
- I can answer questions involving multiplication and division using arrays and repeated addition.
- I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

Addition Strategies

Counting on
 $34 + 23$

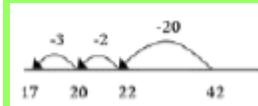


Using base 10

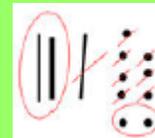


Subtraction Strategies

Counting back
 $42 - 25$

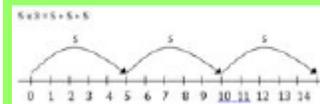


Using base 10

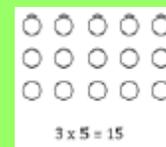


Multiplication Strategies

Repeated addition
 3×5



Arrays

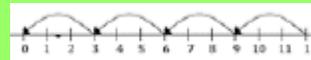


Division Strategies

Sharing
 $16 \div 4$



Grouping or repeated subtraction
 $12 \div 3$



Being a mathematician

Measurement, geometry & statistics

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can tell and write the time to 5 minute intervals. I can tell when it is quarter past or quarter to an hour.
- I can recognize the symbol £ and p when solving problems involving addition and subtraction of money including giving change.
- I can compare and sort common 2D and 3D shapes and everyday objects.
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can interpret and construct programs, tally charts, block diagram and simple tables.
- I can answer questions about totaling and comparing grouped data.
- I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.

Being a Scientist

- I can explore and compare the differences between things that are living, dead and things that have never been alive.
- I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants and animals and how they depend on each other.
- I can identify and name a variety of plants and animals in their habitats, including micro-habitats.
- I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- I can observe and describe how seeds and bulbs grow into mature plants.
- I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- I notice that animals, including humans, have offspring which grow into adults.
- I can find out and describe the basic needs of animals, including humans, for survival (water, food, air).
- I can describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.
- I can identify and compare the suitability of a variety of different everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.
- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



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Being a Geographer

- I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- I can name and locate the worlds 7 continents and 5 oceans and am becoming confident locating them on a map.
- I can describe a place outside Europe using geographical words.
- I can explain the facilities that a village, town and city may need and give reasons.
- I can explain how a place has been spoilt or improved and give reasons.
- I can describe the key features of a place from a picture using words like beach, hill, coast, forest etc.
- I can explain how different jobs might be in different locations
- I can use simple compass directions (N, S, E, W)
- I can use and construct basic symbols in a map key.
- I can draw a simple map e.g. of a garden, route map or place in a story.
- I can use aerial photos and plan perspectives to recognize landmarks and basic human and physical features.

Being an Historian

- I can put some events and people in chronological order using a scale the teacher has given me.
- I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.
- I can identify some similarities and differences between ways of life in different periods e.g. London at the time of the great fire and life now.
- I recount simple stories/main events accurately, including some detail and suggest why people and events were important.
- I can ask and answer a range of questions using different sources.
- I can look at a source and ask questions such as – 'what was it like for people', 'what are people doing?', 'was this event important?', 'how long ago did this happen?'
- I am beginning to understand that events in the past can be represented in different ways.
- I am beginning to understand the importance of basing ideas on source evidence.
- I am aware that actions taken by people in the past affect our lives today.
- I can show what I know and understand about the past by speaking, role-play, drawing and writing sentences.

Being an Artist

- I can ask and answer appropriate questions about pieces of art using the correct vocabulary.
- I can discuss my opinions about a piece of artwork, listening to the ideas and views of others.
- I can develop some awareness of scale and perspective in photographs.
- I explore shading using pencils, chalk and charcoal.
- I can suggest how artists used colour pattern and shape.
- I can create a piece of art in response to the work of another artist.
- I can experiment with basic tools on clay.
- I can evaluate my work with support and suggest possible improvements.



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Being a Computer User

- I know that personal information should not be shared online.
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can write a simple program and test it.
- I understand that programs require precise instructions.
- I can predict what the outcome of a simple program will be (logical reasoning).
- I can find errors within a set of instructions/program and amend it (debug).
- I can retrieve and manipulate digital content.
- I can navigate the web to complete simple searches.
- I know how technology is used in school and outside of school.

Being a Linguist

- I can join in with songs and rhymes.
- I can respond to simple commands.
- I can answer with a single word.
- I can answer with a short phrase.
- I can ask a question.
- I can name people.
- I can name places.
- I can name objects.
- I can use set phrases.
- I can read and understand single words.
- I can read and understand short phrases.
- I can write single words correctly.
- I can label a picture.
- I can copy a simple word or phrase.

Being a Designer

- I can design purposeful, functional, appealing products for myself and other users based on design criteria.
- I can generate, develop, model and communicate ideas through talking, drawing templates, mock-ups and where appropriate, ICT.
- I can select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).
- I can select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.
- I can explore and evaluate a range of existing products.
- I can evaluate my ideas against design criteria identifying what is, and what is not, working well in my model and talk about how it could be improved in the future.
- I can build structures, exploring how they can be made stronger, stiffer and more stable.
- I can explore mechanisms (eg. Levers, sliders, wheels and axles) in my products.
- I can use the basic principles of a healthy varied diet to prepare food.
- I understand where food comes from.



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Being a musician

- I use my voice expressively and creatively by singing songs, chants and rhymes.
- I can play tuned and untuned instruments musically.
- I can make connections between notations and musical sounds.
- I listen with concentration and understanding to a range of high quality live and recorded music.
- I can experiment with, create, select and combine sounds using inter-related dimensions of music (pulse, pitch, rhythm)
- I can listen out for particular things when listening to music.
- I can improve my own work

PSE Themes

- Healthy eating and exercise.
- Personal hygiene
- Safety in the home
- Keeping safe in our local environment
- Feelings and emotions
- Bullying
- Life processes
- People who have made a difference

Being a reflective thinker

- I can talk about how Shabbat is a special day of the week for Jewish people and say what they might do to celebrate.
- I can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.
- I can ask some questions about religions and offer some ideas of my own.
- I recognize that sacred texts contain stories, which are special to many people and should be treated with respect.
- I can re-tell stories from the bible and stories from another faith and suggest the meaning of these stories.
- I can talk about issues of good and bad, right and wrong arising from stories.
- I can collect examples of what people do, give, sing, remember or think at religious celebrations studied, and say why they matter to believers.

Being a sportsman

Games

- I can use hitting, kicking and/or rolling in a game
- I can decide the best space to be in during a game
- I can use one tactic in a game
- I can follow rules

Gymnastics

- I can plan and perform a sequence of movements
- I can improve my sequence based on feedback
- I can think of more than one way to create a sequence which follows some 'rules'
- I can work on my own and with a partner

Dance

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and co-ordination.
- I can make a sequence by lining sections together
- I can use dance to slow mood

General

- I can copy and remember actions
- I can talk about what is different from what I did and what everyone else did

Outdoor and adventurous

- I can find my location on a map with increasing independence.
- I can follow a route using appropriate directional language
- I know and can keep myself safe in the outdoors