

Sacred Heart Catholic Primary School and Nursery



Year Two

End of Year Expectations

"This is our school. Together we worship. Together we learn. Together we belong. With the love of God, our dreams and ambitions come true."

This booklet is designed to help parents to support your child to meet the end of year expectations for each year group. This booklet contains the expectations towards which your child will be working during this year. To help your child achieve, you should talk to them about their work in school and we hope this booklet will provide a starting point. We believe that you will find it useful in supporting your child at home but it is not expected that you teach these topics.

Expectations in Maths

Counting & ordering	Compare & order numbers up to 100.
Numbers & more/less	Read & write all numbers to 100 in digits & words. Say 10 more/less than any number to 100.
Tables & multiples	Count in multiples of 2, 3 & 5 & 10 from any number up to 100. Recall & use multiplication & division facts for 2, 5 & 10 tables.
Bonds & Facts	Recall & use +/- facts to 20. Derive & use related facts to 100.
Place value & rounding	Recognise PV of any 2-digit number.
Calculations +/-	Add & subtract: o 2-digit numbers & ones o 2-digit numbers & tens o Two 2-digit numbers o Three 1-digit numbers Recognise & use inverse.
Calculations x/÷	Calculate & write multiplication & division calculations using multiplication tables. Recognise & use inverse.
Fractions & percentages	Recognise, find, name & write $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$. Recognise equivalence of simple fractions.
Time	Tell time to five minutes, including quarter past/to.

Expectations in Reading

Decoding/ Phonics	Read words automatically if they are very familiar. Decode words quickly and silently because their sounding and blending routine is now well established.
Prediction, inference & deduction	Reads ahead to help with fluency & expression. Comments on plot, setting & characters in familiar & unfamiliar stories. Recounts main themes & events. Comments on structure of the text.
Intonation and Expression	Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation
Grammatical Features	Recognise: - speech marks - contractions Identify past/present tense.
Research	Use content and index to locate information.

Expectations in Writing

Sentence & text structure	Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Write using subordination (when, if, that, because). Correct & consistent use of present tense & past tense. Correct use of verb tenses.
Punctuation	Correct & consistent use of: Capital letters. Full stops. Question marks. Exclamation marks. Commas in a list. Apostrophe (omission). Introduction of speech marks.
Paragraphing	Write under headings [as introduction to paragraphs].
Handwriting	Evidence of diagonal & horizontal strokes to join

Expectations as a Learner

Self Managers	Think about more than one way to solve a problem. Use range of strategies to control feelings. Keep going even when others find it easy. Don't let others distract you. Know that their actions impact on others. Explain why others may feel sad or unhappy.
Effective Participators	Suggest a way forward following a dispute. Happy to have a go at solving something that is new to them. Leave a task and go back later if it is not completed. Encourage others. Talk about making the right decisions.
Resourceful Thinkers	Leave a task and go back if it takes a long time to solve. Generate questions linked to learning challenge. Use imagination to generate ideas. Explain what they have learnt from someone else. Ask sensible questions about their work. Suggest ways to solve range of problems.
Reflective Learners	Understand what they need to do next to improve. Recognise where work could have been better. Know what helps them to learn well. Share learning with others. Happy to make changes from an original idea.
Independent Enquirers	Take enough time to make sense of a problem that is presented. Curious about new things and asks questions to find out more. Can think of instructions for others to follow.

	<p>Explain why they prefer one or two ideas that are proposed.</p> <p>Give two opinions and say which they agree with.</p> <p>Explain simple word problem and show thinking.</p>
Team Workers	<p>Confident to both lead and be directed by others.</p> <p>Consider views of all group members during discussion.</p> <p>Actively listen and share ideas.</p>

Expectations in Science

Environment - Living things and their habitats	Animals - Animal survival and growth	Health – How we grow and stay healthy
<ul style="list-style-type: none"> ▪ Explore and compare the differences between things that are living, dead, and things that have never been alive. ▪ 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 animals and plants, and how they depend on each other. ▪ Identify and name a variety of plants and animals in their habitats, including micro-habitats. ▪ 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. <ul style="list-style-type: none"> ▫ Different kinds of plants and animals live in different kinds of places. ▫ There are different kinds of habitat near school which need to be cared for ▫ Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples). ▫ Observe living things in their habitats during different seasonal changes. 	<ul style="list-style-type: none"> ▪ Notice that animals have offspring which grow into adults. ▪ Find out about and describe the basic needs of animals for survival (water, food and air). 	<ul style="list-style-type: none"> ▪ Notice that humans have offspring which grow into adults. ▪ Find out about and describe the basic needs of humans, for survival (water, food and air). ▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <ul style="list-style-type: none"> ▫ Medicines can be useful when we are ill. ▫ Medicines can be harmful if not used properly.
Plants – Plant growth	Material Properties – Uses of Materials	
<ul style="list-style-type: none"> ▪ Observe and describe how seeds and bulbs grow into mature plants. ▪ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (and how changing these affects the plant). <ul style="list-style-type: none"> ▫ Plants are living and eventually die. 	<ul style="list-style-type: none"> ▪ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses. ▪ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force). <ul style="list-style-type: none"> ▫ Some materials can be found naturally; others have to be made. 	

Expectations in Art & Design

<ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. 	<ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. ▶ Adapt and make changes to their work and the tools they use as it develops. ▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
<p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p>

Expectations in Computing

<ul style="list-style-type: none">▶ Know their responsibilities from their school's acceptable use policy and how to report any concerns they have.▶ Recognise situations using technology and the internet involving content and contact that are not safe and know where to go for help.▶ Begin to develop an understanding of the importance of computers and the internet to communicate.▶ Develop their knowledge of the technology used in everyday life in a range of situations and be able to discuss their ideas.	<ul style="list-style-type: none">▶ Use technology with purpose to create, store, organise, retrieve and manipulate digital content.▶ Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs.▶ Navigate the web and carry out simple searches using suitable search engines and begin to understand that not everything on the internet is true.▶ Use simple simulations and understand how they work.	<ul style="list-style-type: none">▶ Use algorithms and know that they can be implemented as programs on devices.▶ Know what debugging is and find errors in their programs.▶ Understand that programs execute by following a precise set of instructions.▶ Create simple programs and further develop their strategies and logical thinking to find bugs and predict outcomes in their algorithms and programs.
Digital Literacy	Information Technology	Computer Science

Expectations in Design & Technology

<ul style="list-style-type: none"> ▶ Propose more than one idea for their product. ▶ Use ICT to communicate ideas. ▶ Use drawings to record ideas as they are developed. ▶ Add notes to drawings to help explanations. 	<ul style="list-style-type: none"> ▶ Discuss their work as it progresses. ▶ Select and name the tools needed to work the materials. ▶ Explain which materials they are using and why. 	<ul style="list-style-type: none"> ▶ Decide how existing products do / do not achieve their purpose. ▶ Discuss how closely their finished product meets their own design criteria. 	<ul style="list-style-type: none"> ▶ Start to use technical vocabulary. ▶ Cut out shapes which have been created by drawing round a template. ▶ Join materials in a variety of ways. ▶ Decorate using a variety of techniques. ▶ Know some ways of making structures stronger. ▶ Show how to stiffen some materials. ▶ Know how to make a simple structure more stable. ▶ Attach wheels to a chassis using an axle. ▶ Know some different ways of making things move in a 2-D plane. 	<ul style="list-style-type: none"> ▶ Cut, peel, grate, chop a range of ingredients. ▶ Work safely and hygienically. ▶ Know about the <i>Eatwell Plate</i>. ▶ Understand where food comes from.
Design	Make	Evaluate	Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)	Cooking and Nutrition

Expectations in Geography

<ul style="list-style-type: none"> ▶ Name and locate significant places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ▶ Describe places and features using simple geographical vocabulary. ▶ Make observations about features that give places their character. 	<ul style="list-style-type: none"> ▶ Ask and answer simple geographical questions when investigating different places and environments. ▶ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. 	<ul style="list-style-type: none"> ▶ Identify seasonal and daily weather patterns. ▶ Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 	<ul style="list-style-type: none"> ▶ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. ▶ Use simple compass directions as well as locational and directional language when describing features and routes. 	<ul style="list-style-type: none"> ▶ Express views about the environment and can recognise how people sometimes affect the environment. ▶ Create their own simple maps and symbols.
Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information

Expectations in History

<ul style="list-style-type: none"> ▶ Order and sequence events and objects. ▶ Recognise that their own lives are similar and / or different from the lives of people in the past. ▶ Use common words and phrases concerned with the passing of time. 	<ul style="list-style-type: none"> ▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ▶ Develop awareness of significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> ▶ Ask and answer simple questions about the past through observing and handling a range of sources. ▶ Consider why things may change over time. ▶ Recognise some basic reasons why people in the past acted as they did. ▶ Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> ▶ Talk about what / who was significant in simple historical accounts. ▶ Demonstrate simple historical concepts and events through role-play, drawing and writing. ▶ Use a variety of simple historical terms and concepts.
Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication

Expectations in Music

<ul style="list-style-type: none"> ▶ Play tuned and untuned instruments. ▶ Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without. ▶ Can start and finish together and can keep to a steady pulse. 	<ul style="list-style-type: none"> ▶ Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). ▶ Understand that music can be used for particular purposes and occasions. 	<ul style="list-style-type: none"> ▶ Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more. ▶ Begin to improve their own and others' work. 	<ul style="list-style-type: none"> ▶ Recognise and match sounds with pictures of different instruments. ▶ Explore a variety of vocal qualities through singing and speaking. ▶ Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> ▶ Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. ▶ Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
Performing	Listening and Reviewing	Creating and Composing	Understanding and Exploring	Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)

Expectations in Physical Education

<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. ▶ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. 	<ul style="list-style-type: none"> ▶ Examples of FMS may include: <ul style="list-style-type: none"> ○ Travelling skills - running, galloping, dodging. ○ Sending skills - throwing, kicking, bouncing and striking a ball. ○ Receiving skills - trapping and catching an object. 	<ul style="list-style-type: none"> ▶ Apply simple tactics in a 3V1 game. ▶ Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> ▶ Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). ▶ Link body actions and remember and repeat dance phrases. 	<ul style="list-style-type: none"> ▶ Describe what they have done or seen others doing. ▶ Comment on a skill or combination of skills and say how it could be improved.
Developing Skills	Examples of Skills	Application of Skills: Attacking and Defending Strategies	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success