

YEAR 2 HOMEWORK - Pack 10

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Task 1:

Continue to practice your spellings of your common exception words in your best handwriting.

Remember: look, cover, write, check.

Task 2:

Write 5 different sentences using your common exception words.

Task 2:

Continue to play TT Rockstars to improve your recall of your multiplication facts.

Can you improve your time per second answered?





YEAR 2 HOMEWORK

A series of horizontal lines for writing, consisting of a solid top line, a dashed midline, and a solid bottom line, repeated down the page.

YEAR 2 HOMEWORK

Task 3

Practice these words in cursive handwriting..

Spelling rule: re-visit split digraph u-e.

June

rule

rude

flute

use

tube

tune

huge

cute

cube

YEAR 2 HOMEWORK

Task 4:

Continue to play Spelling Shed to practice your spellings set by your teacher.



All the children have been given accounts for Spelling Shed to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

<http://play.edshed.com>

Please note, spellings will be available from school if you are unable to access the account.

Assignments

Task

Year 5 & Year 6 UKS2 Full List

Due: 09/03/20 00:00



Egg

Details

Weekly spellings - silent letters

0/2 Due: 08/03/20 09:00



Egg

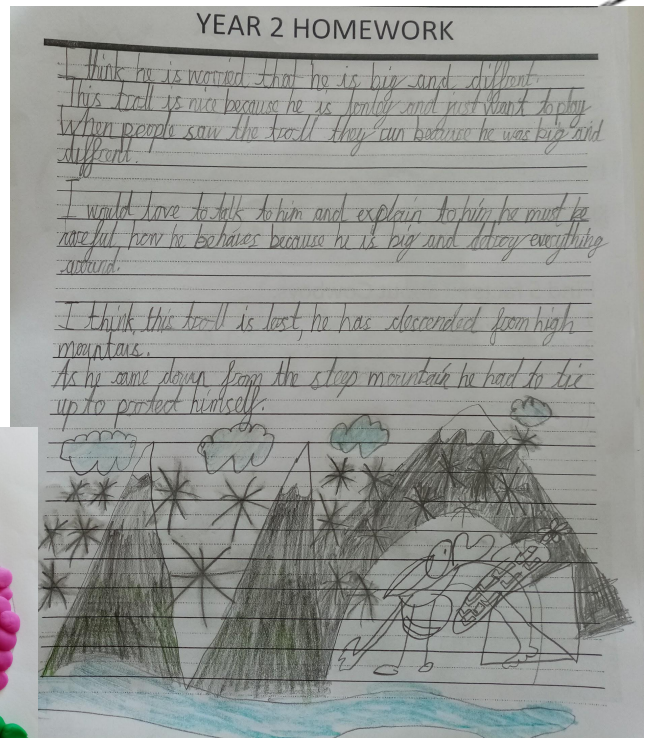
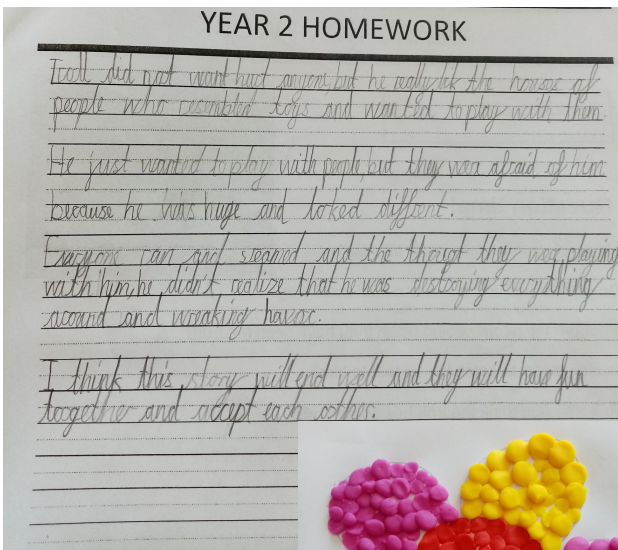
Details

Click on **'More Lists'** to see full details of each spellings rule the children have been set. Click on **'Details'** to see the word list.

YEAR 2 HOMEWORK - Writing

Writers Hall of Fame

Below is a selection of the superb effort many of you have been putting into your writing over the last few weeks. Keep sending us your wonderful writing, and you could end up on the Hall of Fame!



Daria - Year 2



Please email crumbles@hvp.org.uk to include any wonderful work in the next homework pack!

YEAR 2 HOMEWORK

A Tale of Two Feathers



One starry night, Otis Owl was sitting high in the trees, hunting for a tasty mouse. Suddenly, he spotted a shiny blue feather. 'I've never seen this sort of feather before,' he thought. 'I wonder who it belongs to...'

He asked his friend, Nabila Nightjar, "Have you seen any birds with feathers like this?"

"I've never seen this sort of feather before," said Nabila. "Why don't you ask Nigel Nightingale?"



Otis took the feather to his friend, Nigel Nightingale. "Have you seen any birds with feathers like this?" he asked.

"I've never seen this sort of feather before," said Nigel. "Why don't you ask Candace Cormcrake?"



A Tale of Two Feathers

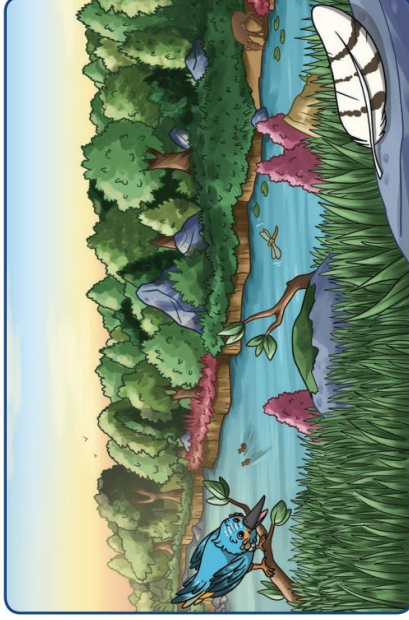
Otis flew to see his friend, Candace Cormcrake. "Have you seen any birds with feathers like this?" he asked. "I've never seen this sort of feather before," said Candace. "Why don't you get some rest and search some more tomorrow night?"



The sun was starting to rise and the night was nearly over. Otis returned to his tree and settled down to sleep.

That morning, Kia Kingfisher was sitting by the river, searching for a delicious minnow. Suddenly, she spotted a stripy white feather.

'I don't know any birds with feathers like this,' she thought. 'I wonder where it came from...'



Task 5

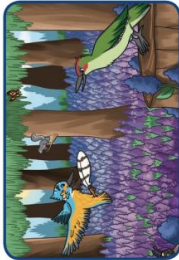
Read the text and then answer the questions.

YEAR 2 HOMEWORK

A Tale of Two Feathers

She asked her friend, Wilma Woodpecker, "Do you know who might have dropped this feather?"

"I don't know any birds with feathers like this," said Wilma. "Why don't you ask Billy Blue Tit?"



Kia took the white feather to her friend, Billy Blue Tit. "Do you know who might have dropped this feather?" she asked.

"I don't know any birds with feathers like this," said Billy. "Why don't you ask Bertie Bullfinch?"



Kia flew to see her friend, Bertie Bullfinch. "Do you know who might have dropped this feather?" she asked.

"I don't know any birds with feathers like this," said Bertie. "Why don't you get some rest and search some more in the morning?"

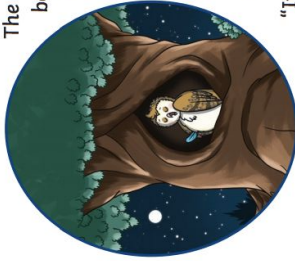


The sun had begun to set and the day was nearly over. Exhausted, Kia settled down on a branch to rest.



A Tale of Two Feathers

The sun disappeared and the forest became dark. Otis woke up, ready for another night of searching for the mysterious bird.



He stepped out of his nest and was met by the most unusual sight! Right in front of his beak, sitting on his very own branch, was a bird with shiny blue feathers!

"It's you!" Otis hooted.



"What? Who?" shrieked Kia. She stared at the bird that had interrupted her sleep. It was a bird with stripy white feathers. "Oh! It's you!"

"I've been looking everywhere for you!" the two birds said at the same time.

"What are you doing out at night?" asked Kia. "Well, this is when I am awake," said Otis, confused.

YEAR 2 HOMEWORK

Questions

1. What colour is the feather Otis finds? Tick **one**.

- yellow
 pink
 blue

2. What type of bird is Otis? Tick **one**.

- an owl
 a cuckoo
 an eagle

3. What colour is the feather Kia finds? Tick **one**.

- black
 grey
 white

4. What type of bird is Wilma? Tick **one**.

- a bullfinch
 a sparrow
 a woodpecker

5. Who is Otis surprised to find sitting on his branch? Tick **one**.

- Billy Blue Tit
 Candace Corncrake
 Kia Kingfisher

A Tale of Two Feathers



"Awake at night?" said Kia. "But then what do you do during the day?"

"Well, I sleep, of course!" said Otis.

Suddenly, the mystery was solved. This was why they had never met before! Otis had always thought that everyone slept during the day, while Kia had not realised that some animals only come out at night!

"Come on," said Otis. "Let me show you my world."

The two new friends flew through the forest, feeling very glad to have finally found each other.

"Wow," gasped Kia. "Everything looks so different at night-time."

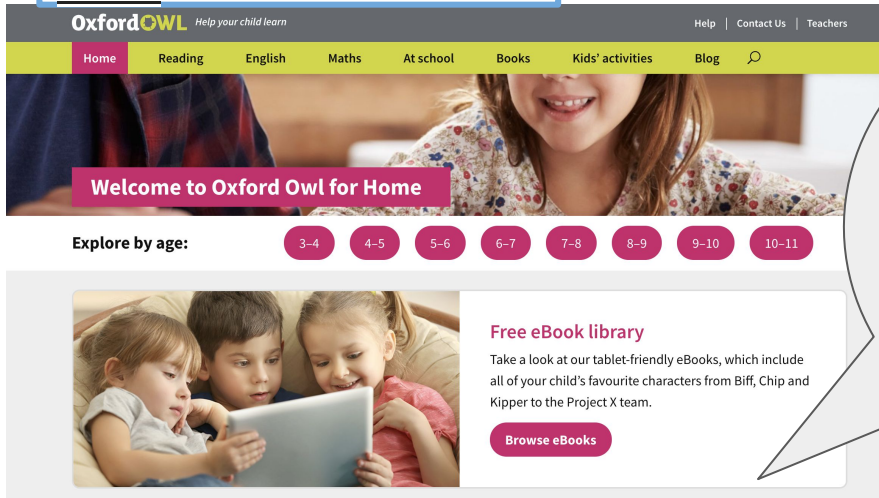
"I can't wait to see what it looks like in the daylight," said Otis.

"Let's meet again tomorrow," suggested Kia, "and I can show you my world."



YEAR 2 HOMEWORK

Task 6 -



The screenshot shows the Oxford Owl website homepage. At the top, there is a navigation bar with 'Home', 'Reading', 'English', 'Maths', 'At school', 'Books', 'Kids' activities', and 'Blog'. Below this is a banner with the text 'Welcome to Oxford Owl for Home'. Underneath the banner is an 'Explore by age' section with buttons for age groups: 3-4, 4-5, 5-6, 6-7, 7-8, 8-9, 9-10, and 10-11. A featured section titled 'Free eBook library' includes a photo of children reading a tablet and text describing the library's offerings, with a 'Browse eBooks' button.

Register/Join
Oxford Reading owl
and read the Winnie
the Witch story
'Stay at home'.
Then answer the
comprehension
questions

[Oxford Owl](#) is an award-winning website from Oxford University Press, created to support children's learning both at home and at school.

[Oxford Owl for Home](#) is our new website for parents. You'll find information about the primary curriculum in England along with tips and activities to help your child with reading, English, and maths at home.

Oxford Owl for Home is written specially for parents to help you be as well-informed as you can be, making sure you're best equipped to help your child have the smoothest journey through school possible. From learning to read to understanding a tricky bit of maths, from the first day at school to making sense of exams, Oxford Owl can provide the important information you need when you need it. Written by leading experts in education, the site is full of advice and ideas to help you to help your child.

- [Oxford Owl for Home homepage](#)
- [About reading schemes](#)
- [Learning to read](#)
- [Maths](#)
- [Year by year guide to the primary curriculum](#)

How can I register for Oxford Owl?

Registering as a parent on Oxford Owl gives you access to our [free eBook library](#). It also helps us keep you up-to-date with information about new activities and advice.

You can register for free using our [Sign up form](#). **Please note:** once you have signed up, you will be sent a confirmation email. You must click on the confirmation link in this email for your account to be activated. If you can't see your confirmation email, please check your spam folder. If you still can't find it, please [get in touch with our helpdesk](#).

Once you have an account, you can log in using the 'Log in' button in the top-right hand corner of the [eBook library page](#).

Go to:

www.oxfordowl.co.uk

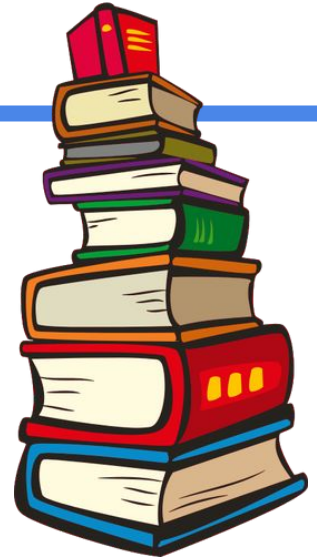
To register



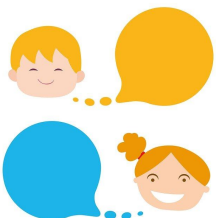
YEAR 2 HOMEWORK

Task 7 -

When reading at home here is a grid of activities or ideas to try.



Write a diary entry as one of the characters in a book you are reading	Draw a new front cover for one of your favourite books	Design an outfit you think one of the characters would like to wear	Write a book review about the last book you read	You are hiring a character from the book you are reading. Can you create a job application poster?
Create an estate agent poster for a setting in the story	Create a new hero in a book	Identify 5 unfamiliar words in the text and find out their meaning	Write a letter to your favourite character of a book	Paint a picture of your favourite setting of a story
Choose a character from your book - if you could give them a gift, what would it be and why?	Change the problem that happens in the story	Write a letter to your favourite author	Go on a synonym hunt of your favourite book	Change the setting of the book you are reading
Identify 6 adjectives in the story you are reading	Create a fact file all about your favourite author	Write down 10 words you think best describe a story that you have read	Create a new villain for your story	Write down 5 questions that you could answer about the story.



Tell a family member all about the book you are currently reading.

What is your favourite part so far and why?

YEAR 2 HOMEWORK

Task 8:
Complete the following
maths challenges.

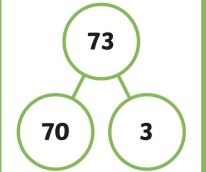
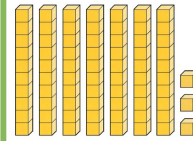
Complete the
blanks so that
they look like
the example

73

seventy-three

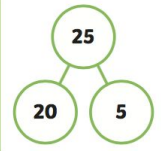
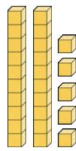
7 tens + 3 ones

70 + 3

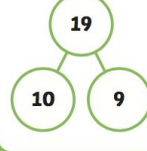


25

2 tens + 5 ones

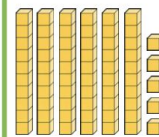


10 + 9



40

4 tens + 0 ones



YEAR 2 HOMEWORK

Task 9: Writing 1



CHALLENGE:

Write a character description for the Will.E. Coyote from Looney Toons

With a parent you could find a video on youtube of this character in action

Think about:

- Adjectives to describe his appearance
- Adjectives to describe personality
 - What does his body language tell you?
 - What does his facial expression tell you?
- Setting

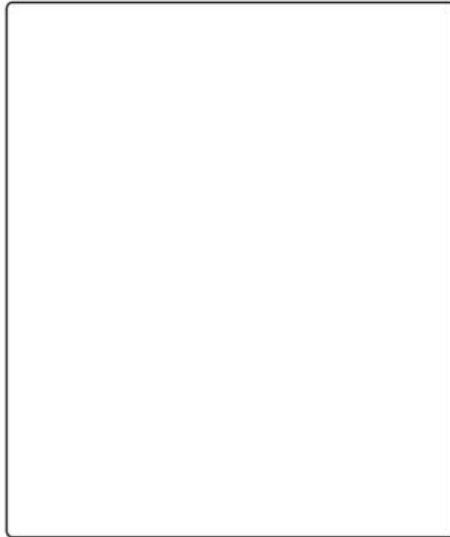
Success Criteria (add your own):

- Adjectives for the character and setting
- Interesting verbs (walked, strolled, scuttled...)
- Adverbs (happily, lazily...)
- Conjunctions
-

YEAR 2 HOMEWORK

Task 11: Writing
2 Design your own character and write a character description

Draw a picture of your character:



My character's name is:

Circle the words that describe your character:

caring likeable happy
beautiful friendly rude
angry ugly sly evil
clever handsome kind
honest nasty gentle
pretty wicked cross
grumpy horrible brave
shy mean noble
polite wise calm bold
helpful scary smart
furious cunning generous
unkind cruel charming

Can you write a paragraph about your character?

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Task 12 : Place and Time

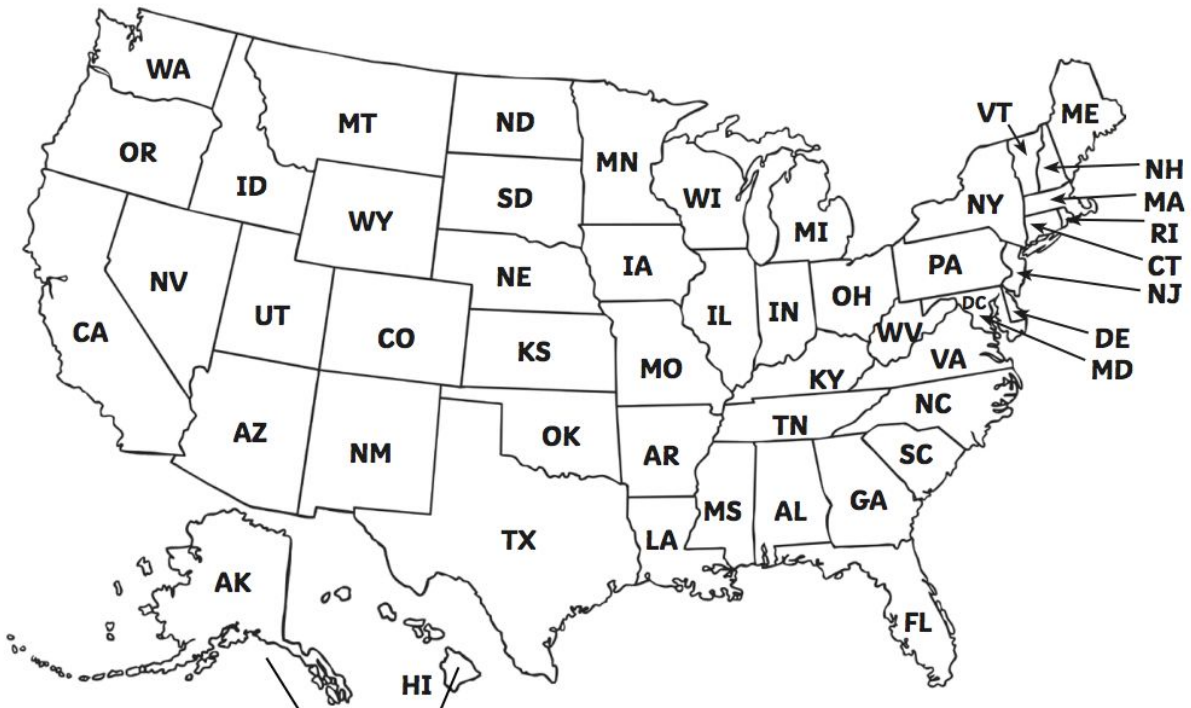
The United States of
America (USA)

If you cannot use the
internet/book there is a map in
this pack to help you fill in the
next page

Challenge

The USA is made up of 50 individual states.

Use the internet, non-fiction books or your own knowledge to name as many of these as you can!



Did You Know...?

Alaska and
Hawaii are
actually here
and here!



YEAR 2 HOMEWORK

Task 10:
Place and
Time
The
United
States of
America
(USA)

An Amazing Fact a Day

The United States of America

Fill in the table with the names of the American states.

Abbreviated Name	Full Name
AL	
AK	
AZ	
AR	
CA	
CO	
CT	
DE	
FL	
GA	
HI	
ID	
IL	
IN	
IA	
KS	
KY	
LA	
ME	
MD	
MA	
MI	
MN	
MS	
MO	

Abbreviated Name	Full Name
MT	
NE	
NV	
NH	
NJ	
NM	
NY	
NC	
ND	
OH	
OK	
OR	
PA	
RI	
SC	
SD	
TN	
TX	
UT	
VT	
VA	
WA	
WV	
WI	
WY	

**Bonus
Question**
: What is
the
Capital
City?



YEAR 2 HOMEWORK

Task 12 : Map of
America

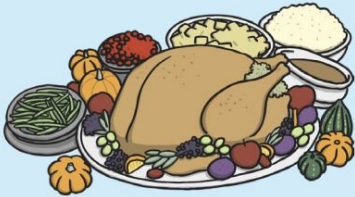


How many states have you heard of already?

YEAR 2 HOMEWORK

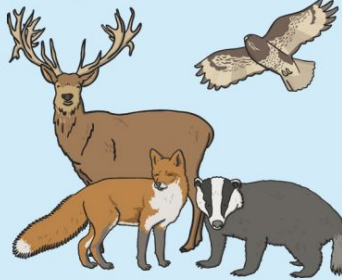
Task 13: Oracy and writing

Talk for a minute about...



food

Talk for a minute about...



animals

Talk for a minute about...



travelling

Talk for a minute about...



parties

Talk for a minute about...



stories

Talk for a minute about...



toys

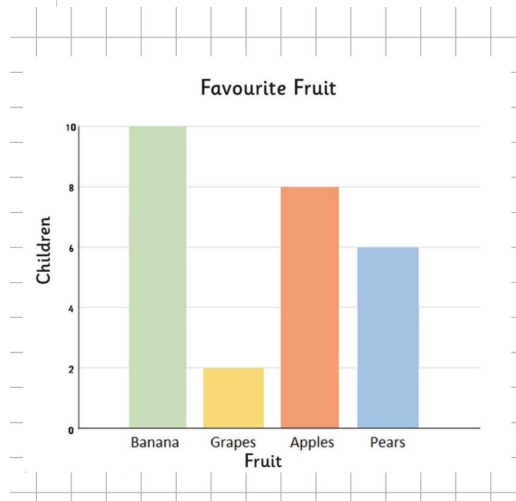
Use these fun activity cards to practice measuring a minute, and also to encourage conversation. After you have talked about the subject why not choose your favourite subject and write about it.

YEAR 2 HOMEWORK

Task 14: Statistics

Knowledge: Bar Graphs

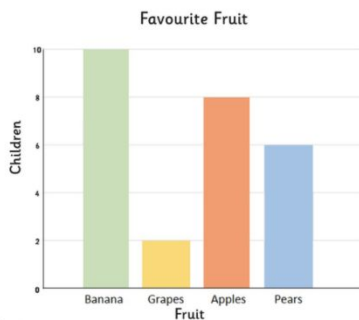
A **Bar Graph** (also called **Bar Chart**) is a display of data using bars of different heights.



Skill: Graphs

1. How many children chose bananas?
2. How many children chose apples?
3. How many **more** children chose apples than grapes?
4. How many **more** children chose bananas than pears?

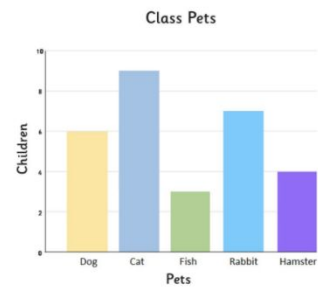
S: Graphs



Answer the following questions.

1. What is the favourite fruit?
2. How many children chose apples as their favourite fruit?
3. How many more children chose bananas than grapes, as their favourite fruit?
4. How many children chose apples or pears as their favourite fruit?

Write your own questions for a friend.



Answer the following questions.

1. Which is the most common pet?
2. How many pets are there in the class?
3. How many more rabbits than hamsters are there?
4. How many fewer dogs than cats are there?

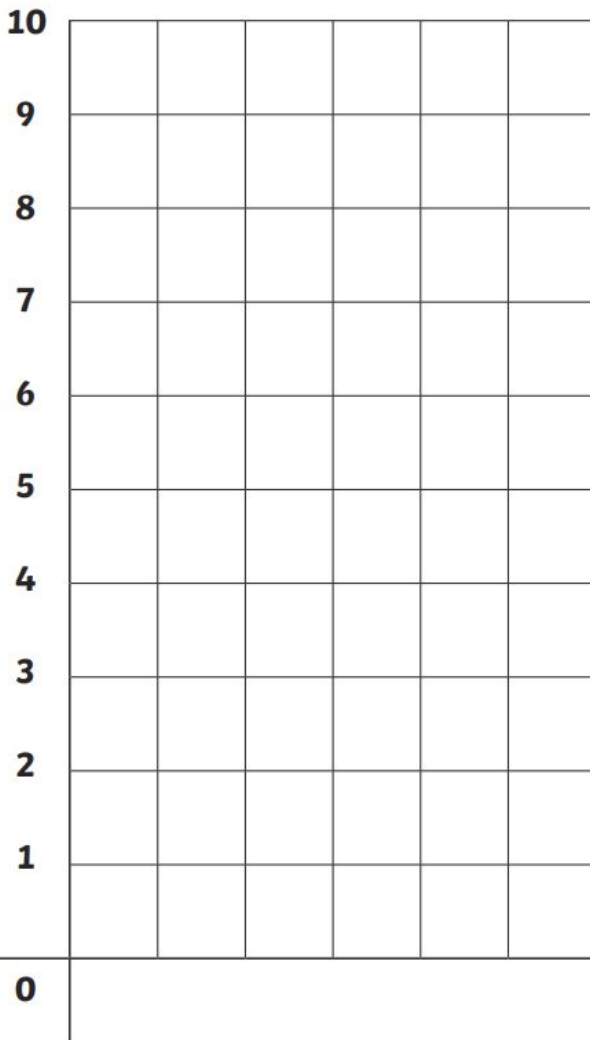
Write your own questions for a friend.

YEAR 2 HOMEWORK

Task 15: Statistics

Create your own
tally and bar
graph

tally						
total						



Questions

1. Which one is the least?

2. Which one is greatest?

3. Are any of them equal?

4. What is the difference between
the greatest and least?

YEAR 2 HOMEWORK

Task 16: - word
search

Months of the Year and Time

n i y j j g w d p b z k
u m l a d s a e l e i z
r h g p p t x c g v d f
e i q u a r t e r x l a
p s v c s j g m k a g m
q e b c t z u b h c w o
h c x n a f t e r h t n
n o v e m b e r a o b t
c n u g m i n u t e x h
y d a r v m d y l t a w
y m l c g h r g m t m v
q a w m h u j m g j e q

November

December

after

past

hour

half

minute

quarter

month

second

YEAR 2 HOMEWORK

Task 17: Science - Experiment

Fizzy Colours

You will need:



Paint pots or
plastic cups

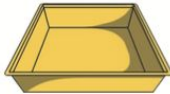


White vinegar



A few tubs of
bicarbonate
of soda

Shallow
tray



Paintbrushes or
medicine syringes



Food colouring
in several colours



Method:

1. Pour out the bicarbonate of soda into the tray and spread it out.
2. Drop a few blobs of different coloured food colouring into each paint pot.
3. Top up to half full with white vinegar.
4. Put a paintbrush or medicine syringe into each paint pot.
5. Suck the coloured vinegar into the syringe or soak the paintbrush.
6. Drip the colour into the tray. What happens to the powder?
What happens to the liquid?
7. Once you have dripped 2 or more colours use the brush to mix the 2 colours together. What happens?
8. What can you see in the mixture?



The Science

You just made a chemical reaction! You mixed the acid (vinegar) and the alkali (bicarbonate of soda).

Did you see the bubbles of carbon dioxide (CO_2)? That is a gas. The bicarbonate of soda is an alkali, it reacts or changes when it mixes with an acid like vinegar because they are very different. If you mix either one with water (which is neutral, not an acid or an alkali) nothing happens because they are not as different.

YEAR 2 HOMEWORK

Task 18: Exercise

You might have watched Joe Wicks doing 'PE with Joe' during lock down.

Your challenge is to create your own workout video.


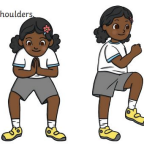
There is an example workout below if you would like to use that...



Joe Wicks: 5-Minute Move Workout 4

Squat Knee-Up



1. Start with your feet a bit wider than your shoulders.
2. Bend your knees as if sitting in a chair.
3. Stand up straight.
4. Lift one knee high.
5. Bring your elbow to your knee.
6. Repeat, this time using the other knee.



Joe Wicks: 5-Minute Move Workout 4

Knee Lifts



1. Hold your arms out to the side at about chest height.
2. Keep your arms straight.
3. Lift your knee high up to your elbow.
4. Keep your back straight.
5. Return your foot to the floor.
6. Repeat with the other knee.



Joe Wicks: 5-Minute Move Workout 4

Mountain Climbers



1. Get on your hands and feet.
2. Keep your back and legs in a straight line.
3. Bend one knee and bring it to your chest.
4. Return your foot to the floor.
5. Move nice and slowly.
6. Repeat with your other knee.



Joe Wicks: 5-Minute Move Workout 4

The Mummy

1. Hold your arms out to the front.
2. Kick your legs up and out to the front.
3. Cross your hands over each other. First one on top and then the other.
4. Keep your arms and legs straight.



YEAR 2 HOMEWORK

Task 19



What Positives Have Come from Lockdown?

Lockdown is a difficult time when we may feel that the things we love and enjoy have been taken away from us. For example, we are unable to go to school, see our friends and family, take part in after-school activities or visit our favourite places.

During this difficult time, you may have learnt new skills, discovered new talents and found more of your special qualities. These positives need to be captured and celebrated.

Can you take some time to think about what positives being in lockdown has taught us?

Spend some time thinking about the following three questions and then complete each activity. When you have completed them, display the activities somewhere you can see and be proud of them each day. If you are having a difficult day, looking back at your answers will help you to feel proud and positive about yourself.

What Special Qualities Have I Discovered?



YEAR 2 HOMEWORK

Task 20: Creative writing

After all the months of preparation and building excitement the big day had finally arrived. Together the balloons all took off into the air, leaving the cheering crowd far below, gasping at the magnificent sight.

A difficult journey lay ahead, and surely not all of the balloons would make it, but they had to try. The first crew to make a round the world trip would win £100 000 cash prize!



Sentence challenge!

Can you write a sentence that uses two adjectives before a noun? Can you use a comma to separate the adjectives (because they are in a list)?

e.g. The beautiful, red balloon glided through the sky

Question time!

How many balloons do you think are taking part in the race?

What do the crews have to do to win the race?

What does the winner receive?

What obstacles might they encounter along the way?

How many of the crews will make it around the world?

How do you think the crews would prepare for such a journey?

What are the most dangerous things that they might encounter?

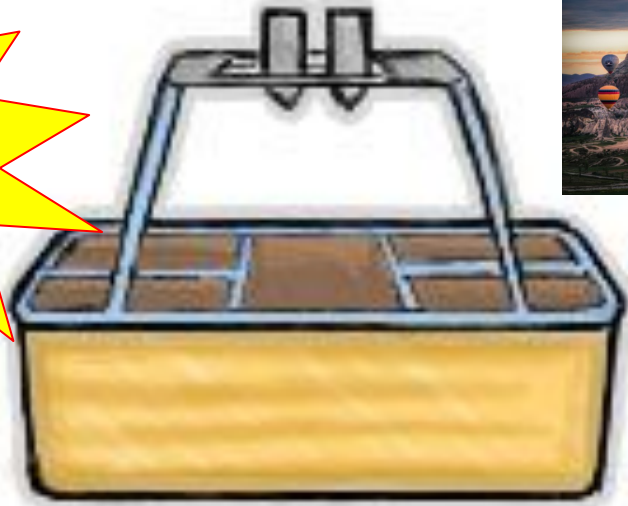
Perfect Picture

Imagine you are a crew member for one of the balloons. Can you draw everything you would take with you on the journey?

YEAR 2 HOMEWORK

Perfect Picture

Imagine you are a crew member for one of the balloons. Can you draw everything you would take with you on the journey?





YEAR 2 HOMEWORK

A series of horizontal lines for writing, consisting of a solid top line, a dashed midline, and a solid bottom line, repeated down the page.

YEAR 2 HOMEWORK

Task 21: Art - pointillism



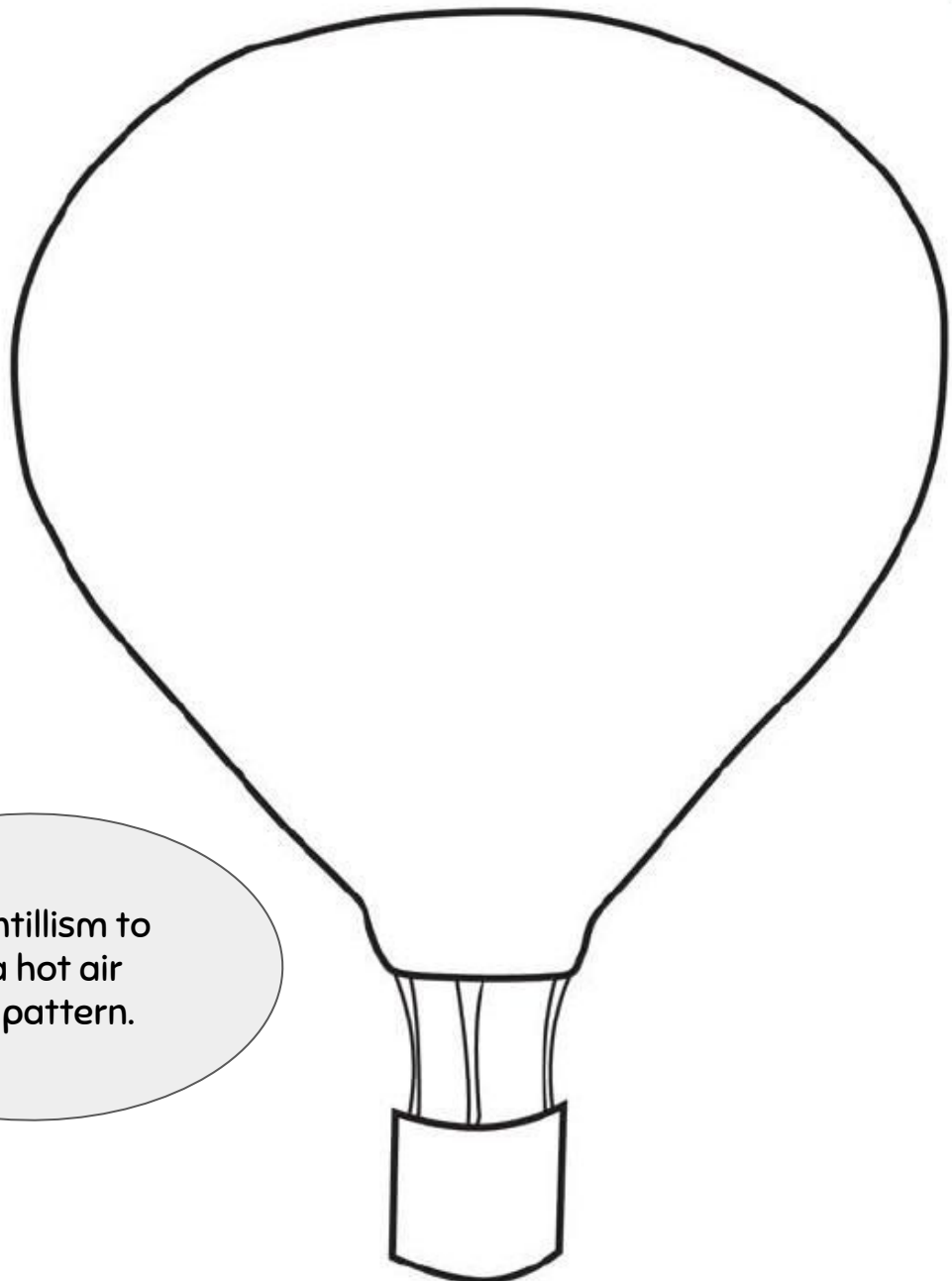
Pointillism is a painting technique developed by the artist George Seurat. It involves using small, painted dots to create areas of color that together form a pattern or picture. It's a fun technique for children to try, especially because it's easy to do, and requires just a few simple materials.

Paint, paper and cotton buds or small paintbrush.



YEAR 2 HOMEWORK

Task 21: Art - pointillism



Use pointillism to
design a hot air
balloon pattern.

YEAR 2 HOMEWORK

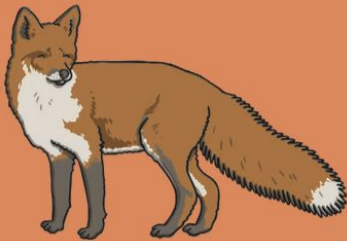
Task 22: GPS adding the correct suffix (es)

Noun Suffix 'es'

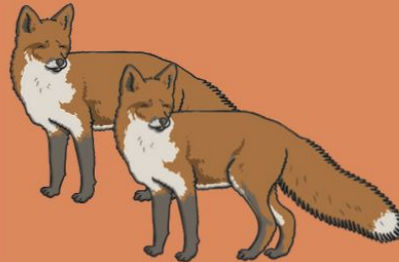
To show that there is more than one of something, we often add 's' to the end of the word. However, there are some words where we add 'es' to the end of a word to show that there is more than one.

Words that end with a 'hiss' sound such as fox and bus need 'es' adding to the end of the word. If we just added 's' it would sound very strange!

Remember: Words that end in 'x' or 's' need 'es' adding to the end to show that there is more than one.



fox



foxes



bus

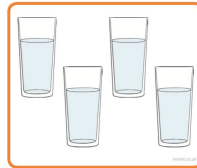
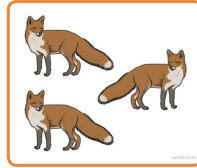
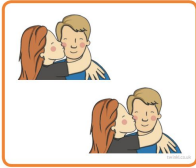
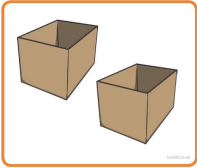


buses

YEAR 2 HOMEWORK

Task 22: adding the correct suffix (es)

Match the correct
spelling to the picture



glasses

buses

buss

glasss

dressess

foxes

foxs

dresss

boxes

kisses

boxs

kiss

YEAR 2 HOMEWORK

Task 23: adding the correct suffix (es)

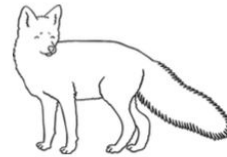
I can put 'es' on the end of a word (ending in 's' or 'x') to show that there is more than one.



1. Add the correct missing word to these sentences.

a) I saw three brown _____ in the wood.

foxs **foxes** **fox**



b) There were five _____ in the bus station.

buses **bus** **buss**



c) My mum has lots of beautiful _____.

dress **dresss** **dresses**



2. Look at these sentences. Circle the words that are spelt incorrectly. Write the correct spellings underneath.

My mum has three large box that are full of old dress and skirts.
She went on two red bus to take them to a charity shop.

Write the correct words here:

a) _____

b) _____

c) _____



YEAR 2 HOMEWORK

Task 24: Maths Multiplication & Division

F: Multiplication (x)

1. $5 \times 5 =$

8. $4 \times 5 =$

2. $7 \times 10 =$

9. $10 \times 10 =$

3. $7 \times 2 =$

10. $6 \times 2 =$

4. $4 \times 3 =$

11. $3 \times 2 =$

5. $9 \times 10 =$

12. $8 \times 5 =$

6. $2 \times 2 =$

13. $11 \times 2 =$

7. $9 \times 5 =$

14. $12 \times 5 =$



$75 \times 5 =$

372 375 379

What do you think the answer is? Why do you think this?

F: Division

1. $10 \div 5 =$

6. $40 \div 10 =$

2. $8 \div 2 =$

7. $14 \div 2 =$

3. $6 \div 2 =$

8. $30 \div 5 =$

4. $20 \div 10 =$

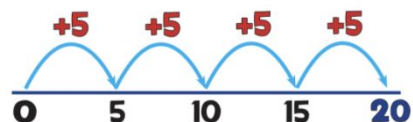
9. $60 \div 10 =$

5. $15 \div 5 =$

10. $16 \div 2 =$



Remember to use a method if you need to!



$20 \div 5 = 4$

"How many 5s in 20?"
Answer: 4

YEAR 2 HOMEWORK

Task 25: Addition

F: Addition

1. $18 + 7 =$

2. $20 + 8 =$

3. $10 + 9 =$

4. $15 + 5 =$

5. $17 + 10 =$

1. $67 + 22 =$

2. $54 + 24 =$

3. $48 + 51 =$

4. $66 + 27 =$

5. $55 + 16 =$

1. $18 + 79 =$

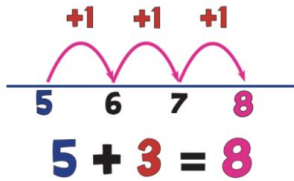
2. $45 + 38 =$

3. $42 + 39 =$

4. $99 + 10 =$

5. $100 + 34 =$

Task 26: Repeating Patterns



Remember to
use a method!



$57 + 25 = 82$

$50 + 20 = 70$
 $7 + 5 = 12$

 82

S: Repeating patterns



Rosie creates a pattern with coloured beads. Can you draw her pattern on the bead string? It goes yellow, yellow, blue, yellow, yellow, blue...



What colour will the 12th bead be? _____

What colour will the 20th bead be? _____

There's

no

PLACE

like

HOME

- L. Frank Baum

SOMETIMES

THE SMALLEST

THINGS TAKE

UP THE MOST

ROOM IN

YOUR HEART.

- Winnie The Pooh

YEAR 2 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year 2 children in our school.

Reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

YEAR 2 END OF YEAR EXPECTATIONS

Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

YEAR 2 END OF YEAR EXPECTATIONS

Maths

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).