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Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK - Pack 12

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	

twinkl

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?

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Task 1: spelling homophones

be

bee

quite

quiet

bare

bear

one

won

son

sun

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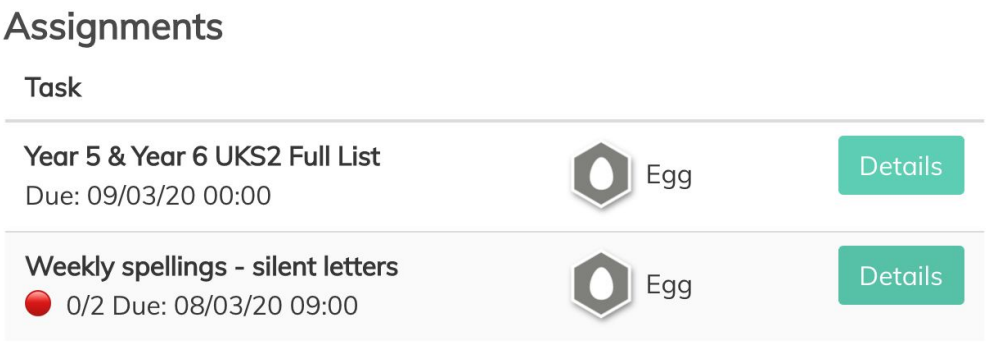
Task 2:

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.



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.

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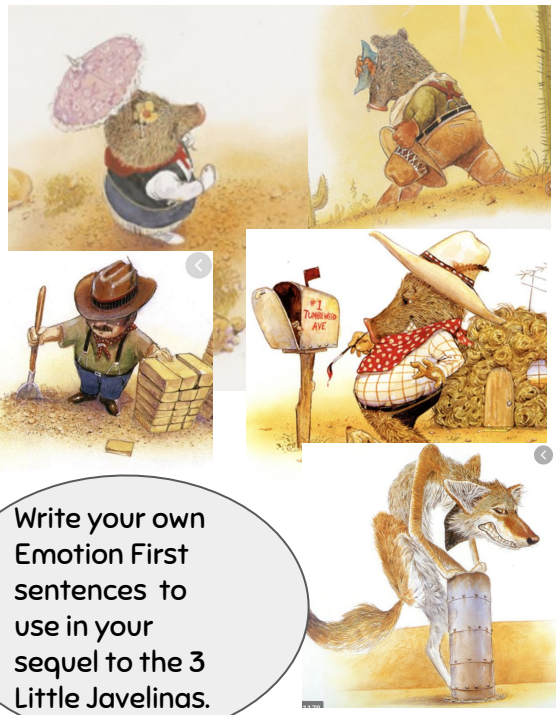
Task: GPS Emotion First Sentence

EMOTION 1ST: HOW DO THEY FEEL? WHO ARE THEY?



An emotion word at the beginning of the sentence gives more emphasis to the feeling, it is followed by a comma then a main clause about the person feeling that emotion. Usually describing what they are doing that shows the emotion.

Knowledge

- An emotion is an adjective
- Emotional adjectives often start as verbs with and ed or ing ending eg: Bore, bored, boring. You bore me. (verb) You are boring. (adjective)
- An adjective describes a noun , in this case the noun is a person. So it is important that the adjective and the the person come together in the sentence.
- The emotion and the person feeling the emotion are separated by a comma.
- There are different strengths of emotion and the correct emotion should be chosen carefully.
- The action being done must reflect the emotion being felt.

Upset, the old man began to cry.

Heartbroken, the man sobbed silently.

Write your own Emotion First sentences to use in your sequel to the 3 Little Javelinas.

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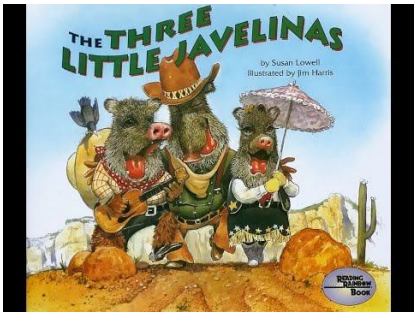
YEAR 2 HOMEWORK

Task 3 Writing



CHALLENGE:

Write the sequel to 'THE THREE JAVELINAS'.

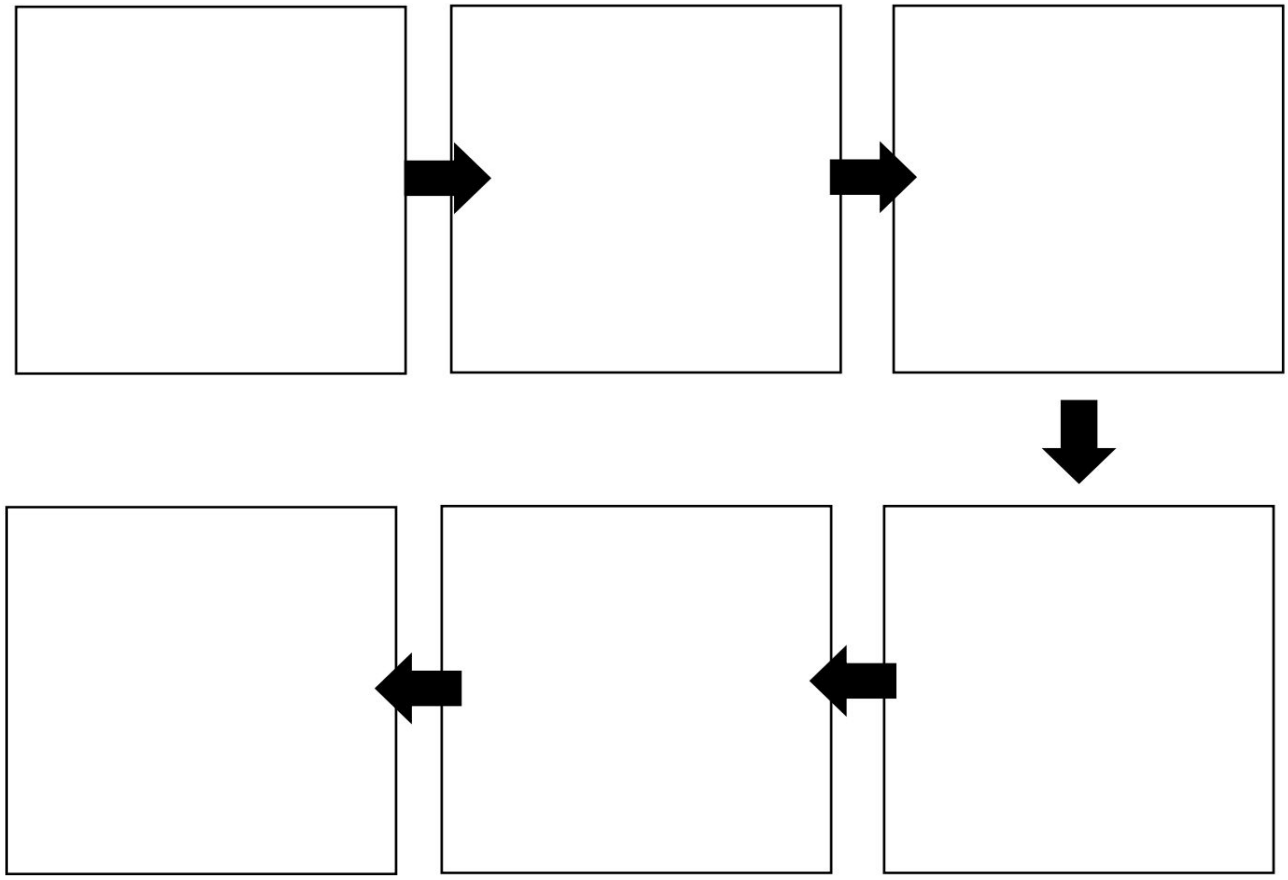
Use the following link: https://www.youtube.com/watch?v=JbUQpUKinKA

Think about:

- What happens in the original story?
- What could happen next?
- Consider changing the 'baddy'.

Success Criteria (add your own):

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



Temporal adverbials / openers	Adjectives
Past tense verbs	Other

Adverbs, exclamation sentences etc.

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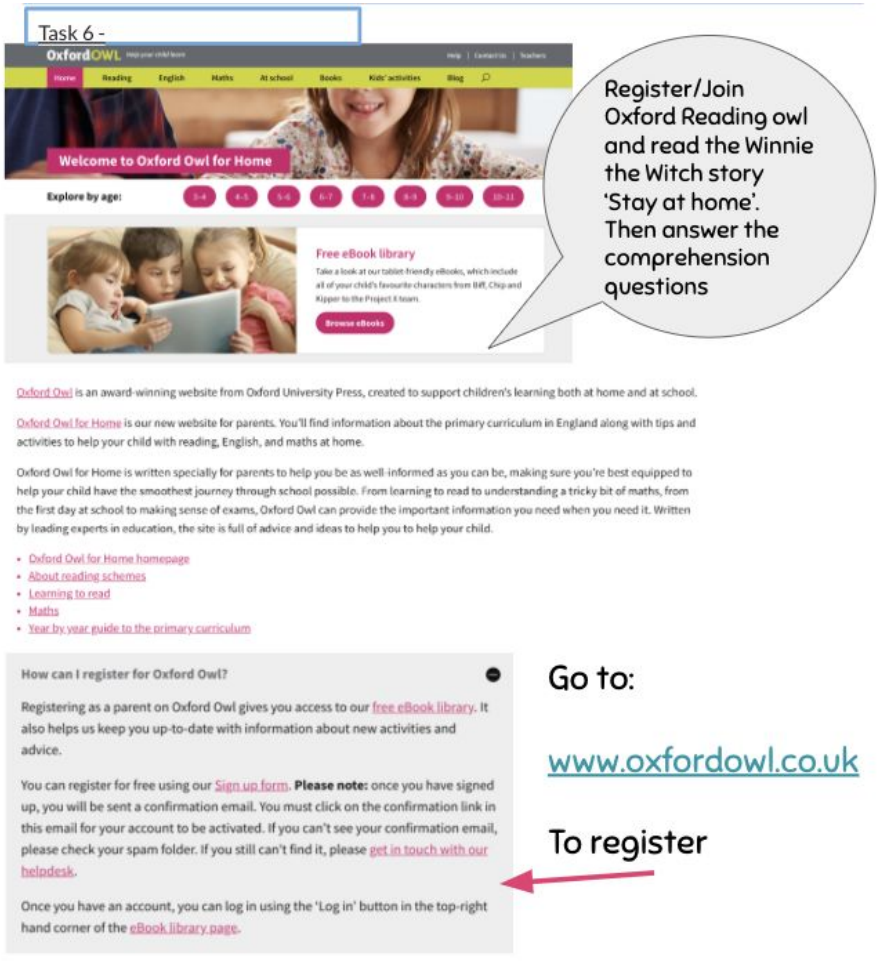
Task 4: Reading

Task 6 -

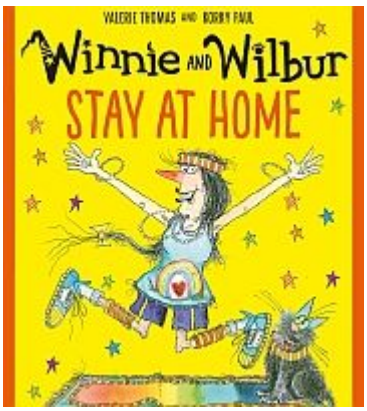


Go to:

www.oxfordowl.co.uk

To register

Last week you should have signed up to oxford owl and completed this task.



TASK – Read Winnie and Wilbur 'stay at home' again and write a book review. What did you enjoy? What would you change? Was was your favourite part and why?

Use template on next page

My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.

What was your favourite part?

_____

_____

_____

_____

Draw your favourite scene from the book.

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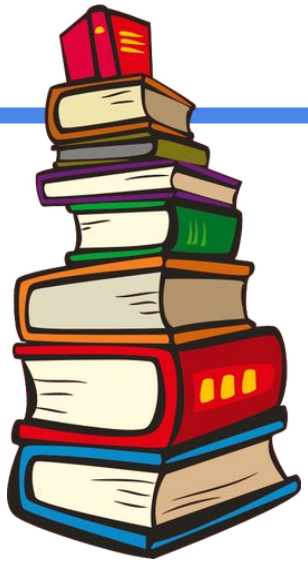

Task 5 -
When reading at home here is a grid of activities or ideas to try.

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 <u>why?</u>

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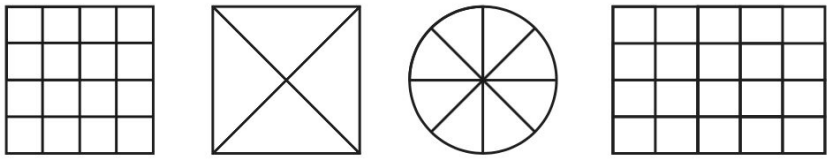
YEAR 2 HOMEWORK

Task 6: Maths

Fraction of a number

I can find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ or $\frac{3}{4}$ of an amount or shape.

Colour $\frac{1}{4}$ of each of these shapes red and colour $\frac{3}{4}$ green.



Solve these puzzles:

I have 80c. I spend $\frac{1}{4}$ of it. How much do I spend?

..... c

How much do I have left?

..... c

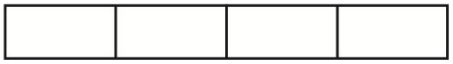
I collect 24 eggs from the hens. I break $\frac{3}{4}$ of them when I trip up. How many eggs do I break?

..... eggs

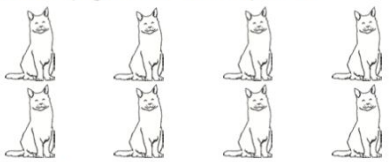
How many eggs are not broken?

..... eggs

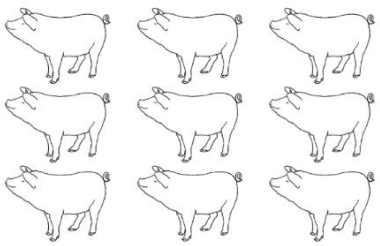
The fraction strip might help you.



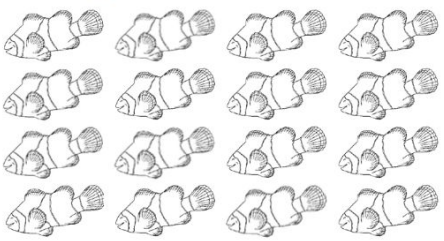
Colour $\frac{1}{4}$ yellow and $\frac{3}{4}$ red.



Colour $\frac{1}{3}$



Colour $\frac{3}{4}$



What fraction is not coloured? .....

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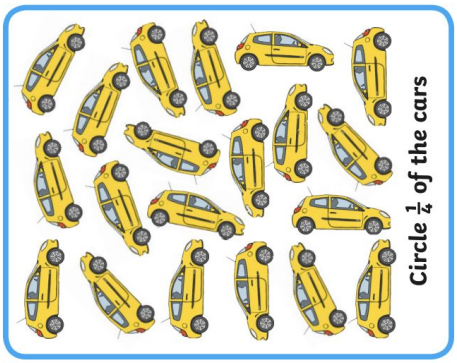
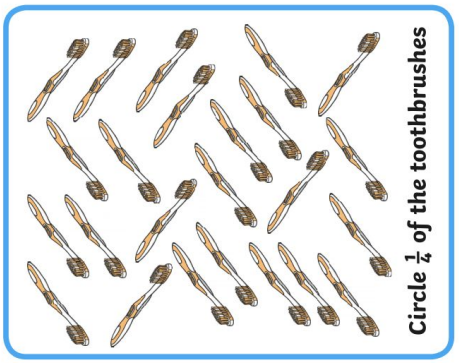
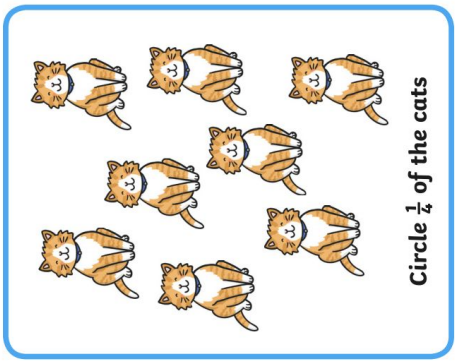
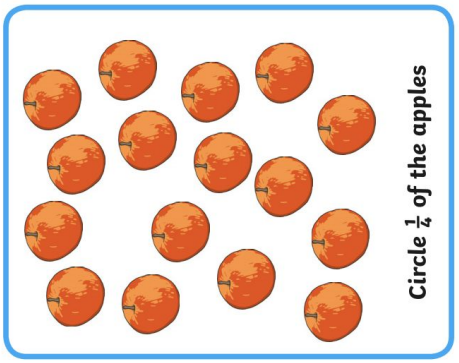
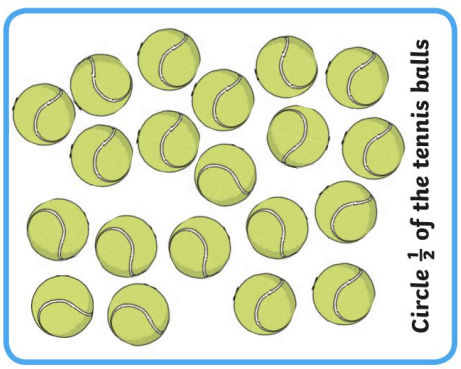
Task 6: Maths

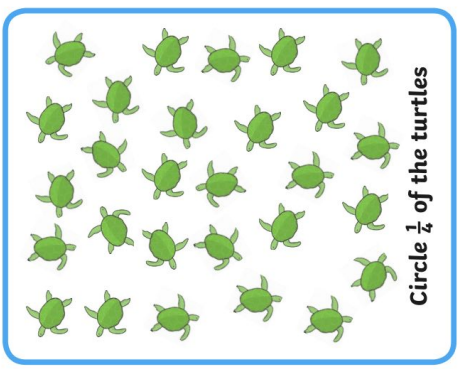


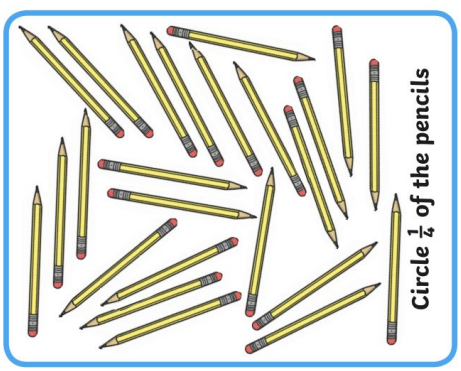


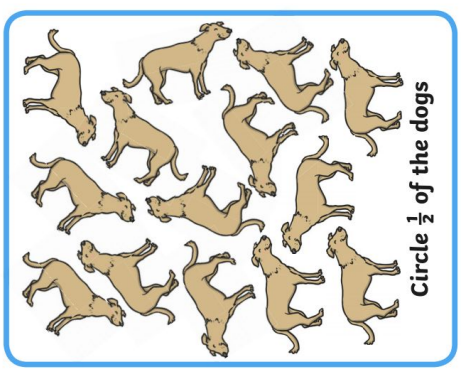












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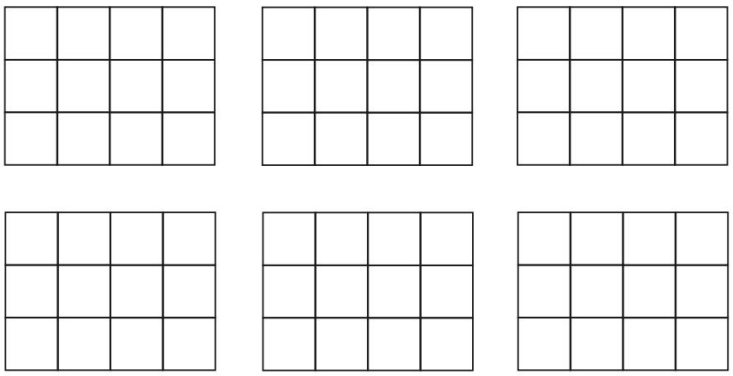
YEAR 2 HOMEWORK

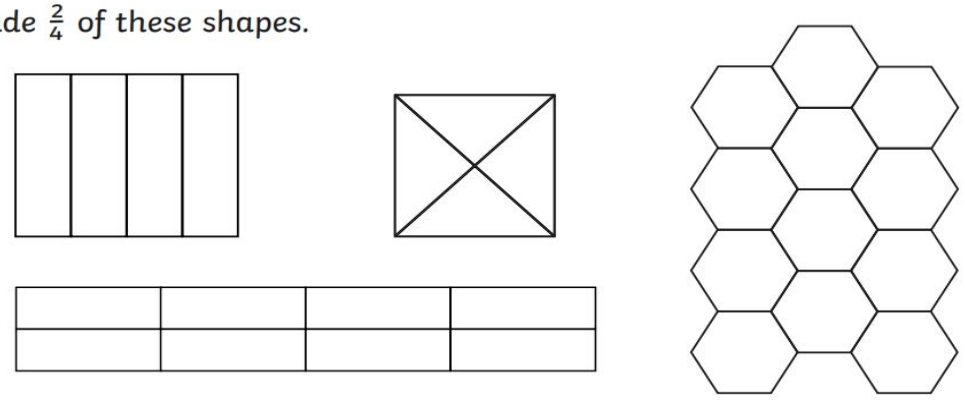
Task 6: Maths Challenges

Find different ways to colour $\frac{2}{4}$ of this shape.

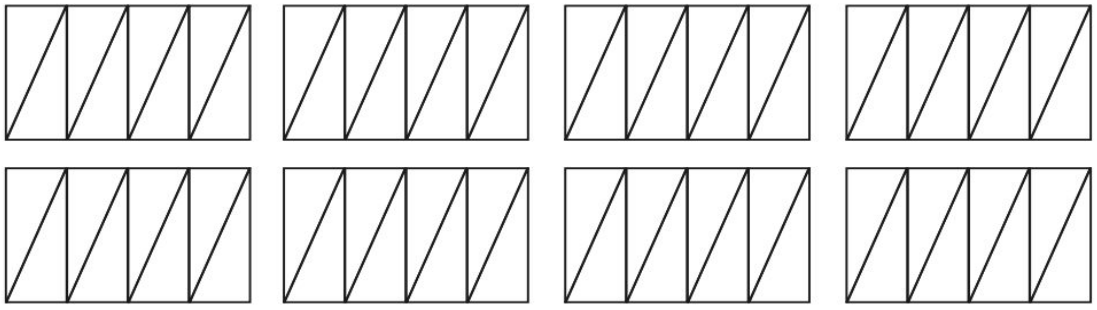


How did you know how many squares to colour?

Shade $\frac{2}{4}$ of these shapes.



Find 8 different ways to colour $\frac{1}{4}$ of this shape.



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YEAR 2 HOMEWORK

Fraction Word Problems

Challenge Cards

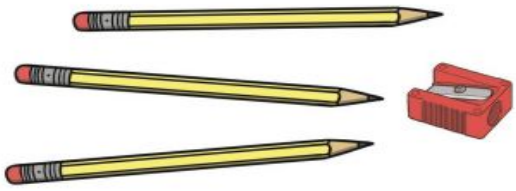
twinkl

Fraction Word Problems

1. Janik invited 20 friends to his birthday. A quarter of them were girls. How many were boys?

Fraction Word Problems

2. In a box of 24 pencils, half were sharp. How many weren't sharp?



Fraction Word Problems

3. If it took Beth 15 minutes to walk $\frac{3}{4}$ of the way to school, how long would the whole journey take?

Fraction Word Problems

4. Fatim picked 15 strawberries but ate a third of them on the way home. How many did he have left?

Fraction Word Problems

5. Eva says, "$\frac{1}{2}$ of 20 is more than a $\frac{3}{4}$ of 16." Is she right?

Fraction Word Problems

6. The class want to play football. There are 30 players and 5 players on a team. How many teams can they have?

Fraction Word Problems

7. James collected cards but chose to swap half of them. If he had 22 cards, how many did he swap?

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YEAR 2 HOMEWORK

Task 7: Writing

On a Desert Island

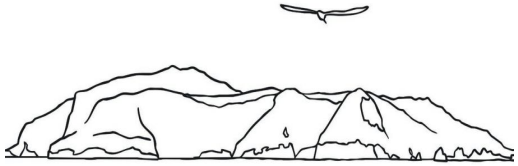
Amazing Fact
Vulcan Point in the Philippines is an island in a lake on an island in a lake on an island!

Challenge
Imagine you were stranded on a desert island.

What sort of things would you need?
What would you do?

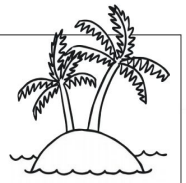
Create a survival kit of five useful things you would need and describe what you would do to survive.

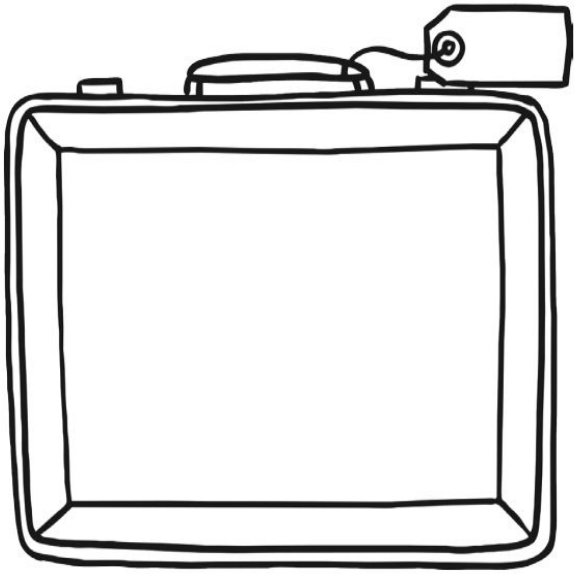
Let your imagination run riot!



You could also try to find out:

- what Vulcan Point looks like from above;
- what the smallest island in the world is;
- how islands and lakes are formed.





Things I would need:

1. _____
2. _____
3. _____
4. _____
5. _____

How I would survive:

_____

_____

_____

_____

_____

_____

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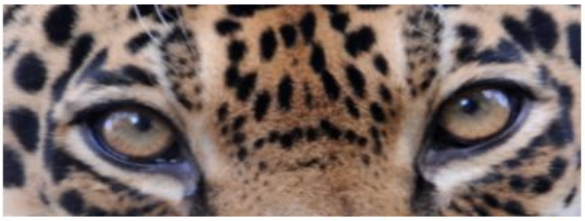
Task 8:
Reading
Reading Comp

YEAR 2 HOMEWORK

Leopard facts



Most leopards are light coloured and have dark spots on their fur. These spots are called 'rosettes' because their shape is similar to that of a rose. There are also black leopards. Their spots are hard to see because their fur is so dark.

1. What do most leopards look like?

2. What do their spots look like?

Leopards can be found all over the world - they live in Africa, Asia, India and China.

Leopards are very fast cats and can run at up to 58km/h. What a fast runner they are! They're super springy and can leap 6m forward through the air - that's the length of three adults lying head to toe!

3. Write 3 places that you can find leopards?

4. How high can they jump?

Leopards spend most of their time alone. They each have their own territory, and leave scratches on trees, urine scent marks and poop to warn other leopards to stay away.

5. How do they keep other leopards away?

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These big cats enjoy lots of different kinds of grub. They eat bugs, fish, antelope, monkeys, rodents, deer...in fact, pretty much any prey that is available!

Leopards are good at climbing and like to rest in the branches of trees during the day. They are strong beasts and can carry their heavy prey up into the trees so that pesky scavengers, such as hyenas, don't steal their meal.

6. Write 3 things that leopards like to eat?

7. What is a *scavenger*?

Leopards are nocturnal which means they are active at night. They spend their days mostly resting, camouflaged in the trees or hiding in caves.

8. What does *nocturnal* mean?

Female usually give birth to two or three cubs. Mothers stay with their cubs until they are about 2 years old (when they are old enough to hunt and take care of themselves).

Leopards communicate with each other through distinctive calls. For instance, when one male wants make another aware of his presence, he'll make a hoarse, raspy cough. They also growl when angry and, like domestic cats, purr when happy and relaxed. Cute, eh?

10. How long do the cubs stay with their mother?

11. How are leopards like your cat?

12. What kind of text is this?

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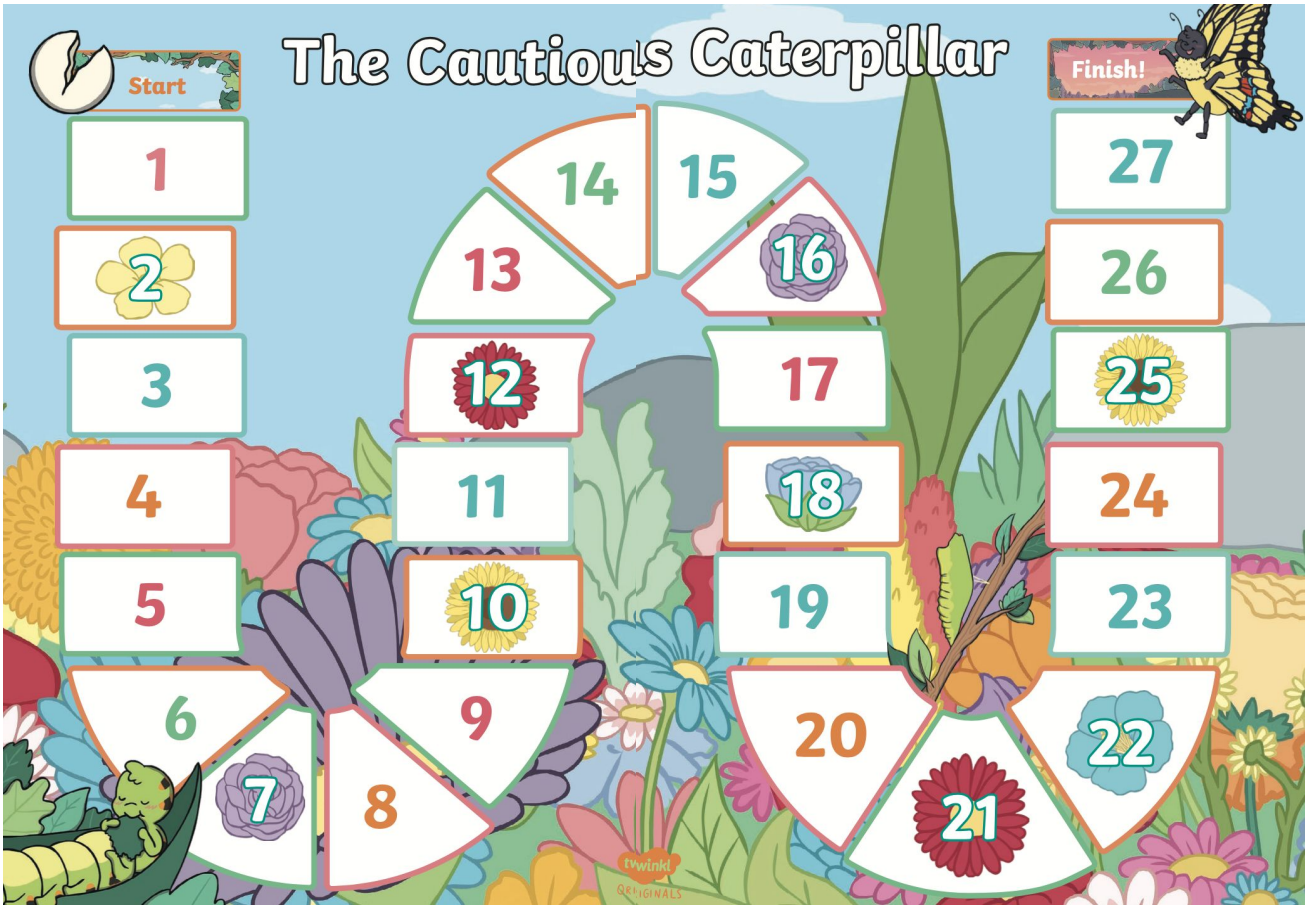

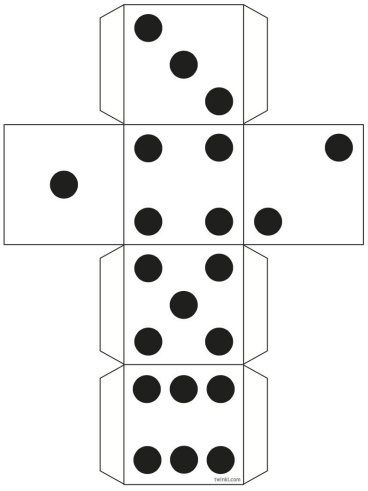

You will need:

- The Cautious Caterpillar Game Board
- Counters
- Dice
- Playing cards

Before you play:

- This game is for 2-6 players.
- Cut out the dice and glue the tabs together to make a cube.
- Cut out the counters (one for each player).
- Cut out the playing cards.

How to play:

1. Place the counters at the start of the game on the egg.
2. Take it in turns to roll the dice and move around the board.
3. If you land on a space with a flower on it, ask another player to pick up one of the playing cards and read it out to you. If you can answer the question correctly, you can move on one space. If not, you stay where you are.
4. The first person to reach the beautiful garden in the sunset is the winner!

How do you know Cody liked being a butterfly by the end of the story?

Answer: Cody told the other caterpillar that being a butterfly is great.

Once Cody has become a butterfly, how many legs does she have?

Answer: six

What does Cody hatch from at the start of the story?

Answer: an egg

How many legs does Cody have?

Answer: sixteen

What does Cody change herself into before she becomes a butterfly?

Answer: a chrysalis

What colour are the ladybird's wings?

Answer: red and black

Can you name two creatures in the story?

Answer: Choose any two of the following: caterpillar, ladybird, bee, grasshopper, butterfly.

Which two words were used to describe the leaf the caterpillar was eating at the end of the story?

Answer: tasty, green

What kind of minibeast is Cody at the beginning of the story?

Answer: a caterpillar

Which two words are used to describe how Cody felt about her new wings once she became a butterfly?

Answer: happy and proud

"Lovely morning to be flying!" Who does Cody say this to?

Answer: the ladybird

How long does Cody stay in her chrysalis for?

Answer: for many days

"Having six legs is great." Who says this?

Answer: the grasshopper

What is the name of the yummy treat Cody and the bee enjoy together?

Answer: nectar

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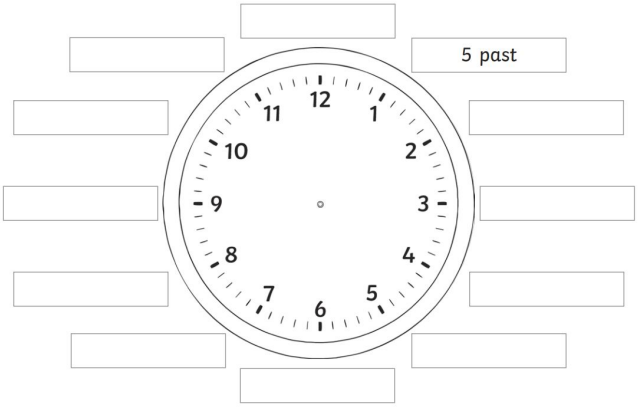
YEAR 2 HOMEWORK

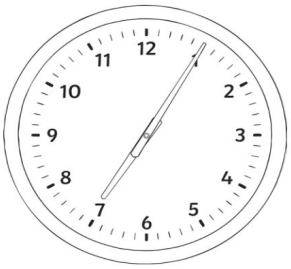
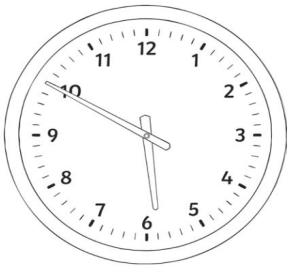
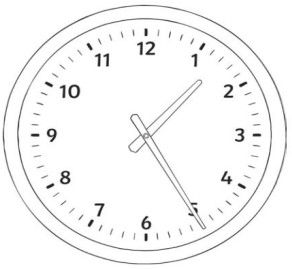
Task 9: Maths
telling time to 5 minute intervals

1) Label the outside of this clock to help you to tell the time in 5-minute intervals.
The first one has been done for you.



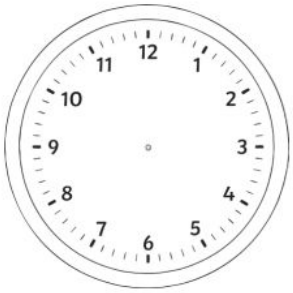
2) Write the time shown underneath each clock.

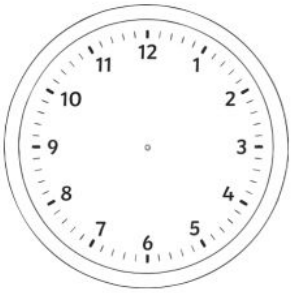
a) b) c)

3) Draw hands on each clock to show the time.

a) b) c)





5 past 3 quarter to 6 25 to 5

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Hampton Vale Primary Academy

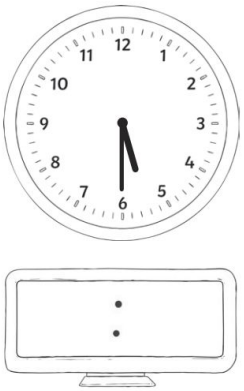
Curiosity Confidence Courage Constancy

YEAR 2 HOMEWORK

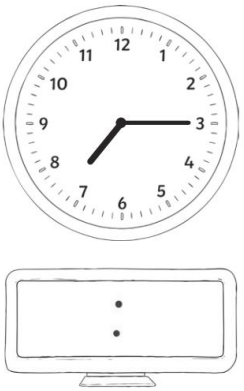
Task 9: Maths

1. Convert the following times on these analogue clocks to digital time.

a)

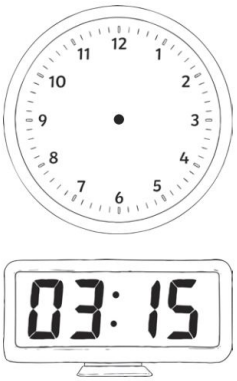


b)

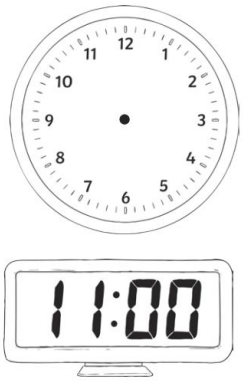


2. Draw the following times on these clock faces.

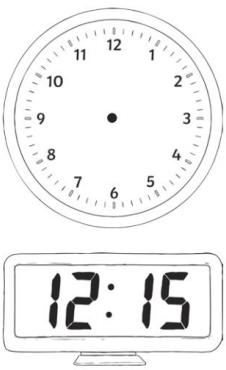
a)



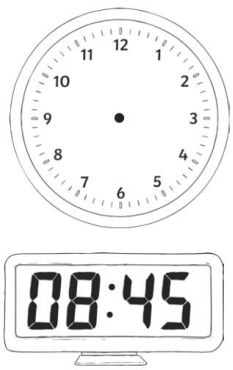
b)



e)



f)



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YEAR 2 HOMEWORK

Task 11: Place and Time

Research a famous cowboy and create a 'Wanted' poster highlighting his/her key skills

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YEAR 2 HOMEWORK

The Isle of Coll

Coll is an island just off the coast of Scotland. It is known for its beautiful, sandy beaches and it is a favourite place to holiday for people who love peace and quiet and enjoy nature. You can get to Coll by ferry once per day or by plane on Mondays and Wednesdays, but bad weather sometimes means that ferries and planes are cancelled. There are only two main roads on the Isle of Coll and they do not have street lights at night. As there are only around 195 people living on the Isle of Coll, the roads are not very busy; lots of people get around by walking or cycling and there are no buses or trains on the island.

Quick Questions

1. On which two days can you get a plane to Coll?

2. Why might there be no buses or trains on the island?

3. If there is a storm, what might happen to the daily ferry? Why?

4. Which two adjectives does the author use to describe the beaches?

Superheroes and Comic Books

Comics are made up of lots of pictures. The pictures are drawn inside frames (also known as panels), and tell a story. Story text or speech bubbles also help the reader to understand what is happening.

Superhero comics first became popular in the 1930s. The first superheroes were Superman, Batman, Captain America and Wonder Woman. Much later superheroes like Spider-Man, the Fantastic Four, the Hulk, X-Men and Iron Man were created. Some of these superheroes still have adventures in comic books today. Amazingly, many of them now even have their own films or television series.

Quick Questions

1. What helps the reader to understand what is happening in the pictures?

2. Why has the author started the final sentence of the text with 'amazingly'?

3. Why do you think superheroes became a popular subject for comic books?

4. Can you order when these things happened by putting numbers 1-4?

____ Some superheroes got their own films or TV series.

____ Superman appeared in a comic.

____ Superhero comics become popular.

____ Spider-Man appeared in a comic.

How to Make a Friendship Bracelet

A friendship bracelet can be made as a gift or can be made together.

If you are struggling with your friendship, it can be nice to make them together so that you can talk through any problems you may be having and sort them out as you make your bracelet.

A friendship bracelet can be the perfect way to spend time together, creating something you can both wear and that is meaningful.

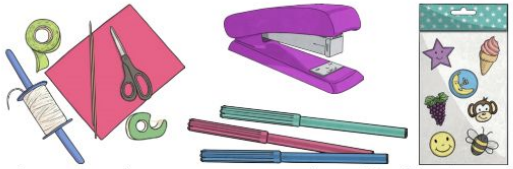
There are many ways of creating friendship bracelets.

Friendship bracelets can be very complicated or they can be very simple, depending on how much time you have.

Here are some ideas on how to make them and what materials you will need:

1. A really simple friendship bracelet can be made by using:

- a piece of soft card
- colouring pens
- stickers
- craft materials
- a stapler



Instructions

Cut a piece of card 2-3cm longer than the measurement around your friend's wrist.

Decorate the piece of card with coloured pens. You could write words that you think describe your friend and draw pictures that mean something to you both.

Use the stickers to decorate the bracelet or use any other craft materials you want to.

Once your bracelet is finished, give it to your friend to put around their wrist and ask an adult to staple the ends together to keep it on their wrist.

2. A plaited friendship bracelet.

Instructions

Take 3 different colours of soft wool - you choose the colours.

The wool needs to be much larger than the measurement around your wrist.

Starting with lengths of wool as long as your full arm is a good idea. Tie a knot at the end of all 3 of them so they are tied tightly together.

Separate the wool into 3 pieces pulling them apart from the knot at the top.

Take the piece of wool on the right and wrap it over the middle. Hold the right and the middle piece of wool tightly and then put the left piece over the middle piece. Continue to do this until you have plaited enough so that the bracelet will go around your friend's wrist. Tie a knot underneath the plait.

Wrap the bracelet around your friend's wrist and tie the two ends together in a knot. Be careful not to tie it too tightly around your friend's wrist. Cut off any excess wool.

3. To make a beaded bracelet, you will need:

- a piece of soft wool (Cut it to 5cm longer than your wrist to allow you to have 2.5cm at each end to tie them together.)

- assorted beads

Take the piece of wool and tie a knot at the end, leaving some space so you can tie the bracelet onto your friend's wrist when it is finished.

The knot needs to be big enough so that the beads will not slide over the knot and come off.

Start threading beads onto the wool until you are happy with how it looks.

Leave space at the end again and tie a knot at the end so that the beads don't come off.

You can use the 2 remaining ends to tie them onto your friend's wrist.

4. To make a leather friendship bracelet, a soft piece of leather could be punched at each end and secured around the wrist by threading coloured wool or ribbon through the holes and then tying the ends together.

There are many ways to make friendship bracelets. These are just some ideas.

However you choose to make them, remember they are something to either do together to allow you to spend time together or to give as a gift to show someone how much you care about them.

There are also some other very complex ideas for friendship bracelets so be creative and see what you can create.

Enjoy!

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YEAR 2 HOMEWORK

Task 14: Science

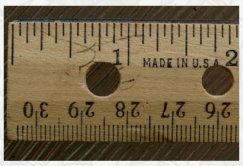
Reasons for Using Materials

Which material do you think is best to make a ruler from? Why?

When might a plastic ruler be more suitable?

When might a wooden ruler be more suitable?

When might a metal ruler be more suitable?



Suitability

Suitability means having the properties which are right for a specific purpose.

Metal, wood and plastic are all suitable materials for spoons.

Metal is suitable because it is strong and lasts a long time.

Wood is suitable because it is strong and has a high heat tolerance.

Plastic is suitable because it is light and cheap.

Discussion

Which material do you think would be the most suitable material for making coat hangers from and why?

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Task 14: Science

YEAR 2 HOMEWORK

I can compare the suitability of different everyday materials.

Read the objects and match them up with the material that you think is the most suitable for them to be made from. Draw a line connecting the object with the material. Some objects might be connected to more than one material and some materials might have more than one object connected to them. The first one has been done for you.

Object	Material
mirror	 wood
coat hanger	 glass
pillow	 metal
rabbit hutch	 fabric
chair	 plastic
house	 brick

Read the object descriptions and write down a material which you think would be suitable for the job. Explain the properties it has that make it suitable.

Description	Material	Why is it Suitable?
A hutch to keep a rabbit in. It has to be kept outdoors and keep the rabbit warm and dry.		
A cup for a toddler. It has to be light, brightly coloured and safe for a toddler to use.		
A pillow case. It has to be soft and able to go in the washing machine.		
A vase. It has to hold flowers and look pretty.		

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YEAR 2 HOMEWORK

Task 15: Creative writing

Story starter!

Macy kept her powers secret. Not even her parents knew about the things she could do.

Macy had known from a very young age that she was different, and although she was fascinated by the magic that she possessed, it also frightened her.

Her younger sister, Judith, gripped her hand tightly. She was the only person that Macy had trusted with her secret, so far...

Question time!

Why has Macy not told anyone else about her power?

Why has she told her sister?

What power is it that Macy possesses?

How do you think Judith feels about Macy and her powers?

Why are the two children walking along the road at night?

How would you feel if you saw Macy performing this feat?

How might Macy use these powers in the future?

Would you like to have Macy's power?

What problems might Macy face?

Perfect picture!

Think about the powers that Macy possesses.

Can you draw something else extraordinary that she can do?

Draw your picture on the next page

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YEAR 2 HOMEWORK

Task 18: GPS

Look at this picture and write two exclamation sentences (don't forget the exclamation mark!)

Examples: How tall is that tree! What a lot of flowers!

What: _____

_____

How: _____

_____

Can you write a statement, command, question and exclamation for this picture?

Statement:

_____

_____

Command:

_____

_____

Question:

_____

_____

Exclamation:

_____

_____

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Task 18: GPS 2 Pair Sentences

Draw a line to match the sentences to the sentence type.

How lucky we are to see a hedgehog!	statement
Where would you like to go for your birthday?	question
Tell me how you did that magic trick!	exclamation
The giraffe is the tallest animal in the world.	command

Use one of these question words to complete the question sentences.

Who What Where When Why

_____ is the grass green?

_____ have all the apples gone?

_____ is it lunchtime?

_____ time is it now?

_____ has left the pencils in a mess?

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YEAR 2 HOMEWORK - MATHS

3 Times Table Activities

Count in 3s and colour in the grid:

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Work out these answers:

a) 4 x 3 = _____

b) 3 x 3 = _____

c) 5 x 3 = _____

d) 2 x 3 = _____

e) 9 x 3 = _____

f) 6 x 3 = _____

g) 7 x 3 = _____

h) 1 x 3 = _____

i) 11 x 3 = _____

j) 8 x 3 = _____

k) 10 x 3 = _____

l) 12 x 3 = _____

How many pieces of fruit are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

d)  _____ x _____ = _____

4 Times Table Activities

Count in 4s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Work out these answers:

a) 4 x 4 = _____

b) 3 x 4 = _____

c) 5 x 4 = _____

d) 2 x 4 = _____

e) 9 x 4 = _____

f) 6 x 4 = _____

g) 7 x 4 = _____

h) 1 x 4 = _____

i) 11 x 4 = _____

j) 8 x 4 = _____

k) 10 x 4 = _____

l) 12 x 4 = _____

How many different leaves are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

My Time in Year Two' – think about all the exciting things we have done e.g swimming, panto trip, animal man visit, GFoL WoW day, exciting themes

PHASE 2
WELLBEING

Hampton Vale
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My Favourite Memories from This Year!

My friends:

My favourite moment:

Memories I will treasure:

My favourite activity:

What I love the most about this year: _____

_____

_____

_____

_____

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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-appropriate[1] 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 words[2]
- 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.

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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.

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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 resources[1] 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 six[2] 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 + ☐; '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).