

YEAR 2 HOMEWORK Pack 13

These are your additional weekly learning tasks that should be completed at least 3 times a week:

L.O.L:

- Practise your common exception words - reading and spelling them
- Spelling - practice your spellings and complete a mini test. Don't forget about Spelling Shed!
- Reading - read your book at home to an adult/family member and discuss your reading.
- Times tables- keep practising these as you will need to know all to facts up to 12x12 by the end of Year 4. Don't forget about TTRockstars.

Maths:

- Practice your times tables orally, in written form or using TT Rockstars

Spelling Shed



PHASE 2

Hampton Vale
Primary Academy



YEAR 2 HOMEWORK



OAK
NATIONAL
ACADEMY

Online Classroom

As part of our home learning offer, we are encouraging all of our children to engage in the National Oak Academy home learning website.

<https://classroom.thenational.academy/>

This website has daily video lessons, with additional quizzes and worksheets to apply the learning.

PLEASE ACCESS - YEAR 2 - WEEK 10 (29th June):

<https://classroom.thenational.academy/schedule-by-year/year-2>

We expect children at home to complete a daily maths, english and PSHE/foundation subject lesson alongside their weekly tasks (from the first page).

If you are unable to access this website, the learning has been included in this home learning pack and can be completed without the lessons.

YEAR 2 HOMEWORK



L.O.L - Monday's lesson - To retrieve information from a non-chronological text
Additional video available on:

<https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-chronological-text>

Non-chronological report

Read the text and then answer the questions on the next page...

Pandas

Pandas are bears native to south central China. They are known for the large, black patches that they have around their eyes.

What do pandas look like?

There are two different types of pandas. The giant panda is the most well-known. Giant pandas are very big and have black and white fur. They have round bodies and have black patches around their eyes, over their ears and across their bodies. Red pandas have long tails and are roughly the same size as cats. Both types of pandas have long, sharp claws that they use to climb trees and strip bamboo.



A giant panda

What do pandas eat?

Pandas are quite fussy eaters! They normally eat bamboo, which is a type of grass. Most giant pandas will eat the equivalent of almost half their weight in bamboo every single day.



A panda eating bamboo

What do pandas do?

Pandas spend a lot of time eating and sleeping. They are not very active animals. Young pandas are very playful and enjoy playing with each other. They can be quite cheeky!

Did you know?

Pandas are vulnerable to extinction. This means we need to look after them so that they do not become extinct. There are about 2000 pandas living in the wild.

YEAR 2 HOMEWORK



L.O.L - Monday's lesson - To retrieve information from a non-chronological text

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1) What are the two different types of panda?

Write

2) What do pandas use their claws for? Write down two reasons.

Write

3) What do pandas eat?

Write

4) What do pandas do for most of the day? Name two things.

Write

YEAR 2 HOMEWORK



Maths - Monday's lesson - To recall the 3x table using skip counting

Additional video available on:

<https://classroom.thenational.academy/lessons/to-recall-the-3x-table-using-skip-counting>

Independent Task

Find the product for each equation and match it to the correct picture.

$3 \times 2 = \square$



$8 \times 3 = \square$



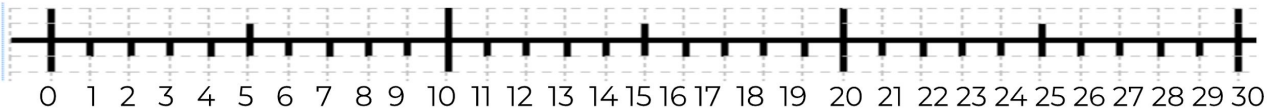
$\square = 3 \times 6$



$9 \times 3 = \square$



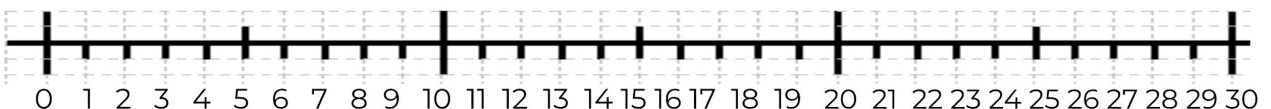
$\square = 3 \times 3$



Solve the following

$10 \times 3 = \square$

$3 \times 7 = \square$



YEAR 2 HOMEWORK

Maths - Monday's lesson - Additional task

$8 \times 2 =$

$6 \times 5 =$

$20 \div 5 =$

$24 \div 2 =$

$11 \times 10 =$

$6 \times 2 =$

$20 \div 10 =$

$2 \times 7 =$

$20 \div 5 =$

$10 \times 3 =$

Score:

$4 \times 10 =$

$8 \times 5 =$

$15 \div 5 =$

$20 \div 5 =$

$5 \times 10 =$

$6 \times 10 =$

$20 \div 5 =$

$11 \times 2 =$

$55 \div 5 =$

$0 \times 10 =$

Score:

$3 \times 10 =$

$4 \times 2 =$

$30 \div 10 =$

$16 \div 2 =$

$12 \times 5 =$

$7 \times 2 =$

$60 \div 10 =$

$4 \times 2 =$

$90 \div 10 =$

$10 \times 2 =$

Score:

$0 \times 2 =$

$4 \times 10 =$

$60 \div 5 =$

$14 \div 2 =$

$1 \times 10 =$

$8 \times 2 =$

$50 \div 10 =$

$9 \times 2 =$

$35 \div 5 =$

$7 \times 10 =$

Score:

$12 \times 2 =$

$9 \times 5 =$

$90 \div 10 =$

$22 \div 2 =$

$12 \times 5 =$

$10 \times 2 =$

$20 \div 2 =$

$4 \times 2 =$

$10 \div 5 =$

$12 \times 10 =$

Score:

YEAR 2 HOMEWORK



PSHE - Monday's lesson - Make kindness count Additional video available on:

<https://classroom.thenational.academy/lessons/make-kindness-count-09e907>

**Siraj is struggling.
What should Ismail do next?**



Option 1

Ignore him and walk past.

Option 2

Laugh at him and call him a weakling.

Which option would you pick if you saw someone struggling?

Option 3

Help him by pushing the trolley.

Option 4

Take a photo of Siraj struggling and show it to all of his friends.

Think about your time at home over lockdown and score your kindness using the table and points below



How many kind things have you done?



Let a sibling go first	Say something nice to someone	Share
Say sorry if you did something wrong.	Smile at someone	Make a handmade gift.
Clean up, without being asked.	Give a compliment	Write a nice letter.
Say 'Thank you'.	Make a care package.	Say 'Good job!' to someone who needs to hear it
(1 point)	(2 point)	(3 point)
		(4 point)

YEAR 2 HOMEWORK



PSHE - Monday's lesson - Make kindness count Additional video available on:

<https://classroom.thenational.academy/lessons/make-kindness-count-09e907>

In this lesson, you will need:



Coloured card / paper

Scissors

Colouring pencils



paper



colours

What is kindness?

'Kindness is being friendly, generous and considerate.'

Can you think of a time when you have been kind to someone?

Success Criteria

Task: Create your Kindness Chart.



Make the chart

- Fold the paper in to 8 sections.
- Decorate each section.

Acts of kindness

- Complete random acts of kindness.
- Take photos.

Record on to chart

- Record your random acts of kindness on to your chart.
- Share with family.



YEAR 2 HOMEWORK



L.O.L -Tuesday's lesson - To identify the features of a non-chronological text

Additional video available on:

<https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-non-chronological-text>

Features of a non-chronological report

Heading



Introduction



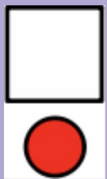
Subheadings



Images



Captions



Specific vocabulary



Facts



Can you find these features in the text on the next page?
Underline or circle them. You could even use a different colour for each feature

YEAR 2 HOMEWORK

Pandas

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YEAR 2 HOMEWORK



Maths - Tuesday's lesson - To recall the 4x table using skip counting

Additional video available on:

<https://classroom.thenational.academy/lessons/to-recall-the-4x-table-using-skip-counting>

Independent Task

Find the product for each equation and match it to the correct picture.

$4 \times 4 = \square$



$\square = 3 \times 4$



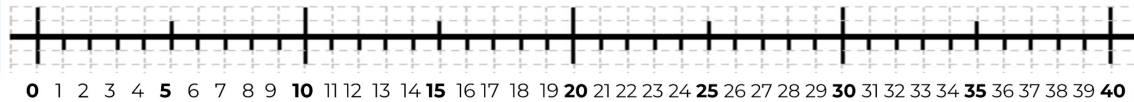
$4 \times 10 = \square$



$\square = 2 \times 4$



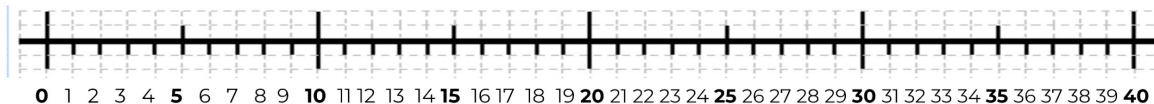
$4 \times 6 = \square$



Solve the following

$5 \times 4 = \square$

$4 \times 8 = \square$



YEAR 2 HOMEWORK

Maths - Tuesday's lesson - Additional task

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) $4 \times 3 =$ _____

g) $7 \times 3 =$ _____

b) $3 \times 3 =$ _____

h) $1 \times 3 =$ _____

c) $5 \times 3 =$ _____

i) $11 \times 3 =$ _____

d) $2 \times 3 =$ _____

j) $8 \times 3 =$ _____


e) $9 \times 3 =$ _____

k) $10 \times 3 =$ _____


f) $6 \times 3 =$ _____

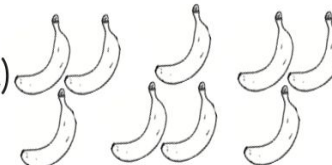
l) $12 \times 3 =$ _____

How many pieces of fruit are there?

a)  _____ \times _____ = _____

c)  _____ \times _____ = _____

b)  _____ \times _____ = _____

d)  _____ \times _____ = _____

YEAR 2 HOMEWORK



Spanish - Tuesday's lesson - To be able to describe family members in Spanish

Additional video available on:

<https://classroom.thenational.academy/lessons/to-be-able-to-describe-family-members-in-spanish-42745b>

Actividad 3: Describe tu familia

Activity 3: Describe your family

Have a go at drawing your family members. For each one, label their hair and eye colour.



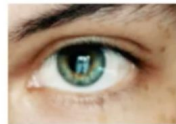
Tengo los ojos azules.

I have blue eyes.



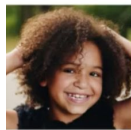
Tengo los ojos marrones.

I have brown eyes.



Tengo los ojos verdes.

I have green eyes.



Tengo el pelo marrón.

I have brown hair.



Tengo el pelo negro.

I have black hair.



Tengo el pelo rubio.

I have blonde hair.



Tengo el pelo pelirrojo.

I have ginger hair.

Tengo = I have

Tiene = he / she has

YEAR 2 HOMEWORK



Spanish - Tuesday's lesson - To be able to describe family members in Spanish

Additional video available on:

<https://classroom.thenational.academy/lessons/to-be-able-to-describe-family-members-in-spanish-42745b>

Mi madre My mum

Mi padre My dad

Mi hermano My brother

Mi hermana My sister

Mi abuelo My grandfather

Mi abuela My grandmother

Mi tío My uncle

Mi tía My aunt

Mi primo My cousin

Mi prima



Mi _____ tiene los ojos _____.

My _____ has _____ eyes.

Mi madre My mum

Mi padre My dad

Mi hermano My brother

Mi hermana My sister

Mi abuelo My grandfather

Mi abuela My grandmother

Mi tío My uncle

Mi tía My aunt

Mi primo My cousin

Mi prima



Mi _____ tiene el pelo _____.

My _____ has _____ hair.

YEAR 2 HOMEWORK



L.O.L - Wednesday's lesson - To identify and use subordinating conjunctions

Additional video available on:

<https://classroom.thenational.academy/lessons/to-identify-and-use-subordinating-conjunctions>

Identify

 Read the following sentences.

 Can you identify the subordinating conjunction in each sentence?


I will put on my coat because it is cold.


<u>Main Clause</u>	<u>Subordinate Clause</u>
This clause makes sense on its own.	This clause does not make sense on its own.

1. Sally wakes up when her alarm goes off.
2. Maria eats a banana because she likes fruit.
3. We will play outside if it is not raining.
4. Aliya wore the dress that her Mum bought for her.

Practise

 Read the following sentences.

 Choose an appropriate subordinating conjunction.

 Make up your subordinate clause.

We will go to the park **when**

We will go to the park **if**

We will go to the park **that**

We will go to the park **because**

YEAR 2 HOMEWORK



Maths - Wednesday's lesson - To use arrays for the 3x and 4x tables

Additional video available on:

<https://classroom.thenational.academy/lessons/to-use-arrays-for-the-3x-and-4x-tables>

Independent Task

Read the question and using the pictures to help you, work out the equation and answer.

There are 6 cows in a field. How many legs do the 6 cows have altogether?

(Each cow has 4 legs.)



$$\square \times \square = \square$$

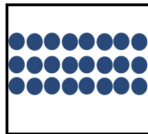
One rhinoceros has 3 horns. How many horns will 7 rhinoceroses have?



$$\square \times \square = \square$$

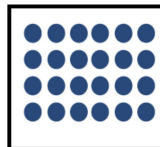
Using the array, write the multiplication equation and answer.

$$\square \times \square = \square$$



Challenge:
Is there another way you can write your equation?

$$\square \times \square = \square$$



Draw an array that shows the following equations and answer them!

$$8 \times 4 = \square$$



$$\square = 3 \times 9$$



YEAR 2 HOMEWORK

Maths - Wednesday's lesson - Additional task

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) $4 \times 4 =$ _____

g) $7 \times 4 =$ _____

b) $3 \times 4 =$ _____

h) $1 \times 4 =$ _____

c) $5 \times 4 =$ _____

i) $11 \times 4 =$ _____

d) $2 \times 4 =$ _____

j) $8 \times 4 =$ _____

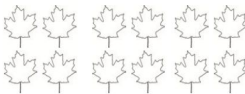
e) $9 \times 4 =$ _____

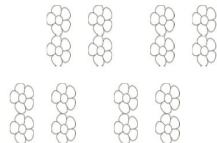
k) $10 \times 4 =$ _____

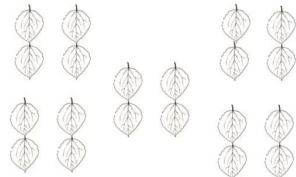
f) $6 \times 4 =$ _____

l) $12 \times 4 =$ _____

How many different leaves are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

YEAR 2 HOMEWORK



PSHE - Wednesday's lesson - What affects where people live?

Additional video available on:

<https://classroom.thenational.academy/lessons/what-affects-where-people-live>



A settlement is a small community of people.
Settlements use all these natural resources:

- Fresh water
- Coasts
- Minerals
- Rock
- Wood
- Animals.

Skara Brae

Neolithic Settlement

Around 5000 years old

Stone houses, and stone tools discovered

Evidence of farming nearby



Why do you think that humans settled at Skara Brae 5,000 years ago?

YEAR 2 HOMEWORK



PSHE - Wednesday's lesson - What affects where people live?

Additional video available on:

<https://classroom.thenational.academy/lessons/what-affects-where-people-live>

Design your own settlement, remember to include all the natural resources below...

Fresh water

Wood

Minerals

Coasts

Animals

Rocks

YEAR 2 HOMEWORK



L.O.L -Thursday's lesson - To organise facts under subheadings

Additional video available on:

<https://classroom.thenational.academy/lessons/to-organise-facts-under-subheadings>

The Battle of Troy

Who were the key warriors?	Why did the battle start?	Why did the battle end?

Menelaus was the husband of Helen of Troy and son of Atreus and Aerope.

Hector was a Trojan prince and the leader of the Trojans.

Odysseus came up with a plan to trick the Trojans.

The Greeks built a wooden horse and pretended that it was a gift for the Trojans.

The Greeks hid inside the horse and once inside, captured the city.

The battle lasted for 10 years.

Paris captured Helen and took her to Troy.

Sort the following information into the correct sections on the table

YEAR 2 HOMEWORK



**Maths - Thursday's lesson - To know division facts
for the 3x table (MM L4)**

Additional video available on:

<https://classroom.thenational.academy/lessons/to-know-division-facts-for-the-3x-table-mm-l4>

Independent Task

Complete the equations that each array represents.



$$18 \div 3 = \square$$

$$18 \div 6 = \square$$



$$12 \div \square = 4$$

$$12 \div \square = 3$$



$$\square \div 3 = 10$$

$$\square \div 10 = 3$$



$$\square \div \square = \square$$

$$\square \div \square = \square$$



YEAR 2 HOMEWORK

Maths - Thursday's lesson - Additional task

Understand that division of two numbers is not commutative

1 Work out the answer to **6** divided by **2**.

2 Declan thinks that if you divide **2** by **6** you will get the same answer as if you divide **6** by **2**. Is he correct? Explain your answer.

Yes / No

.....

.....

3 Mia writes **40** divided by **10** in her book and gets the answer **4**. Then she writes **10** divided by **40** and gets the answer **4**. Is she right both times? Explain your answer.

Yes / No

.....

.....

YEAR 2 HOMEWORK



PSHE - Thursday's lesson - How are settlements shaped?

Additional video available on:

<https://classroom.thenational.academy/lessons/how-are-settlements-shaped>

How are settlements shaped?

Early humans were **nomadic**. This means that they moved around, hunting animals and gathering plants, fruit, nuts and other resources.

Around 10,000 years ago in the UK, humans learnt how to **harvest** grains, grind them into flour and make bread.

At about the same time, humans began to **domesticate** animals. This



Around 5,000 years ago villages become permanent.

The population of these settlements grew quickly.

Trading links also began.

Roman Britain

Romans invaded Britain about 2000 years ago and built towns.

These became a central place for people to trade.

Many people moved out of the villages to live in towns. Some of these towns became very crowded, like Londinium!



YEAR 2 HOMEWORK



PSHE - Thursday's lesson - How are settlements shaped?

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How are settlements shaped?

The Industrial Revolution

In the 18th century, about 300 years ago, humans built factories powered by coal and steam.

This hugely increased production of different materials. There was reliable work all year round, and lot of people moved to live near the factories.



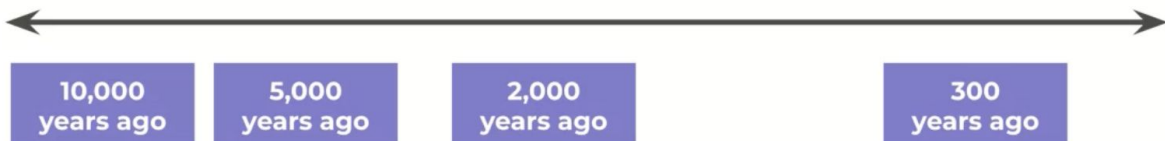
Place these events in order.

Humans learn to reuse soil. Permanent villages.

Industrial revolution. Large cities develop.

Romans invade, build towns and roads.

Humans begin farming. No longer nomadic.



YEAR 2 HOMEWORK

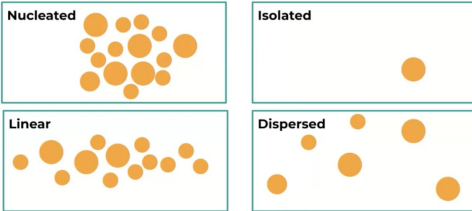


PSHE - Thursday's lesson - How are settlements shaped?

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Different settlement patterns



Describe this settlement

This is an example of a _____ settlement.

The settlement may have taken this shape because _____.



- linear
- nuclear
- dispersed
- isolated

Describe this settlement

This is an example of a _____ settlement.

The settlement may have taken this shape because _____.



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YEAR 2 HOMEWORK



L.O.L -Friday's lesson - To write a non-chronological text

Additional video available on:

<https://classroom.thenational.academy/lessons/to-write-a-non-chronological-text>

Features of a non-chronological report

Heading



Introduction



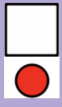
Subheadings



Images



Captions



Specific vocabulary



Facts



Create your own non-chronological report using the information in the table. It should include the correct features as shown on this sheet.

Star Words

Menelaus

Achilles

Trojans

Hector

Greeks

Who were the key warriors?	Why did the battle start?	Why did the battle end?
<p>Menelaus was the husband of Helen of Troy and son of Atreus and Aerope.</p> <p>Hector was a Trojan prince and the leader of the Trojans.</p> <p>Achilles was killed by an arrow that was shot into his foot by the Trojan prince, Paris.</p>	<p>Paris captured Helen and took her to Troy.</p> <p>Menelaus was angry and called the Greeks to save her.</p> <p>The battle lasted for 10 years.</p>	<p>Odysseus came up with a plan to trick the Greeks.</p> <p>The Greeks built a wooden horse and pretended that it was a gift for the Trojans.</p> <p>The Greeks hid inside the horse and once inside, captured the city.</p>



YEAR 2 HOMEWORK

A large rectangular area with a thin grey border, containing 20 horizontal lines for writing.

YEAR 2 HOMEWORK







Maths - Friday's lesson - To know division facts for the 4x table (MML5)

Additional video available on:

<https://classroom.thenational.academy/lessons/to-know-division-facts-for-the-4x-table-mm-l5>

Independent Task

Complete the equations that each array represents.

	$20 \div 4 = \square$	$20 \div 5 = \square$
	$36 \div \square = 9$	$36 \div \square = 4$
	$\square \div 4 = 10$	$\square \div 10 = 4$
	$\square \div \square = \square$	$\square \div \square = \square$

YEAR 2 HOMEWORK

Maths - Friday's lesson - Additional task

- 4** There are **30** children sitting around **5** tables. Is this the same as **5** children sitting around **30** tables?
Explain your answer.

Yes / No

.....

.....

- 5** Asmi has **10** cakes. She says she can share them between **20** friends and they will have **2** cakes each.
Explain why she is not correct.



.....

.....

YEAR 2 HOMEWORK



PSHE - Friday's lesson - To create a sculpture focused on reusable materials
Additional video available on:
<https://classroom.thenational.academy/lessons/to-create-a-sculpture-focused-on-reusable-materials>

To create a sculpture out of reusable materials.

Michelle Reader



A British artist known for her unique sculptures made out of reusable materials.

 What is a sculpture?



Michelle Reader



Michelle Reader 



Michelle Reader



Bellyful of Plastic



Michelle Reader

YEAR 2 HOMEWORK



PSHE - Friday's lesson - To create a sculpture focused on reusable materials
Additional video available on:

<https://classroom.thenational.academy/lessons/to-create-a-sculpture-focused-on-reusable-materials>

In this lesson, you will need:

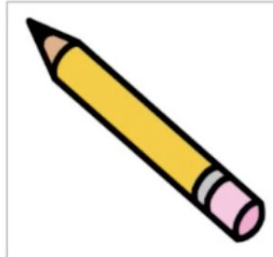
Paper



Recycled Materials









Pencil



Sticky tape or glue



Instructions

-  1. Gather your materials
-  2. Decide on a sculpture idea using the materials you have
-  3. Draw your sculpture
-  4. Make your sculpture
-  5. Check it won't fall down!
-  6. Show off your artwork!



YEAR 2 HOMEWORK



Weekly spellings:



Spelling rule:

1. station
2. fiction
3. motion
4. nation
5. education
6. action
7. injection
8. caption
9. fraction
10. competition

Spelling Shed

Practise your weekly spellings on Spelling Shed. Can you get 100% on expert?

Rainbow Write

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT color crayon.** Trace neatly and you will see a rainbow!

Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

Show your picture to someone and see if they can find your hidden words!

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

YEAR 2 HOMEWORK



Year 2 common exception words:



Year 2

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

YEAR 2 HOMEWORK



Additional learning:



Materials and Their Properties

Amazing Fact

Providing it does not break, a ball of glass will bounce higher than a rubber ball. A ball of steel the same size, would bounce higher than both the rubber and the glass balls.

Challenge

Here are some questions about different materials.



Tick the correct answer.

1. Glass is:

- a. transparent
- b. able to block light
- c. a light source

4. Wood is:

- a. transparent
- b. natural
- c. opaque

2. Steel is:

- a. found growing on trees
- b. a metal
- c. soft

5. Plastic is:

- a. made in a factory
- b. made from seashells
- c. made in the ground

3. Rubber is:

- a. transparent
- b. always black
- c. bendy

Challenge 2

Now write a fact about any material that you can think of.

YEAR 2 HOMEWORK



Additional learning:



The Ant and the Grasshopper

In a field one summer's day, a grasshopper was relaxing, eating as much grass as he could. When his tummy was full, he began to play some music. He hopped about, playing happily.



Slowly, an ant passed him by, carrying an ear of corn.

"Why not come and sing with me?" called the grasshopper.

"No," replied the ant. "I am busy collecting food to prepare for the winter. I recommend that you do the same."

"Why bother about winter?" said the grasshopper. "We have plenty of food and it is a beautiful sunny day."



But the ant shook his head and went on his way. He continued with his hard work all day, walking slowly past the grasshopper with his corn.

"What a silly ant!" said the lazy grasshopper. "He should worry about winter when it is winter!"

When winter finally came and the snow was on the ground, the grasshopper had no food. The ant and his family had plenty to eat from the stores of grain he had collected in the summer.

"Please can I have some of your food?" begged the grasshopper. "You can spare a little bit of corn."



"No!" shouted the ant. "You said I was silly!"

So, the grasshopper was hungry all winter. He learnt a very hard lesson.

**Work hard today to get
ready for tomorrow.**



YEAR 2 HOMEWORK



Additional learning:



Questions

1. The first line of the story is:
'In a field one summer's day, a grasshopper was relaxing, eating as much grass as he could.'
Choose another word that you could use instead of 'eating'.

2. Why wouldn't the ant play with the grasshopper? Tick one.
- because he didn't want to
- because he was busy collecting food for the winter
- because he had to get home for tea

3. Who had the most food in the winter? Why?

4. The moral of the story is 'Work hard today to be prepared for tomorrow.'
What else can we learn from the story?

5. The ant refused to share his food with the grasshopper at the end of the story. Was this the right thing to do? Explain your answer.

YEAR 2 HOMEWORK



Additional learning:



Research activities that you can do in the Grand Canyon if you were to visit.

After you have completed your research you will need to design a leaflet to inform people about what activities they can do when they visit the Grand Canyon. Remember it needs to be interesting, informative and have lots of pictures!

YEAR 2 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Three children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Reading

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.

YEAR 2 END OF YEAR EXPECTATIONS

Writing

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.

YEAR 2 END OF YEAR EXPECTATIONS

Maths

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.