

Mathematics Key Objectives

It is vital that your child learns to apply the key mathematical skills outlined below in a real life context.

Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1.

Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100.

Add or subtract mentally a one-digit number or a multiple of 10 to or from a 2-digit number; use practical and informal written methods to add and subtract two-digit numbers.

Use the symbols $+$, $-$, \times , \div and $=$ to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence.

Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties.

Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour.

Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including "not".

By the end of year 2 the children should have met all of the year 2 objectives and be starting to achieve some of the year 3 objectives.



**A guide to the national expectations*
for a child at the end of Year 2**

*Some children will progress beyond this expectation and some will not achieve it until later in their schooling.

Your help and support at home is crucial. The more help and support a child receives at home, the more likely they are to achieve their true potential.

Reading Progression

Colour
Lilac
Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime

Expectation by the end of Year 2 (national average)

Reading skills needed for Gold

- I can read quietly or silently using all the punctuation to make my reading I interesting and to make sense of longer sentences.
- I can read the words in speech marks to make them sound like talking.
- I can read aloud with expression.
- I can read more texts independently and predict what the text will be about, how a story will develop and how the text may be laid out eg poem, instructions, story.
- I can solve most unfamiliar words on the run.
- I can use the language of poetry, fiction and non-fiction confidently.
- I can scan a text to find specific sections.
- I can make up a question I'd like to know the answer to before I read a non-fiction text.
- I can use the contents page, index and glossary to help me locate the information I am interested in finding out about.

Writing Progression

Below is a sample piece of writing in line with the national average for a child at the end of Year 2

Once upon a time I was out for a walk in the woods. There was wild life everywear. The path shon the birds gang. It was a butifull day. Suddenly I saw a butifull rock I picked it up. It shon when I held it to the sun. It was a cone shape it looked like a mountain. I ran home I showed it to my mum she thought it was butifull. I raped it up in some tishue and put it in a box. And I went to play on my way to the garden. I saw the box was gnawing I opened the lid. Suddenly the stone turned into a barn owl I followed it it brought me to a night world. That night I watched the owls swooping for mice in the morning all the owls had gon the grass swayed lently. In front of me was a butifull rock and this was the start of a new adventure.