

## National Standards Expected at the End of Year 2

**ENGLISH** – Children can articulate and justify answers and initiate and respond to comments. In Reading they have a secure understanding of phonics to decode unfamiliar words. They can express views about fiction, non-fiction and poetry and they can retell familiar stories. The children make predictions and ask and answer questions linked to their reading. They are beginning to make inferences (reading between the lines). In writing children spell by segmenting into phonemes. Handwriting is an appropriate size and correctly spaced. They can plan ideas for writing and record ideas sentence by sentence. They also make simple additions and changes after proof reading. Punctuation marks . ! ? , and ' are used along with simple conjunctions to link sentences. Children begin to expand their sentences with noun phrases e.g the big, blue butterfly and they use the past and present tense correctly.

**MATHEMATICS** – Children know their 2,5 and 10 x tables. They work confidently with numbers up to 100, identifying place value, and writing, estimating comparing and ordering them. They can count in 2,3,5 and 10s. They can recognise symbols + - x ÷ = < and >, know their number facts to 20. They can use standard measures, reading scales to the nearest whole unit, telling the time to the nearest 5 minutes, and use correct symbols when adding and subtracting money less than £1. They can identify and sort 2D and 3D shapes, and use correct terminology for position and movement. They can find and write simple fractions, and understand simple equivalence. They can ask and answer simple questions comparing and totalling data, presented in tables and pictograms.

**SCIENCE** – Children differentiate between living, dead and non-living things. They explore how to grow plants using water, light and warmth. They understand the basic needs of animals and their offspring. Children create simple food chains and explore habitats of different animals. They can identify and compare uses of different materials and compare how things move on different surfaces. They can read and spell simple scientific words. They look closely at the world around them and can ask questions about what they notice. They can carry out simple comparative tests.

**COMPUTING** - Children use technology safely and respectfully, keeping personal information private; They understand logical reasoning and can predict the behaviour of simple programs; They use technology purposefully to retrieve digital content from the school network and internet.

**DESIGN & TECHNOLOGY** - Children are able to explore existing products to inform their own designs for a specific purpose. They are able to select the best equipment and materials to use and are becoming more confident at evaluating their work and suggesting improvements. Children are using the basic principles of a healthy and varied diet to prepare simple dishes.

**RELIGIOUS EDUCATION** – Children know some similarities and differences between Judaism and Christianity. Through the topic of 'Leadership', they have explored the role of leadership in their own lives and in religion. Through topics of 'Symbolism', 'Celebrations' and 'Key Beliefs', they also consider the importance and value of religion for believers. The children can use simple questioning and reflection to learn about the world around them.

**GEOGRAPHY** – Using maps and atlases, children have found the world's seven continents and five oceans. Using simple geographical language they referred to different human and physical features they might see in a town and city and have compared these to a contrasting location in the. They have used compass directions when devising and finding routes on maps.

**HISTORY** – Children have developing awareness of the past and have used common words and phrases relating to the passing of time. They can ask questions and use stories and other sources to understand key features of events. They can compare modern day farming to farming in the past. They have studied how houses and lifestyles have changed and compared the lives of Florence Nightingale and Mary Seacole.

**MUSIC** – Children are able to experiment, create and combine the interrelated dimensions of music by using both their voice and a range of musical instruments. They are able to listen, with concentration and understanding, to a range of musical traditions and styles.

**PE & GAMES** – Children will have mastered basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and have applied these in a range of activities. They engage within competitive and co-operative team games, developing simple tactics for attacking and defending. In dance they can perform simple movement patterns.

**ART** – Children are able to use a range of materials creatively to draw, paint, design and make products. They are able to draw from observation and use natural objects for collage and printmaking. They use colour, pattern, texture, line and shape in their work. They have access to a range of different artists within each topic and can use these techniques in their own work.

**PSHE** – Children understand what constitutes a healthy lifestyle and the importance of maintaining personal hygiene. They are able to use a wider vocabulary to describe their feelings and those of other people. They can celebrate their strengths and set themselves simple goals. They can share their opinions on things that matter to them. They can listen to others and work co-operatively. They understand that they are different types of teasing/bullying and know strategies to deal with this.