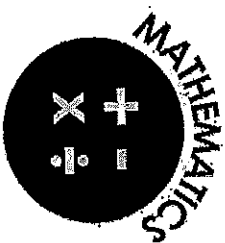
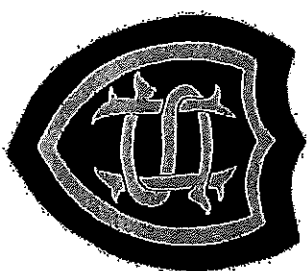


Mathematics

- Compare and order numbers up to 100 and use $>$, $=$, $<$.
- Read and write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use $+$ / $-$ facts to 20.
- Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract:
 - 2-digit nos & ones
 - 2-digit nos & tens
 - Two 2-digit nos
 - Three 1-digit nos
- Recognise and use inverse ($+$ / $-$).
- Calculate and write multiplication & division calculations using multiplication tables.
- Recognise, find, name and write $1/3$; $1/4$; $2/4$; $3/4$.
- Write and recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.



St Helens Catholic Infant School



End of Year Expectations for Year 2

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise:
 - commas in lists
 - apostrophe of omission and possession (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.

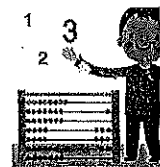



Writing

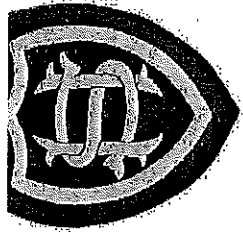
- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Most sentences are correctly demarcated using:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.



Numeracy Activities that you could do at home



- ~ Looking at coins and their value. Give your child some coins and ask them how much money you have given to them. Can they also make a given amount of money using a specific number of coins? e.g Is it possible to make 10p with 1 coin / 2 coins / 3 coins.... Play shops with real money.
- ~ Asking children to double and halve different numbers. For larger numbers encourage them to double or halve the tens and then the units before adding their two answers together to get their final answer
- ~ Identifying 2D and 3D shapes in their environment and describing some of their properties
- ~ Using a ruler and measuring different objects. Can they find objects longer or shorter than a given object? Can they also estimate the length of an object before they measure it? 
- ~ Solving simple 'real life' problems e.g If I save £1 each week how long will it take me to save £5?
- ~ Number bonds to 10 and then to 20, Once they know these off by heart can they use this knowledge to work out how far it is from a given number to the next multiple of 10 e.g if $7 + 3 = 10$ Then what do they need to add to 57 to get to the next multiple of 10 which is 50....3 😊
- ~ Practising counting forwards and backwards in jumps of 1, 2, 5 and 10 from a given number. e.g 10, 20, 30....then ask them what will the 5th / 7th..... number be in this pattern?
- ~ Play number games such as snakes and ladders/follow a recipe.
- ~ Have a clock in your child's room. Refer to the time throughout the day, using o'clock/half past/quarter to/quarter past.



Some useful questions to ask your child when reading.

1. When and where does the story take place?
How do you know?
2. Did the story end the way you expected it to?
3. Who is the main character? What kind of person is the main character? How do you know?
4. Think about the characters in the story. Are any of them the same type of character that you have seen in any other story?
5. Can you predict what the text might be about from the title?
6. Do you agree with the actions of... what would you have done?
7. How do you know (character) was feeling happy, sad, excited, scared?
8. was feeling upset. How do you know?
9. Why do you think said "" ?
10. What is the information on the back of a story book called?
11. Where will you find an index? In which order will you find these words?

12. Can you explain what information you will find in a glossary? How are the words organised?
13. Where will you find the contents in a non fiction book? How is the page organised?
14. What are the differences between fiction and non fiction?
15. Why do you think the author chose to use arrows/lines/numbers in this diagram?
16. How are these two texts similar? How are they different?
17. Which words rhyme in this poem?
18. Why do you think the author chose to use a question in the opening of this report?
19. Which adjectives have been used to describe
20. Which word/s tell you that was feeling
21. Do you think these are accurate instructions? Were they easy to follow?
22. Think of a different ending to the story. How would the rest of the story have to be changed to fit the new ending?
23. What incident, problem or situation does the author use to get the story started?

Year 1 and 2 Common Exception Words

Year 1

a	love	the
are	me	there
ask	my	they
be	no	to
by	of	today
come	once	was
do	one	we
friend	our	were
full	pull	where
go	push	you
has	put	your
he	said	
here	says	
his	school	
house	she	
I	so	
is	some	

Year 2

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

