English

Speaking and listening

By the end of year 2 an average child will be able to:

Level 2 Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Reading

By the end of year 2 an average child will be able to:

Level 2 Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction in a range of modes they show understanding of the main points and express preferences. They use their knowledge of the alphabet and of search techniques to locate sources and find information.

Writing

By the end of year 2 an average child will be able to:

Level 2 Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils' writing is often organised, imaginative and clear. The main features of different forms of texts are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.

Mathematics

Using and applying mathematics

By the end of year 2 an average child will be able to:

Level 2 Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show that they understand a general statement by finding particular examples that match it.

Number and algebra

By the end of year 2 an average child will be able to:

Level 2 Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation, in the context of measures and money, and to recognise negative numbers in practical contexts such as temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

Shape, space and measures

By the end of year 2 an average child will be able to:

Level 2 Pupils use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of faces, edges and vertices. They distinguish between straight and turning movements, recognise angle as a measurement of turn, and right angles in turns. They begin to use everyday non-standard and standard units to measure length and mass.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length including finding perimeters, capacity and mass, and standard units of time, in a range of contexts.

Statistics

By the end of year 2 an average child will be able to:

Level 2 Pupils sort objects and classify them using more than one criterion. When they have gathered information to answer a question or explore a situation, pupils record results in simple lists, tables, diagrams and block graphs, in order to communicate their findings.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils extract and interpret information presented in simple tables and lists. They construct charts and diagrams to communicate information they have gathered for a purpose, and they interpret information presented to them in this form.

Science

How science works

By the end of year 2 an average child will be able to:

Level 2 Pupils respond to suggestions and make their own suggestions, with help, about how to collect relevant data and answer questions. They find information by using texts, with help. They follow direct instructions in order to stay safe. They make observations and measurements to compare living things, objects and events, using equipment provided for them. They record findings using prepared tables and communicate observations using scientific vocabulary. They say whether what happened was what they expected and, when prompted, suggest different ways they could have done things.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils respond to suggestions and put forward their own ideas about how to investigate an idea or find answers to questions. They recognise why it is important to collect data to investigate ideas and answer questions, and use texts to find information. They begin to recognise risks with help. They make relevant observations and measure quantities, such as length or mass, selecting and using a range of simple equipment. They carry out fair tests with some help, recognising and explaining what makes them fair. They record findings in a variety of ways, including tables or charts. They give explanations for observations and for patterns in measurements they have made and recorded. They communicate in a scientific way what they have found out and suggest improvements in their work.

Life and living processes

By the end of year 2 an average child will be able to:

Level 2 Pupils use their knowledge related to organisms, their behaviour and the environment to describe plants and animals, the places they are found and the basic conditions they need in order to survive. They recognise and describe similarities and differences between the plants, humans and other animals they observe, using these to sort them into groups. They use questions based on their own ideas and evidence such as finding different types of plants and animals in different places. They identify science in everyday contexts and say whether it is helpful, for example ways of growing vegetables for food.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils use knowledge and understanding of organisms, their behaviour and the environment, such as the basic life processes of growth and reproduction, to describe similarities, differences and changes in the plants, animals, and non-living things they observe. They use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect, for example lack of light or water affecting plant growth and the ways in which animals or plants are suited to their environments. They recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives, for example medicines helping people get better when they are ill.

Materials and their properties

By the end of year 2 an average child will be able to:

Level 2 Pupils use their knowledge related to materials, their properties and the Earth to identify a range of common materials and some of their properties. They recognise, and describe similarities and differences between the materials they observe, using these to sort them into groups. They recognise and describe ways in which some materials are changed by heating or cooling or by processes such as bending or stretching. They suggest answers to questions, such as the best material to reflect light, based on their own ideas and evidence. They identify science in everyday contexts and say whether it is helpful, for example ice melting.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils use knowledge and understanding of materials, their properties and the Earth to sort materials into groups in a variety of ways, according to their properties. They explain the ways in which some materials are suited to specific purposes such as glass for windows or copper for electrical cables. They classify changes in materials as reversible, such as water freezing, and non-reversible, such as baking of

cakes. They use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect, for example the evaporation of water. They recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives, for example sustainable packaging.

Physical processes

By the end of year 2 an average child will be able to:

Level 2 Pupils use their knowledge related to energy, forces and space to recognise, describe and compare a range of properties and effects of light, sound, forces, and electricity, such as the ways in which devices work in different electrical circuits, the brightness or colour of lights, the loudness of sounds or the speed or direction of different objects. They suggest answers to questions such as which sound is loudest based on their own ideas and evidence. They identify science in everyday contexts and say whether it is helpful, for example electricity in domestic appliances.

By the end of year 2 an above average child will be working towards:

Level 3 Pupils use their knowledge and understanding of energy, forces and space to link cause and effect in their observations of the properties and effects of light, sound, forces, and electricity, such as a bulb failing to light because of a break in an electrical circuit, or a push or pull changing the speed or direction of a moving object. They begin to make generalisations such as sounds getting fainter the further the listener is from the source. They use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect, for example using a switch to turn off a light bulb in an electrical circuit. They recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives, for example streamlining and air resistance.