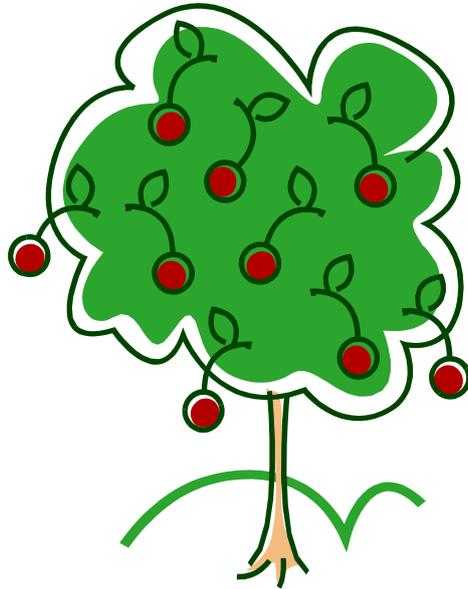


Cherry Orchard Primary School



Year 2 Expectations

The National Curriculum for all primary pupils is now based on age-related expectations rather than levels. Each year group has a set of objectives that the vast majority of pupils are expected to master by the end of the year.

The only way to master these skills by the end of the year is to practise at home as well as at school. Whatever their starting point, being determined enough to work towards these goals every day is integral to your child achieving their very best.

At school, we will make sure your child gets lots of opportunities not only to practise the skills, but to apply them across the curriculum to help them achieve a deeper level of learning.

Please speak to your child's class teacher if you have any queries. Thank you for your continued support.

Maths

- I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.
- I can order numbers up to 100 and tell you which numbers are bigger or smaller.
- I use the greater than, less than and equals signs in maths and know what they mean.
- I solve problems using number facts such as $18+2=20$ and what I know about the value of digits in a number.
- I answer addition and subtraction maths problems using objects to help me work it out.
- I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.
- I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.
- I can solve multiplication and division problems using times table facts and objects or pictures to help me.
- I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects.
- I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p?
- I can compare 2-D and 3-D shapes with everyday objects around me.
- I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.
- I work on sorting objects and can answer questions about the groups of objects I have sorted.

Visit <http://www.mymaths.co.uk/> for activities to complete.

Username: cherry_orchard_primary_school

Password: compass76

All of the resources are accessible; you don't have to have homework set or a personal login in. (It does ask for a password, but you can just click, log in)

Writing

- I can write letters and numbers that are the right way round and the right size.
- I like to write for different purposes, for example, for my teacher, myself or for a class assembly.
- I can write down brief descriptions about what I want to include in my writing, before I begin.
- I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.
- I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.
- I can use commas correctly when making a list of things.
- I can use words such as when, if, that, because, or, and, or, but, when I write sentences.
- I know what changes happen to the meaning of words when I add -er, -est and -ly to words.

Plan a story together in these sections then let them write the full story themselves.

Setting: - where and when does it happen?

Characters: who are they? What are they like and what are they doing?

How does the story begin?

What happens? - is there a problem? How does it get bigger?

How does the story end? How does the problem get sorted out?

When you look at what your child has written for the story, help them to read through looking for correct / incorrect punctuation, places where they have used a good word or where they could have used something more exciting. Redraft the story together.

It may look messy when you have finished - this is not too important - the content of the story is more important.

Don't forget to use Espresso to research your story:

Pupil username: student5159

Pupil password: cherry59

Reading

- I read by blending together the sounds I know and can read out within a word.
- I can read words with two or three syllables.
- I can read most words quickly and accurately.
- When I see a word I have not read before, I can sound out the word without help from an adult.
- When I re-read my books, I become better and better at reading the text.
- I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.
- When I read, I am able to tell you about things in the order they happen and if they are connected.
- I can tell you about all the different stories I have read.
- I enjoy finding out about non-fiction books and how they are set out.
- I check what I am reading makes sense as I read through it.
- I can answer and ask questions about what I have read.
- I like to guess what happens next in a story, using what I already know has gone on before.
- I take turns to discuss and listen to others about what I have read.

Find a quiet time when you can share the book undisturbed.

Keep reading the books that are sent home as well as other types of reading material including **leaflets, packaging, signs, letters, newspapers, atlases, maps, TV teletext, favourite websites and so on.**

All these different reading experiences can help to broaden your child's general knowledge. Encourage your child to bring home information books as well as storybooks. Ask your child to summarise what they have found out. **Keep praising and encouraging!**

Why not visit a local library or even the one in Birmingham?

You will be able to borrow (for free):

- 10 books or talking books for 4 weeks
- 8 music CDs* for 2 weeks
- 5 DVDs*, Top Title DVDs for 2 nights and all other DVDs for up to a week
- 4 CD-Roms* for 1 week

(* = where these items are available)