



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Reading Age Related Expectations

KEY STAGE 1 – YEAR 2



Strand	Objective
Word	1 [ES] Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
	2 [ES] [KEY] Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
	3 [ES] [KEY] Read accurately words of two or more syllables that contain the same graphemes as above.
	4 [ES] Read words containing common suffixes.
	5 [ES] Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
	6 [ES] [KEY] Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
	7 [KEY] Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	8 [KEY] Re-read these books to build up their fluency and confidence in word reading.
Comprehension	9 [KEY] Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	10 [KEY] Discussing the sequence of events in books and how items of information are related.
	11 [KEY] Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	12 [KEY] Being introduced to non-fiction books that are structured in different ways.
	13 Recognising simple recurring literary language in stories and poetry.
	14 Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
	15 Discussing their favourite words and phrases.
	16 Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
	17 Drawing on what they already know or on background information and vocabulary provided by the teacher.
	18 [ES] [KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading.
	19 [ES] Making inferences on the basis of what is being said and done.
	20 [ES] [KEY] Answering and asking questions.
	21 [KEY] Predicting what might happen on the basis of what has been read so far.
	22 [KEY] Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
	23 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Writing Age Related Expectations



KEY STAGE 1 – YEAR 2

Strand	Objective
Transcription	1 [ES] [KEY] Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
	2 [KEY] Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
	3 [ES] Learning to spell common exception words.
	4 [ES] Learning to spell more words with contracted forms.
	5 Learning the possessive apostrophe (singular) [for example, the girl's book].
	6 Distinguishing between homophones and near-homophones.
	7 [ES] Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
	8 Apply year 2 spelling rules and guidance.
	9 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Hand writing	10 [ES] Form lower-case letters of the correct size relative to one another.
	11 [ES] Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
	12 [ES] [KEY] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
	13 [ES] Use spacing between words that reflects the size of the letters.
Composition	14 [ES] Writing narratives about personal experiences and those of others (real and fictional).
	15 Writing about real events.
	16 Writing poetry.
	17 [KEY] Writing for different purposes.
	18 Planning or saying out loud what they are going to write about.
	19 Writing down ideas and/or key words, including new vocabulary.
	20 [KEY] Encapsulating what they want to say, sentence by sentence.
	21 Evaluating their writing with the teacher and other pupils.
	22 Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
	23 [KEY] Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
24 Read aloud what they have written with appropriate intonation to make the meaning clear.	
Vocabulary Grammar Punctuation	25 [ES] [KEY] Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
	26 [KEY] Learning how to use commas for lists.
	27 Learning how to use apostrophes for contracted forms and the possessive (singular).
	28 [ES] Sentences with different forms: statement, question, exclamation, command.
	29 [ES] Expanded noun phrases to describe and specify [for example, the blue butterfly].
	30 [ES] [KEY] The present and past tenses correctly and consistently including the progressive form.
	31 [ES] [KEY] Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
	32 Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]
	33 Understanding the formation of adjectives using suffixes such as -ful, -less.
	34 [KEY] Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
	35 Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Mathematics Age Related Expectations

KEY STAGE 1 – YEAR 2



Strand	Objective
Number & Place Value	1 [KEY] Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
	2 [ES] Recognise the place value of each digit in a two-digit number (tens, ones).
	3 Identify, represent and estimate numbers using different representations, including the number line.
	4 [KEY] Compare and order numbers from 0 up to 100.
	5 [KEY] Use greater than, less than and = signs.
	6 Read and write numbers to at least 100 in numerals and in words.
	7 [ES] [KEY] Use place value and number facts to solve problems.
Addition & Subtraction	8 [KEY] Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
	9 [KEY] Applying their increasing knowledge of mental and written methods.
	10 [KEY] Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
	11 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.
	12 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.
	13 [ES] Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.
	14 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.
	15 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
	16 [ES] Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Multiplication & Division	17 [ES] [KEY] Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
	18 Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
	19 Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
	20 [ES] [KEY] Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Fractions	21 [ES] [KEY] Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
	22 Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.
Measurement	23 [ES] Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
	24 Compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and =.
	25 Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
	26 [ES] Find different combinations of coins that equal the same amounts of money.
	27 [KEY] Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
	28 Compare and sequence intervals of time.
	29 [ES] Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
	30 Know the number of minutes in an hour and the number of hours in a day.
Shape	31 [ES] Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
	32 [ES] Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
	33 Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].
	34 [KEY] Compare and sort common 2-D and 3-D shapes and everyday objects.
Position	35 Order and arrange combinations of mathematical objects in patterns and sequences.
	36 [KEY] Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics	37	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
	38	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
	39	[KEY] Ask and answer questions about totalling and comparing categorical data.



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Science Age Related Expectations

KEY STAGE 1 – YEAR 2



Strand	Objective		
Working Scientifically	1	Asking simple questions and recognising that they can be answered in different ways. ↳ GD objective: Confidently ask scientific questions and recognise that they can be answered in different ways.	
	2	Observing closely, using simple equipment. ↳ GD objective: Independently observe closely, using scientific equipment.	
	3	Performing simple tests. ↳ GD objective: Independently conduct scientific tests.	
	4	Identifying and classifying. ↳ GD objective: Identifying and classifying, explaining their choices.	
	5	Using their observations and ideas to suggest answers to questions. ↳ GD objective: Confidently use their independent observations and understanding in other scientific areas to suggest answers to questions.	
	6	Gathering and recording data to help in answering questions. ↳ GD objective: Independently gather and record a wider range of data to support the answers of questions.	
	Living Things Habitats	7	Explore and compare the differences between things that are living, dead, and things that have never been alive. ↳ GD objective: Explore and evaluate the key differences between things that are living, dead, and things that have never been alive.
		8	Identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals and plants; how they depend on each other. ↳ GD objective: Explain how most living things live in habitats to which they are best suited and describe in greater depth an example of a connected and interdependent habitat.
		9	Identify and name a variety of plants and animals in their habitats, including micro-habitats. ↳ GD objective: Independently identify and name a variety of plants and animals in their habitats, including micro-habitats, comparing their features.
		10	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ↳ GD objective: Explain in greater depth how animals obtain their food from plants and other animals, using the idea of a food chain, and identify and name a range of different sources of food.
Plants		11	Observe and describe how seeds and bulbs grow into mature plants. ↳ GD objective: Observe and explain how seeds and bulbs grow into mature plants and compare different species.
		12	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. ↳ GD objective: Investigate and explain how plants need a balance of water, light and a suitable temperature to grow and stay healthy, and suggest how plants can adapt to their environment.

Animals	13	Notice that animals, including humans, have offspring which grow into adults.
		↳ GD objective: Notice that animals, including humans, have offspring which grow into adults, comparing different species.
	14	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
		↳ GD objective: Investigate and explain the needs of animals, including humans, for survival (water, food and air).
	15	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
	↳ GD objective: Independently explain the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Everyday Materials	16	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
		↳ GD objective: Identify and evaluate the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for a range of specific uses.
	17	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
	↳ GD objective: Investigate and explain how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching and other materials cannot be changed in the same ways.	