

Key Assessment Criteria: *Being a reader*

A year 2 reader	
Word reading <ul style="list-style-type: none">• I can decode automatically and fluently.• I can blend sounds in words that contain the graphemes we have learnt.• I can recognise and read alternative sounds for graphemes.• I can read accurately words of two or more syllables that contain the same GPCs.• I can read words with common suffixes.• I can read common exception words.• I can read and comment on unusual correspondence between grapheme and phoneme.• I read most words quickly and accurately when I have read them before without sounding out and blending.• I can read most suitable books accurately, showing fluency and confidence.	Comprehension <ul style="list-style-type: none">• I can talk about and give an opinion on a range of texts.• I can discuss the sequence of events in books and how they relate to each other.• I use prior knowledge, including context and vocabulary, to understand texts.• I can retell stories, including fairy stories and traditional tales.• I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.• I can find recurring language in stories and poems.• I can talk about my favourite words and phrases in stories and poems.• I can recite some poems by heart, with appropriate intonation.• I can answer and ask questions.• I can make predictions based on what I have read.• I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Key Assessment Criteria: *Being a writer*

A year 2 writer		
<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> • I can segment spoken words into phonemes and record these as graphemes. • I can spell words with alternative spellings, including a few common homophones. • I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. • I can identify phonemes in unfamiliar words and use syllables to divide words. <p>Handwriting</p> <ul style="list-style-type: none"> • I can form lower-case letters of the correct size relative to one another. • I can begin to use some of the diagonal and horizontal strokes needed to join letters. • I show that I know which letters are best left unjoined. • I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • I use spacing between words that reflects the size of the letters. 	<p>Composition</p> <ul style="list-style-type: none"> • I can write narratives about personal experiences and those of others, both real and fictional. • I can write for different purposes, including real events. • I can plan and discuss the content of writing and record my ideas. • I am able to orally rehearse structured sentences or sequences of sentences. • I can evaluate my own writing independently, with friends and with an adult. • I can proof-read to check for errors in spelling, grammar and punctuation. 	<p>Grammar and punctuation</p> <p>Sentence structure</p> <ul style="list-style-type: none"> • I can use subordination and co-ordination. • I can use expanded noun phrases. • I can say how the grammatical patterns in a sentence indicate its function. <p>Text structure</p> <ul style="list-style-type: none"> • I consistently use the present tense and past tense correctly. • I can use the progressive forms of verbs in the present and past tense. <p>Punctuation</p> <ul style="list-style-type: none"> • I use capital letters for names of people, places, day of the week and the personal pronoun 'I'. • I correctly use question marks and exclamation marks, • I can use commas to separate items in a list. • I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

Key Assessment Criteria: *Being a mathematician (full version)*

A year 2 mathematician

Number and place value

- I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- I can read and write numbers to at least 100 in numerals and in words.
- I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.
- I recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.

Calculations

- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can add and subtract mentally, including:
 - A 2-digit number and ones
 - A 2-digit number and tens
 - Two 2-digit numbers
- Adding three 1-digit numbers
- I can add and subtract numbers using concrete objects and pictorial representations, including:
 - A 2-digit number and ones
 - A 2-digit number and tens
 - Two 2-digit numbers
- Adding three 1-digit numbers
- I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Fractions

- I recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- I can write simple fractions.
- I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

- I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$.
- I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- I can choose and use standard units to estimate and measure mass in kg and g using scales.
- I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.
- I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- I recognise and use symbols for \pounds and p and combine amounts to make a particular value.
- I can find different combinations of coins that equal the same amount of money.
- I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour.
- I know the number of hours in a day.
- I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

Geometry –properties of shapes

- I can compare and sort common 2D shapes and everyday objects.
- I can compare and sort common 3D shapes and everyday objects.
- I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- I can identify 2D shapes on the surface of 3D shapes.

Geometry –position and direction

- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can 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

- I can interpret and construct simple pictograms.
- I can interpret and construct tally charts.
- I can interpret and construct block diagrams.
- I can interpret and construct simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totalling and comparing categorical data.

Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 2 mathematician	
Number <ul style="list-style-type: none">• I can read and write all numbers to at least 100 in numerals and words.• I recognise odd and even numbers to 100.• I can count in steps of 2, 3 and 5 from 0.• I recognise and can define the place value of each digit in a 2 digit number.• I can compare and order numbers from 0 to 100 using the < > and = signs.• I can name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers.• I can recall and use multiplication and division facts for the 2, 5 and 10x tables.• I can add and subtract a 2-digit number and ones.• I can add and subtract a 2-digit number and tens.• I can add and subtract two 2-digit numbers.• I can add three 1-digit numbers.• I can solve problems involving addition and subtraction.• I understand and can use commutivity in relation to addition, subtraction, multiplication and division.	Measurement, geometry and statistics <ul style="list-style-type: none">• I can choose and use appropriate standard units to estimate length, height, temperature and capacity.• I can tell and write the time to 5 minute intervals.• I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.• I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.• I can interpret and construct pictograms, tally charts, block diagram and simple tables.

Key Assessment Criteria: *Being a scientist*

A year 2 scientist			
<p>Working scientifically (Y1 and Y2)</p> <ul style="list-style-type: none"> •I can ask simple scientific questions. •I can use simple equipment to make observations. •I can carry out simple tests. •I can identify and classify things. •I can suggest what I have found out. •I can use simple data to answer questions 	<p>Biology</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> •I can identify things that are living, dead and never lived. •I can describe how a specific habitat provides for the basic needs of things living there (plants and animals). •I can identify and name plants and animals in a range of habitats. •I can match living things to their habitat. •I can describe how animals find their food. •I can name some different sources of food for animals. •I can explain a simple food chain. <p>Plants</p> <ul style="list-style-type: none"> •I can describe how seeds and bulbs grow into plants. •I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature). <p>Animals, including humans</p> <ul style="list-style-type: none"> •I can explain the basic stages in a life cycle for animals, including humans. •I can describe what animals and humans need to survive. •I can describe why exercise, a balanced diet and good hygiene are important for humans. 	<p>Chemistry</p> <p>Uses of everyday materials</p> <ul style="list-style-type: none"> •I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. •I can suggest why a material might or might not be used for a specific job. •I can explore how shapes can be changed by squashing, bending, twisting and stretching. 	<p>Physics</p> <p>No content</p>

Key Assessment Criteria: *Being a computer user*

A safe computer user in Y1 and Y2	
<p>Knowledge and understanding</p> <ul style="list-style-type: none">• I understand the different methods of communication (e.g. email, online forums etc).• I know you should only open email from a known source.• I know that websites sometimes include pop-ups that take me away from the main site.• I know that bookmarking is a way to find safe sites again quickly.• I have begun to evaluate websites and know that everything on the internet is not true.• I know that it is not always possible to copy some text and pictures from the internet.• I know that personal information should not be shared online.• I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.	<p>Skills</p> <ul style="list-style-type: none">• I follow the school's safer internet rules.• I can use the search engines agreed by the school.• I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).• I can use the internet for learning and communicating with others, making choices when navigating through sites.• I can send and receive email as a class.• I can recognise advertising on websites and learn to ignore it.• I can use a password to access the secure network.