

MATHS



Every Child Matters Academy Trust
Children at the heart



Wombwell Park Street Primary School

Place Value	<p>1. I can count in steps of 2,3 and 5 from 0 forwards and backwards.</p> <p>2. I can count in tens from any number, forward and backward.</p> <p>3. I know the value of each digit in a two-digit number (tens, ones)</p> <p>4. I have an understanding of place value and can make statements about the values of digits compared to each other and write number statements such as $40 + ? = 70$ or $35 < 53$ and $42 > 36$</p> <p>5. I can read and write numbers to at least 100 in numerals</p>
Addition and Subtraction	<p>6. I can use place value and number facts to solve problems.</p> <p>7. I can recall and use addition and subtraction facts to 20 fluently</p> <p>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>8.a. adding three one-digit numbers</p> <p>8.b. a two-digit number and ones</p> <p>8.c. a two-digit number and tens</p> <p>8.d. two two-digit numbers (when no regrouping is required)</p> <p>8. I can recognise and use the inverse relationship between addition and subtraction</p> <p>9. Solve problems by applying their mathematics in a range of context:</p> <p>10. I can use the inverse operation to check calculations and solve missing number problems for addition and subtraction</p>
Multiplication and Division	<p>11. I can recall the multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p>13.I can use the multiplication and division facts for the 2, 5 and 10 multiplication tables demonstrating an understanding of commutativity as necessary</p> <p>14. Solve problems by applying their mathematics in a range of context:</p> <p>I can solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including when the calculation is within a problem.</p>
Fractions Decimals	<p>15. I can recognise and name fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ as equivalent parts of a length, shape, set of objects or quantity</p> <p>16. I can find and write fractions $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, of a length, shape, set of objects or quantity</p>
Measurement	<p>17. I understand and can find the mass of an object to the nearest appropriate unit, (kg/g) using scales</p> <p>18. I understand and can read a temperature scale to the nearest appropriate unit ($^{\circ}\text{C}$) using thermometers</p> <p>19. I understand and can find the capacity (litres/ml) of a container to the nearest appropriate unit using a measuring vessels</p> <p>20. Read scales in divisions of 1's 2's 5's 10's in a practical situation where all the numbers on scales are given</p>
Shape	<p>21. I can find different combinations of coins that equal the same amounts of money</p> <p>22. I can read the time to o'clock, half past, quarter past/to the hour and draw the hands on a clock face</p> <p>23. I can name and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>24. I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p>



Working at the Expected Standard Year 2

READING



WRITING



Decoding	1. apply phonic knowledge and skills as the main tool to decode unwords
	2. automatic decoding has become embedded and reading is fluent
	3. read accurately by blending the sounds in words that contain the graphemes taught, and can competently recognise alternative sounds for known graphemes
	4. read accurately words of two or more syllables that contain the same graphemes as above
	5. read words containing common suffixes <i>eg. ed, weak, less, ec, est, y, ness, ful</i>
	6. can competently read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	7. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	can competent read and answer questions in Year 2 age appropriate books
Comprehension and pleasure within books read to them	8. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
	9. discuss the sequence of events in books and how items of information are related
Independent Comprehension	10. check that the text makes sense to them as they read and correcting inaccurate reading
	11. make inferences on the basis of what is being said and done
	12. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read and understand for themselves

Each child must be able to meet these standards across a wide range of genre i.e. story, description, recount, report etc...

Punctuation	• marking most sentences with:	1. capital letters and full stops
	• and with some use of	2. question marks
Sentences	• using sentences with different forms in their writing:	3. exclamation marks
		4. statements
		5. questions
		6. exclamations
		7. commands
	8. using co-ordinating conjunctions (or / and / but)	
	9. using some subordinating conjunctions (when / if / that / because)	
Grammar	10. using some expanded noun phrases to describe and specify e.g. use of adjectives	
	11. using present and past tense mostly correctly and consistently	
Spelling	12. segmenting spoken words into phonemes (sounds) and representing these by graphemes (way sound is written), spelling many correctly	
	13. spelling many common exception words	
	14. spelling some words with contracted forms e.g. I will = I'll	
	15. adding suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly *	
Handwriting	16. using the diagonal and horizontal strokes needed to join letters in some of their writing	
	17. writing capital letters and digits of the correct size, shape and relationship to one another and to lower-case letters	
	18. using spacing between words	