Little Heaton CofE Primary School

End of Year Expectations

In this pack you will find:

*Year group age related expectations (The key objectives to be at the expected level for your child's year group) for Reading, Writing and Maths.

*Writing age expectation mat- to help you and your child with what they need to include when writing at home and in school for their age - this includes spelling facts for your child's year group.

*Guides for helping you with ways to practise reading, spelling and maths in fun ways.

*Spelling expectations from Reception to Year 6 so that you can check the words your child needs to be able to read and spell, correctly according to their age.

*Maths packs: Time tables, shape knowledge, 100 square.

Please use this pack to help you when practising the key skills of reading, writing and maths facts at home. If you require any other helpful packs/ posters- ask your class teacher or send a request via the school office with: your child's name, class and the 'request for an information pack for or arrange a meeting with a subject leader for the area you may have questions about.

Our Christian values.

Year 2 Maths Checklist

Name:	Date:

Number - 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.	
recognise the place value of each digit in a two-digit number (tens, ones).	
identify, represent and estimate numbers using different representations, including the number line.	
compare and order numbers from 0 up to 100; use <, > and = signs.	
read and write numbers to at least 100 in numerals and in words.	
use place value and number facts to solve problems.	

Number - Addition and Subtraction

I can solve problems with addition and subtraction by:

using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	
applying my increasing knowledge of mental and written methods.	
recalling and using addition and subtraction facts to 20 fluently, and deriving and using related facts up to 100.	
adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including:	
a two-digit number and ones.	

a two-digit number and tens.	
two two-digit numbers.	
adding three one-digit numbers.	
showing that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	
recognising and using the inverse relationship between addition and subtraction and using this to check calculations and solve missing number problems.	

Number - Multiplication and Division

I can:

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	

Number - Fractions

I can:

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.	
write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	

Measurement

I can:

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.	
compare and order lengths, mass, volume/capacity and record the results using >, < and =	
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	
find different combinations of coins that equal the same amounts of money.	
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
compare and sequence intervals of time.	
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.	
know the number of minutes in an hour and the number of hours in a day.	

Geometry – Properties of Shapes

I can:

identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.	
identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	
identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].	
compare and sort common 2D and 3D shapes and everyday objects.	

Geometry – Position and Direction

I can:

order and arrange combinations of mathematical objects in patterns and sequences.	
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).	

Geometry – Statistics

I can:

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

Year 2 Reading Checklist

Name/Group: _____ Date: _____

Working at the Expected Standard:

The pupil(s) can:	
read accurately most words of two or more syllables.	
read most words containing common suffixes.*	
read most common exception words.*	
read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
sound out most unfamiliar words accurately, without undue hesitation.	
check a familiar text, which they can read accurately and fluently, makes sense to them.	
answer questions and make some inferences on the basis of what is being said and done in a familiar text.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able read as well as spell.

Year 2 Writing Checklist

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

Writing Mat Expected Year 2

Punctuation Power!	
	Correctly sized spaces
A	Capital letters to begin a sentence and for names and places
.	A full stop at the end of a sentence
!	Exclamation marks for exclamations or surprise
?	Question marks for questions

Sneaky Suffixes	
glue on the **end** of a word:	
-ment	amazement
-ness	happiness
-ful	playful
-less	hopeless
-ly	angrily
Sometimes suffixes change the end of the root word.	

Super Spellings... I need to know **many** of these:			
poor	cold	again	move
find	gold	grass	prove
mind	hold	pass	half
floor	told	plant	parents
eye	every	path	money
kind	great	door	improve
who	break	both	sugar
whole	steak	most	could
any	Mrs	even	would
child	after	climb	beautiful
wild	fast	busy	because
Mr	last	people	should
only	past	pretty	behind
old	father	sure	Christmas
many	class	bath	everybody
clothes	water	hour	children
Some have capital letters.			

Use apostrophes to show contractions.			
hasn't	**it's**	**she'll**	**I've**
(has not)	(it is/it has)	(she will)	(I have)

Smashing Sentences	
Statement	I am seven.
Question	How old are you?
Exclamation	What a nice surprise it is to see you!
Command	Come to my party.

Terrific Tenses	
Present	The girl plays drums / The girl is playing the drums.
Past	The girl played the drums.

Jolly Joining Words			
Co-ordination			
and	but		so
Subordination			
if	that	because	when
George can play outside **when** he has had his dinner.			
The horse would win the race **if** it kept running.			
The frog made a loud croaking sound **that** made me jump.			
The greenhouse window got smashed **because** Zara hit it with her football.			

Describe
Use noun phrases to add more detail.
the cold, deep sea
a tall, leafless tree
a creaky, wooden box

Help your child with spelling

Different media

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

Flashcards

Have flashcards, letter tiles or similar items around for children to use to spell out words.

Make a copy

Children could copy out the spelling list in alphabetical order or from shortest to longest.

Grab a dictionary

Have a dictionary to hand for looking up unfamiliar words

Narrow it down

Narrow down long lists and focus on 4 to 5 at a time.

Get moving

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

Games

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

Shout out

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

Good readers are often good spellers!

(phonics)

Phase 2 to 5 Tricky Words

Reception Reception Reception/year 1 year 1

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

All children from the end of year 2 are expected to read and spell these words correctly all the time.

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	said	too
as	don't	I'm	Mrs	saw	up
asked	down	if	mum	see	very
at	for	in	my	she	was
back	from	into	no	some	we
be	get	is	not	so	went
big	go	it	now	same	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

Help your child with reading

I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!

Top Tips

For Reading with Your Child at Home

As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

Help your child with maths

I spy

...make a game of spotting shape and patterns in real life

Get tools

...make tools like rulers, weighing scales, calculators and measuring tapes easily accessible around the house.

Use games

...encourage games such as card games or board games that involve counting or patterns.

Cook up a storm

...use measuring out ingredients to reinforce maths skills.

Ask questions

...ask questions comparing real life things. Which do you think is.... the tallest, the smallest, the heaviest, the longest, the fastest, the most expensive?

Talk about it

...find out what skills are being taught in maths lessons and for homework. Be sure to ask about how answers were worked out!

Go online

...look online & in app stores for appropriate number and problem-solving games.

Out and about

When shopping count up the shopping and count out change together.

Involve maths in everyday life.

Money, cooking, music, computers, art, construction etc...

any real life situation!

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practical Maths Activities

A Guide for Parents

Children's early maths skills start to develop from birth, as they are instinctively attracted to the shapes that make up the human face. As they grow and develop, they continue to learn through their play and sensory experiences. The Twinkl Parents' Guide to Mathematical Development explains the key skills that children learn in their early years, and how you can support this development. To outline, these key skills are:

- **language and vocabulary** of maths (e.g. more than, less than, heavy, light, tall, short, etc.)
- **sequencing numbers** (counting forwards and backwards)
- **understanding position** (on, in, under, behind, next to, etc.)
- **showing awareness of time** (knowing daily routines, talking about today, tomorrow, yesterday, this morning, tonight, etc.)
- **being aware of shapes and patterns in the world around us** (seeing common 2D and 3D shapes and beginning to name them, recognising patterns and sequences)
- **beginning to understanding one-to-one correspondence** (knowing that when we count, one number name represents one object or group of objects)
- **beginning to understand conservation** (understanding that four is always four no matter how it looks or what it refers to, e.g. number '4', word 'four', four buttons on your coat, four years old, etc.)

Maths is all around us, and there are lots of practical things that parents and carers can do to encourage children's development and understanding as part of day-to-day routine. Here are some ideas to get you started. Remember, young children learn best through play and exploration, guided but not directed by adults.

Activity	Things to Do	Areas covered (see list above)
Stories, songs and rhymes 	• Share books with a specific reference to numbers or counting, shape or pattern. • In picture books, count how many animals on the page, how many objects are blue, etc. • Look for the shapes of objects or talk about their position in the picture. • Sing songs and share rhymes that feature numbers and counting: search online for great examples and some help with the tunes and the singing!	All
Sand and water 	• Provide lots of different containers in the sandpit, water tray or bathtub. Talk about concepts such as heavy, light, full and empty. • Look at how much a container will hold, and see if it still holds that amount if you pour it out and then in again. See if you can find two different shaped containers that hold the same amount. • Make shapes and patterns with sandcastles or objects in the sand. • Compare weight or capacity of different containers. • Talk about the weight difference between wet and dry sand.	Language and vocabulary Conservation Shapes Patterns

Activity	Things to Do	Areas covered (see list above)
Playdough or pastry 	• Make and describe different shapes, e.g. short, long, fat, thin. • Make 2D and 3D shapes. • Build a playdough model and use positional language, e.g. 'Now I'm putting the monster's head on top of his body'. • Explore the fact that when you change the shape of a ball of playdough, the amount of playdough doesn't change. • Make a playdough pattern, e.g. 'red, blue, red, blue' or 'circle, square, circle, square'.	Language and vocabulary Shapes Patterns Position Conservation
Imaginative play 	• Do the laundry together. Sorting clothes into different colours or types (e.g. shirts, trousers) will develop understanding of shape, colour and patterns. Pairing socks will start an understanding of shape matching and counting in twos. • Ask your child to help set the table for the family or for a toys' picnic. Talk about how many forks, spoons, cups, etc. you need, and count out the right amount. • Play shops. Use pretend or real fruit, vegetables or other items and pretend to buy and sell. Great opportunities for counting and getting used to money.	Language and vocabulary Shapes Patterns Sequencing numbers One-to-one correspondence
Cooking 	• Bake cakes together. Talk about weight of flour, volume of milk, number of eggs, the amount of time the cakes will bake for, how hot the oven will be. • Use leftover pastry like playdough (see above) then bake your creations. • Decorate cakes or biscuits in different patterns or with different shapes. • Cut vegetables or fruit into different shapes. • Make a pattern with different colours or shapes of fruit and vegetables. • Count out how many potatoes, bread rolls, carrots, etc. you need to make a family meal.	Language and vocabulary Sequencing numbers One-to-one correspondence Shapes Patterns
Day-to-day routine 	• Talk about the daily routine. Point out days on the calendar and times on the clock and use language such as **today, tomorrow, yesterday, this morning, now, next, after that** and so on. Refer to the days of the week and the idea of weekdays and weekends. • Count whilst brushing teeth, or use a toothbrush timer. • When tidying up, count the bricks back into the tub or the teddies back into the tub.	Time Sequencing numbers One-to-one correspondence

Activity	Things to Do	Areas covered (see list above)
In the garden 	• Count the petals on flowers and leaves on plants or leaflets on leaves such as ferns. • Look for patterns and spirals in things like seed heads and pine cones. • Plant seeds and count how many holes/pots you need. • Find shapes in nature. Go on a scavenger hunt and see how many different shapes you can find. • Look for patterns on flowers, leaves, snail shells, butterflies, ladybirds, etc. • If you're interested in patterns in nature, look up the Golden Ratio and Fibonacci Sequence online.	Language and vocabulary Sequencing numbers Shapes Patterns Position One-to-one correspondence
Out for a walk 	• Look for numbers in the environment, e.g. on car registrations, houses, road signs. House numbers are a great way for starting to introduce odd and even numbers. • Look for different shapes on buildings, signs, vehicles. • Stand on a bridge over a road and count cars. • Talk about what you can see in terms of position, e.g. 'Look, there's a red van **in front of** the Post Office.' 'Look at that white cat **on top** of Granny's fence.'	Language and vocabulary Sequencing numbers Shapes Position One-to-one correspondence

1

1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12

2

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24

3

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

4

1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48

5

1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

6

1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

7

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

8

1 x 8 =
2 x 8 =
3 x 8 =
4 x 8 =
5 x 8 =
6 x 8 =
7 x 8 =
8 x 8 =
9 x 8 =
10 x 8 =
11 x 8 =
12 x 8 =

9

1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108

10

1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

11

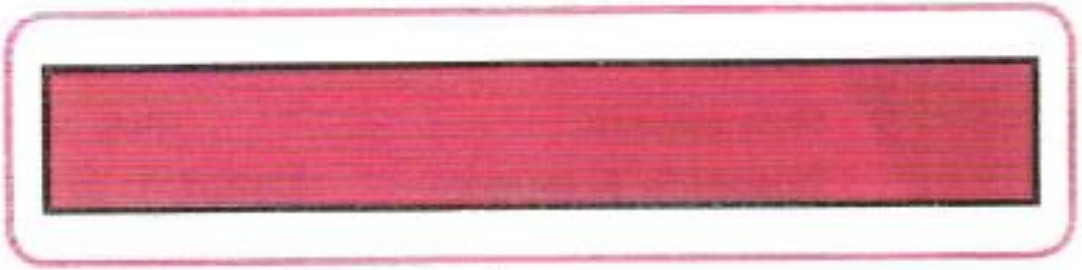
1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

12

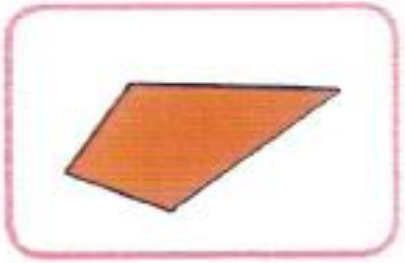
1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120
11 x 12 = 132
12 x 12 = 144

Properties of 2D Shapes

curved



longer

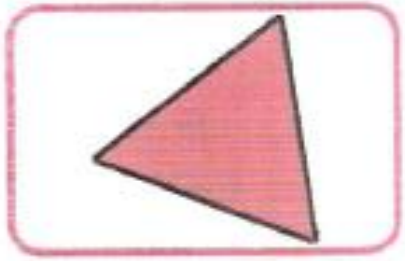


sides

straight

shorter

2 dimensional



equal

corners

symmetry

length

Properties of 2D Shapes

circle
curved side

octagon
8 straight lines
8 corners

rectangle
4 straight sides
2 long sides
2 short sides
4 corners

square
4 sides
4 equal length sides
4 corners

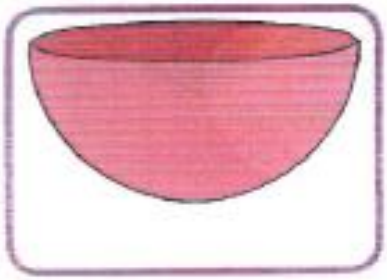
rhombus
4 straight lines
4 corners

hexagon
equal sides
6 lines of symmetry
3 pairs of parallel lines
6 corners

pentagon
5 equal sides
5 lines of symmetry
straight lines
5 corners

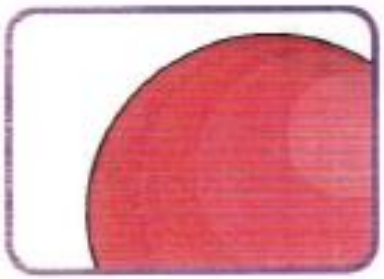
triangle
3 equal sides
3 lines of symmetry
straight lines
3 corners

Properties of 3D Shapes

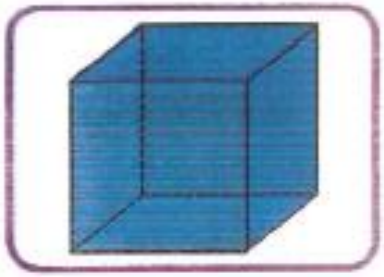


Curved

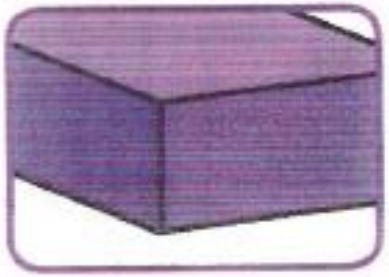
Straight



Round



Solid

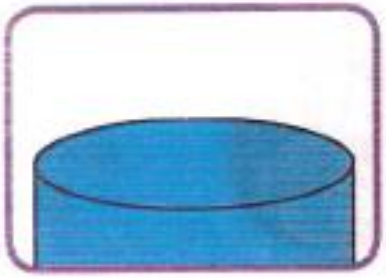


Vertices

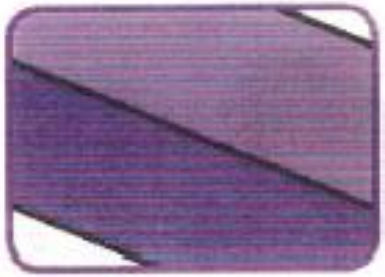
Point

Corner

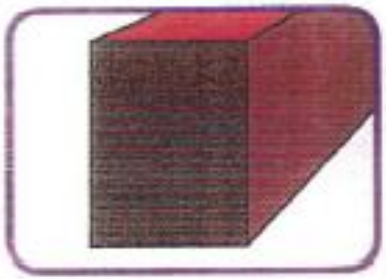
Surface



Face

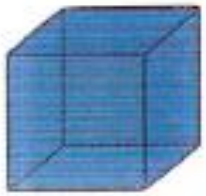


Edge



End

Properties of 3D Shapes



Cube
6 faces
8 vertices
12 edges

Sphere
1 face
0 vertices
0 edges

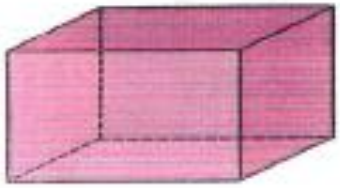
Cylinder
3 faces
0 vertices
2 edges

Octagonal Prism
10 faces
16 vertices
24 edges

Square-based Pyramid
5 faces
5 vertices
8 edges

Cone
2 faces
1 vertex
1 edge

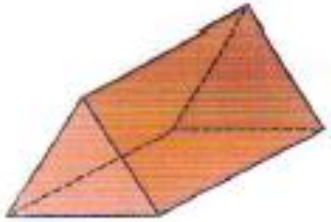
Tetrahedron
4 faces
4 vertices
6 edges



Rectangular Prism
6 faces
8 vertices
12 edges

Hexagonal Prism
8 faces
12 vertices
18 edges

Octahedron
8 faces
6 vertices
12 edges



Triangular Prism
5 faces
6 vertices
9 edges

Pentagonal Prism
7 faces
10 vertices
15 edges