



Y2 National Curriculum Objectives: Core Subjects

Scholarpack Statements

Reading

Reading	Word Reading	Decode automatically and fluently.	2
Reading	Word Reading	Read accurately by blending the sounds in words that contain the graphemes taught.	2
Reading	Word Reading	Recognise and read alternative sounds for graphemes.	2
Reading	Word Reading	Read accurately words of two or more syllables that contain the same GPCs.	2
Reading	Word Reading	Read words containing common suffixes.	2
Reading	Word Reading	Read further common exception words.	2
Reading	Word Reading	Read and notice unusual correspondence between grapheme and phoneme.	2
Reading	Word Reading	Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.	2
Reading	Word Reading	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	2
Reading	Word Reading	Read books fluently and confidently.	2
Reading	Reading Comprehension	Talk about and give an opinion on a range of texts.	2
Reading	Reading Comprehension	Discuss the sequence of events in books and how they are related to each other.	2
Reading	Reading Comprehension	Use prior knowledge and context and vocabulary explored to understand texts.	2
Reading	Reading Comprehension	Retell orally some stories, including fairy stories and traditional tales.	2
Reading	Reading Comprehension	Read for meaning, checking that the text makes sense and correcting inaccurate reading.	2
Reading	Reading Comprehension	Know and recognise simple recurring literary language in stories and poetry.	2
Reading	Reading Comprehension	Talk about favourite words and phrases.	2

Reading	Reading Comprehension	Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	2
Reading	Reading Comprehension	Answer and ask appropriate questions and make predictions on the basis of what has been read so far.	2
Reading	Reading Comprehension	Draw simple inferences from illustrations, events and characters' actions and speech.	2

Reading	Reading Exceeding Statements	Enhance meaning through expression and intonation.	2
Reading	Reading Exceeding Statements	Identify and comment on main characters in stories and the way they relate to one another.	2
Reading	Reading Exceeding Statements	Self-correct, look backwards and forwards in the text and search for meaning.	2
Reading	Reading Exceeding Statements	Comment on the way characters relate to one another.	2
Reading	Reading Exceeding Statements	Show understanding of the main points of the text and re-tell the story.	2
Reading	Reading Exceeding Statements	Make sensible predictions about what is likely to happen in the story and to different characters.	2
Reading	Reading Exceeding Statements	Know how suspense and humour is built up in a story, including the development of the plot.	2
Reading	Reading Exceeding Statements	Recognise similarities in the plot or characters within different stories.	2
Reading	Reading Exceeding Statements	Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.	2
Reading	Reading Exceeding Statements	Read poetry, using intonation and expression, and handle humour appropriately when needed.	2

Writing

Writing	Transcription	Segment spoken words into phonemes and record these as graphemes.	2
Writing	Transcription	Spell words with different alternative spellings, including a few common homophones.	2
Writing	Transcription	Spell longer words using suffixes such as ment, ness, ful, less, ly.	2
Writing	Transcription	Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.	2
Writing	Transcription	Identify known phonemes in unfamiliar words and use syllables to divide words.	2
Writing	Transcription	Form lower case letters of the correct size relative to one another.	2
Writing	Transcription	Begin to use some of the diagonal and horizontal strokes needed to join letters.	2
Writing	Transcription	Understand which letters, when adjacent to one another, are best left unjoined.	2
Writing	Transcription	Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters.	2
Writing	Transcription	Use spacing between words that reflects the size of the letters.	2
Writing	Composition	Write narratives about personal experiences and those of others (real and fictional).	2
Writing	Composition	Write for different purposes, including real events.	2
Writing	Composition	Plan and discuss the content of writing and write down ideas.	2
Writing	Composition	Orally rehearse structured sentences or sequences of sentences.	2
Writing	Composition	Evaluate writing independently, with peers and with teacher.	2
Writing	Composition	Proof-read to check for errors in spelling, grammar and punctuation.	2
Writing	Composition	Use full stops, capital letters , exclamation and question marks accurately to demarcate sentences and commas for lists.	2
Writing	Composition	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	2
Writing	Composition	Use subordination (using when, if, that, or because) and coordination (using or, and, or but).	2
Writing	Composition	Use present and past tenses correctly and consistently including the progressive form.	2

Writing	Writing Exceeding Statements	Descriptions are clear enough for people to recognise what is meant even when things are not named.	2
Writing	Writing Exceeding Statements	Use some phrases and words that they come across in reading.	2
Writing	Writing Exceeding Statements	Use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.	2
Writing	Writing Exceeding Statements	Stories have interesting endings that have been carefully thought about.	2
Writing	Writing Exceeding Statements	Consistent in using the first or third person.	2
Writing	Writing Exceeding Statements	Keep writing interesting throughout and not be tempted to look at quick ways to finish it.	2
Writing	Writing Exceeding Statements	Check that capital letters, commas and question marks are used when needed and attempt to use speech marks.	2
Writing	Writing Exceeding Statements	Use a dictionary to check spellings of words.	2
Writing	Writing Exceeding Statements	Use specific nouns when needed, e.g. 'terrier' instead of 'dog'.	2
Writing	Writing Exceeding Statements	Take time to describe characters and events within stories, rather than move from one event to another.	2

Spoken Language

Spoken Language	Spoken Language	Ask questions to gain information and to clarify meaning.	2
Spoken Language	Spoken Language	Express themselves using complete sentences when required.	2
Spoken Language	Spoken Language	Make more specific vocabulary choices, for example - technical language.	2
Spoken Language	Spoken Language	Take turns when talking in pairs or in small groups.	2
Spoken Language	Spoken Language	Offer appropriate comments in paired or small group discussion.	2
Spoken Language	Spoken Language	Begin to be aware that formal and informal situations require a different role and language.	2
Spoken Language	Spoken Language	Retell a familiar story using narrative language and linking words and phrases.	2

Spoken Language	Spoken Language	Hold the attention of listeners by adapting the way they talk.	2
Spoken Language	Spoken Language	Begin to understand how to speak for different purposes and audiences.	2
Spoken Language	Spoken Language	Perform a simple poem from memory.	2

Spoken Language	Spoken Language Exceeding	Use different style, tone and loudness of speech when speaking to a larger audience.	2
Spoken Language	Spoken Language Exceeding	Help the discussion to go well by listening and respond to others' ideas.	2
Spoken Language	Spoken Language Exceeding	Draw up a set of questions about a group of artefacts that is shared or discussed with the class.	2
Spoken Language	Spoken Language Exceeding	Explain main things learnt from a presentation by someone.	2
Spoken Language	Spoken Language Exceeding	Draw up hypotheses in science.	2
Spoken Language	Spoken Language Exceeding	Talk about personal feelings when reflecting on a story.	2
Spoken Language	Spoken Language Exceeding	Organise persuasive language with a clear view as to who it is pitched at.	2
Spoken Language	Spoken Language Exceeding	Know when to vary voice and language to express feelings at a key moment.	2
Spoken Language	Spoken Language Exceeding	Ensure instructions follow one another in sequence.	2
Spoken Language	Spoken Language Exceeding	Decide how to present a poem dramatically, using all members of the group.	2

Maths

Mathematics	Number, Place Value and Calculation	I can count in steps of 2,3,& 5 from 0, & in tens from any number, forward & backward	2
Mathematics	Number, Place Value and Calculation	I can compare & order numbers from 0 up to 100; use <, > & = signs	2
Mathematics	Number, Place Value and Calculation	I can identify, represent & estimate number numbers using different representations, including the number line	2
Mathematics	Number, Place Value and Calculation	I can read & write numbers to at least 100 in numerals & in words	2
Mathematics	Number, Place Value and Calculation	I can count in steps of 2,3,& 5 from 0, & in tens from any number, forward & backward	2
Mathematics	Number, Place Value and Calculation	I can compare & order numbers from 0 up to 100; use <, > & = signs	2

Mathematics	Number, Place Value and Calculation	I can add & subtract numbers using concrete objects, pictorial representations & mentally, including: a two-digit number & ones eg, $34+9$ / a two-digit number & tens $56+20$ / two two-digit numbers eg, $18+46$ / adding three one-digit numbers eg, $9+4+6$	2
Mathematics	Number, Place Value and Calculation	I understand that addition of two numbers can be done in any order eg, $12+32$ $32+12$ & subtraction starts with a larger number eg, $32+12$ not the other way round	2
Mathematics	Number, Place Value and Calculation	I can recognise & use the inverse relationship between addition & subtraction & use this to check calculations & solve missing number problems $23+8=31$ $31-8=23$ $29+?=35$	2
Mathematics	Number, Place Value and Calculation	I can solve problems with addition & subtraction using concrete objects & pictorial representations, including those involving numbers, quantities & measures	2
Mathematics	Number, Place Value and Calculation	I can recall & use multiplication & division facts for the 2,5 & 10 multiplication tables, including recognising odd & even numbers	2
Mathematics	Number, Place Value and Calculation	I can calculate and write mathematical statements using the multiplication(\times), division(\div) & equals(=) signs,	2
Mathematics	Number, Place Value and Calculation	I know that multiplication of two numbers can be done in any order eg, 5×3 and 3×5 & division of one number by another cannot eg, $15 \div 3 = 5$	2
Mathematics	Number, Place Value and Calculation	I can solve problems involving multiplication & division, using materials, arrays, repeated addition, mental methods, & multiplication & division facts, including problems in contexts.	2
Mathematics	Number, Place Value and Calculation	I can count in fractions up to 10, starting from any number & using the $\frac{1}{2}$ & $\frac{2}{4}$ equivalence on the number line	2
Mathematics	Number, Place Value and Calculation	I can recognise, find, name & write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ & $\frac{3}{4}$ of a length, shape, set of objects or quantity	2
Mathematics	Number, Place Value and Calculation	I can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 & recognise the equivalence of $\frac{2}{4}$ & $\frac{1}{2}$	2
Mathematics	Measurement	I can choose & use appropriate standard units to estimate & measure length/height in any direction (m/cm); to the nearest appropriate unit, using a ruler	2
Mathematics	Measurement	I can compare & order lengths & record the results using $>$, $<$ & $=$	2
Mathematics	Measurement	I can choose & use appropriate standard units to estimate & measure mass (kg/g) scales.	2
Mathematics	Measurement	I can compare & order mass, & record the results using $>$, $<$ & $=$	2
Mathematics	Measurement	I can tell & write the time to five minutes, including quarter past/to the hour & draw the hands on a clock face to show these times	2
Mathematics	Measurement	I can compare & sequence intervals of time	2
Mathematics	Measurement	I know the number of minutes in an hour & the number of hours in a day	2

Mathematics	Measurement	I can choose & use appropriate standard units to estimate & measure capacity (litres/ml) to the nearest appropriate unit using measuring vessels.	2
Mathematics	Measurement	I can compare & order volume/capacity & record the results using $>$, $<$ & $=$	2
Mathematics	Measurement	I can recognise & use symbols for pounds (£) & pence (p); combine amounts to make a particular value.	2
Mathematics	Measurement	I can find different combinations of coins that equal the same amounts of money	2
Mathematics	Measurement	I can solve simple problems in a practical context involving addition & subtraction of money of the same unit, including giving change	2
Mathematics	Measurement	I can choose & use appropriate standard units to estimate & measure temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using thermometers.	2
Mathematics	Geometry	I can identify & describe the properties of 2-D shapes, including the number of sides	2
Mathematics	Geometry	I can compare & sort common 2-D shapes & everyday objects	2
Mathematics	Geometry	I can identify & describe the properties of 2-D shapes, including line symmetry in a vertical line.	2
Mathematics	Geometry	I can identify & describe the properties of 3-D shapes, including the number of edges, vertices & faces	2
Mathematics	Geometry	I can compare & sort common 3-D shapes & everyday objects	2
Mathematics	Geometry	I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder & a triangle on a pyramid]	2
Mathematics	Geometry	I can order & arrange combinations of mathematical objects in patterns & sequences	2
Mathematics	Geometry	I can use mathematical vocabulary to describe position, direction & movement, including movement in a straight line & distinguishing between rotation as a turn & in terms of right angles for quarter, half & three-quarter turns (clockwise & anti-clockwise)	2
Mathematics	Statistics	I can interpret & present data using bar charts, pictograms & tables	2
Mathematics	Statistics	I can solve one-step & two-step questions [for example, 'How many more?' & 'How many fewer?'] using information presented in scaled bar charts & pictograms & tables	2

Science

Science	Working Scientifically	Use some science words to describe what they have seen and measured.	2
Science	Working Scientifically	Ask people questions and use secondary sources to find answers.	2
Science	Working Scientifically	Observe closely, using simple equipment.	2
Science	Working Scientifically	Say whether things happened as they expected.	2
Science	Working Scientifically	Organise things into groups.	2
Science	Working Scientifically	Find simple patterns (or associations).	2
Science	Working Scientifically	Identify animals and plants by a specific criteria, for example, lay eggs or not; have feathers or not.	2
Science	Working Scientifically	Use (text, diagrams, pictures, charts, tables) to record their observations.	2
Science	Working Scientifically	Perform simple tests.	2
Science	Working Scientifically	Suggest how, and use prompts, to find things out.	2
Science	Working Scientifically	GD: Use information from books and online information to find things out.	2
Science	Working Scientifically	GD: Say whether things happened as they expected and if not why not.	2
Science	Living Things and their Habitats	Identify that most living things live in habitats to which they are suited.	2
Science	Living Things and their Habitats	Explain the differences between living and non living things and things that have never been alive.	2
Science	Living Things and their Habitats	Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	2
Science	Living Things and their Habitats	Identify and name a variety of plants and animals in their habitats, including microhabitats.	2
Science	Living Things and their Habitats	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.	2
Science	Living Things and their Habitats	Identify and name different sources of food.	2
Science	Living Things and their Habitats	GD: Classify living things into groups according to a range of criteria they have been given.	2
Science	Plants	Observe and describe how seeds and bulbs grow into mature plants.	2
Science	Plants	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	2
Science	Plants	GD: Suggest more than one way of grouping animals and plants and explain their reasons.	2
Science	Plants	GD: Describe what plants need to survive and link it to where they are	2

Science	Animals including Humans	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	2
Science	Animals including Humans	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	2
Science	Animals including Humans	Notice that animals, including humans, have offspring which grow into adults.	2
Science	Animals including Humans	GD: Name some characteristics of an animal that help it to live in a particular habitat.	2
Science	Animals including Humans	GD: Suggest more than one way of grouping animals and plants and explain their reasons.	2
Science	Animals including Humans	GD: Describe what animals need to survive and link this to their habitats.	2
Science	Uses of Everyday Materials	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	2
Science	Uses of Everyday Materials	Find out how the shapes of solid objects made from some material can be changed by squashing, bending, twisting and stretching.	2
Science	Uses of Everyday Materials	GD: Describe the properties of different materials using words like transparent or opaque, flexible, etc.	2
Science	Uses of Everyday Materials	GD: Say which materials are natural and which are man made.	2
Science	Uses of Everyday Materials	GD: Tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted	2