

## Maths Targets

### Year 2

#### SHAPE

I can compare and sort common 2D and 3D shapes and everyday objects.

I can identify 2D shapes on the surface of 3D shapes eg a circle on a cylinder.

I can identify, describe and sort 3D shapes by talking about the number of faces, edges and vertices.

I can identify, describe and sort 2D shapes by naming them, talking about the number of sides and showing a vertical line of symmetry.

#### POSITION & DIRECTION

I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns.

I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line.

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

#### PLACE VALUE

I can count in 10s from any number including crossing boundaries into hundreds.

I can compare and order numbers from 0 up to 100 using  $>$ ,  $<$  and  $=$  signs.

I can understand the value of each digit in a 2 digit number.

BROCKTON C.E. PRIMARY SCHOOL

LEARNING  
LADDERS

# READING, WRITING AND MATHS YEAR 2

Name \_\_\_\_\_

Class \_\_\_\_\_



# New Curriculum & Changes to Assessment

## BACKGROUND

In September 2014, schools teaching KS1 and KS2 pupils took on a new Primary National Curriculum. This now applies to all pupils, except for those in Year 2 and 6 who are still working on the old curriculum for maths and English.

The government wanted to provide schools with a slimmed down curriculum that ensure that the core principles were outlined, whilst giving teachers more freedom with the breadth of the content. This is particularly the case in the foundation subjects where key principles have been shared but the 'topics' for driving this can be wide ranging.

The new maths and English curriculums are aimed at further raising standards nationally and many objectives have been moved into lower year groups as children are expected to grasp key skills more quickly.

With the change in curriculum expectations comes a change in assessment. Children who are currently in Year 2 and Year 6 will continue with the previous maths and English curriculum and its end of year assessment procedures, but children in Year 1, 3, 4 and 5 will no longer be assessed using 'Levels'.

The government felt that schools should have greater autonomy in deciding how they assess pupil achievement, and that the Levels system had become out-dated and was no longer fit for purpose. It was also felt that parents did not feel that Levels were clear enough in explaining their child's attainment and progress.

We will be trialling a new Learning Ladders system for the purposes of target setting, reporting, assessing and recording. This project was recognised by the Department for Education earlier this year and is being adopted by schools nationally.

## Maths Targets

### Year 2

#### **PROBLEM SOLVING**

I can solve multiplication and division problems using pictures and diagrams.

I can solve simple word problems involving addition and subtraction with numbers up to 50.

I can solve missing number problems for addition, subtraction with numbers up to 20.

#### **MEASURES**

I can compare and order measure and record using  $<$ ,  $>$  and  $=$ .

I can find different combinations of coins that equal the same amounts.

I can combine amounts to make a particular value eg make 3p using a 2p and 1p.

I can choose appropriate units of measure to estimate length, height, mass and capacity.

I can measure using appropriate equipment eg ruler, scales and measuring jug.

#### **TIME**

I can tell and write the time to 5 minutes and draw hands on a clock face to show these times.

I can read and write the time on an analogue clock for quarter past and quarter to.

I can compare and sequence intervals of time.

I know how many hours are in a day and how many minutes are in an hour.

#### **STATISTICS**

I can answer questions by comparing information in simple bar charts eg Which has the most?

I can interpret and construct simple pictograms and block diagrams.

I can interpret and construct simple tally charts and tables.

I can answer simple questions about quantities from looking at pictograms and block charts. (scale of 1 or 2)

I can answer simple questions about quantities from looking at tally charts and simple tables.

**Maths Targets**  
**Year 2**



# How do Learning Ladders Work?

'Learning Ladders' is an assessment system involving a set of ladders for the core subjects of reading, writing and maths. Each of these ladders divides the new curriculum up into key skills, and the rungs on the ladders are then the key milestones. The ladders depict the progression steps that children will make in their learning.

'Learning Ladders' is primarily an assessment tool to be used by teachers within school to replace Assessing Pupils Progress (APP) sheets for assessment and record keeping. However we felt that as parents, you would be interested in knowing the key skills that your child would be expected to achieve for their age, to allow you to appropriately support your child's learning, so we have adapted the ladders to show the key skills in reading, writing and maths for each year group.

This 'Learning Ladder' Booklet for Parents provides you with attainment statements for reading, writing and maths to help you understand what they will be learning at school.



## TIMES TABLES

I can recall and use division facts for 2,5 and 10 times tables.

I can recall and use multiplication facts for 2,5 and 10 times tables.

I can count in 3s from zero.

## ADDITION

I can partition 2 and 3 digit numbers and add vertically using base 10 or practical resources without crossing boundaries.

I can add 10 or 100 to any number and can add in multiples of 10.

I can partition a number to add using number bonds to 10. eg  $8+7$  is  $8+2+5$ .

I can add 10s and 1s using an unstructured numberline.

## SUBTRACTION

I can use related facts to subtract multiples of 10 and 100 eg  $6-4=2$ ,  $60-40=20$ .

I can subtract more efficiently using a numberline using jumps of 10 with numbers up to 3 digits.

## MULTIPLICATION

I know that multiplication can be done in any order (commutative).

I can multiply using concrete objects, pictorial arrays and repeated addition.

## DIVISION

I know that division of one number by another can not be done in any order.

I can divide using concrete objects, pictorial representations and arrays and repeated subtraction.

## FRACTIONS

I can count in halves and quarters up to 10 recognising that fractions are numbers between whole numbers.

I can recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

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

## PROBLEM SOLVING

I can solve simple money problems involving addition and finding the change.

I can use place value and number facts to solve problems.

## Writing Targets

### Year 2

#### **ORGANISATION**

I know who my writing is for e.g intended audience.

I am beginning to use appropriate language across different types of writing e.g story writing, non-fiction.

I can think about the different styles needed for the different types of writing.

#### **PURPOSE**

I can begin to use an appropriate opening and ending

The organisation reflects the purpose of my writing e.g a newspaper report had a headline, a by-line, an introduction then a chronological recount of events.

I can use connectives that signal time. Eg then, after, before.

I can use simple connectives (e.g also, as, well, because, but) to link ideas logically.

#### **GRAMMAR GIANTS**

I can use full stops, capital letters, exclamation marks, exclamation marks and commas for lists.

I can use apostrophes for contracted forms and the possessive (singular) form e.g the girl's book.

I can use the present and past tenses correctly.

#### **WORD WONDER**

I can use interesting adjectives to describe people, objects and places.

I can use interesting adverbs to describe actions.

I can show evidence of using simple similes e.g as yellow as the sun .

#### **SUPER SPELLER**

I can use the possessive apostrophe for a single person e.g the girl's book.

I can spell 10 words with contractions e.g can't, won't.

I can spell most of the common exception words.

I can spell the first 11 set of homophones or near-homophones.

I can add suffixes to spell longer words e.g -ment, -full, -less .

#### **HANDWRITING HERO**

I can form lower case letters of the correct size, relative to one another.

I understand which letters need to be joined in my writing.

I can write capital and lower case letters of the correct size, orientation and relation to each other.

I can use spacing between words that reflect the size of the letters.

## Reading Targets

### Year 2

#### **DECODER**

I can read familiar words quickly, without needing to sound them out.

I can read words containing common suffixes.

I can use a range of decoding strategies.

I can self-correct when I have read a sentence incorrectly

#### **COMPREHENDER**

I can re-tell a story, referring to most of the key events and characters.

I can find the answers to questions in non-fiction, stories and poems.

I can decide how useful a non-fiction text is for the purpose.

#### **READING DETECTIVE**

I can make predictions based on reading other books by the author and my own experiences.

I can make simple inferences about thoughts and feelings of characters and reasons for their actions.

I can recognise key themes and ideas within a text.

#### **LANGUAGE LOVER**

I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. I can discuss my favourite words and phrases.

I can identify how vocabulary choice affects meaning eg 'Crept lets you know that he is trying to be quiet'.

I can identify and comment on vocabulary and literary features :-All fairy tales start with 'Once upon a time.'

#### **RESPONDER**

I can make choices about which texts to read, based on prior reading experience.

I understand why a writer has written a text – 'she wants you to know how to make a kite.'

I can participate in discussion about books, poems and other works that are read to me and those that I can read by myself.

#### **BIG READER**

I am aware that books are set in different times and places.

I can relate what I read to my own experiences.

I can continue to build up a repertoire of poems learnt by heart.