# Learning Milestones

## Year 2

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### Literacy/ Writing

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| 4.Use different types of writing to suit the purpose and reader.<br>4. Use SPO to plan paragraphs. Talk out plans to write, using writing vocabulary.<br>4.Sequence and structure processes, event or reports in a logical order, including an introduction, main body and a conclusion.<br>4.Spell words with complex regular patterns.<br>4. Use capital letters and full stops accurately.<br>4. Expand sentences in writing, use basic conjunctions. Usually use verbs correctly.<br>4. Choose words and phrases from topics to suit the purpose and know what kind of words they are.<br>4. Use simple success criteria to support writing; self and peer assess to ensure that it makes sense; and suggest ways to improve overall quality. Use feedback to improve work. | 5. Accurately use expressive punctuation, exclamation and question marks .<br>5. Use connectives<br>5. Use accurate standard forms of verbs, eg see/saw, go/went, past tenses eg stop – stopped, and subject-verb agreement, eg I was/we were, and negatives.<br>5. Use vocabulary related to the topic or context, and language appropriate to writing, including standard forms of English. Start sentences in a variety of ways.<br>5. Explain where and why improvements or corrections have been made.<br>5. Experiment with, adapt and extend different forms, modelled by an adult in a range of contexts and for different readers.<br>5. Discuss or explain planning, including details of the beginning, middle and end, and for different readers.<br>Use strategies to spell correctly complex, irregular and subject specific words.<br>5. Include relevant details, information or observations. | 6. Accurately and consistently use full stops, question marks, exclamation marks, and commas for lists.<br>6. Use connectives, start and expand sentences in a variety of ways. Use connectives.<br>6. Use subject-specific vocabulary independently. Use an increasingly imaginative vocabulary.<br>6. Quality of writing builds on previous best and use success criteria for pride pieces, self & peer assessment, as well as editing for accuracy.<br>6. Adapt writing for different purposes and readers.<br>6. Use SPO to plan paragraphs and MPO to plan multiple paragraph writing.<br>6. Explain main ideas with supporting details, including observations/explanations where relevant.<br>6. Use strategies to spell most common words and all high frequency words correctly, including irregulars. |

### Literacy/ Oracy

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| 4 Engage well in tasks and use success criteria and feedback from others to improve oracy. Identify and reflect on successes and areas to develop.<br>4 Gaining confidence; speak clearly and audibly to listeners beyond friends, with good speed and volume. Face person speaking with or listening to. Gestures and expression support the points being made.<br>4.Use longer sentences with a range of everyday vocabulary. Begin to use simple connectives. Talk about things they have made or done.<br>4. Usually respond appropriately to detailed information. Retell narratives or information heard using simple connectives.<br>4. Join in, repeat, memorise and perform poems, songs and stories.<br>4. Use talk to organise themselves and others.<br>4. Perform specific real or imaginative roles.<br>4. Contribute to conversations; respond to others; ask questions to find out information. Encourage others to take part. Take turns. | 5. Recall and perform an expanding repertoire of rhymes, songs, and poems.<br>5. Use talk purposefully to plan, complete and review a task in a group.<br>5. Perform specific, sustained roles, including presentations to an audience, to share a narrative.<br>5. Take turns to speak; listening and building on or responding to what is said. Use talk purposefully to plan, complete and review a task in a group.<br>5. Retell narratives or information heard, using connectives and sequencing events correctly. Make relevant comments about information heard during whole class and small group discussions. | 6. Perform a wide repertoire of rhymes, songs, poems and create own chants, rhymes and poems.<br>6. Build on and develop the ideas of others in group discussions.<br>6. Perform a sustained role, including presentations, to share a narrative or make a case.<br>6. Take turns to speak; listening and building on or responding to what is said. Use talk purposefully to plan, complete and review a task in a group.<br>6. Engage well in tasks, staying focused and persevering. Identify and reflect on successes and areas to develop, for self and peers.<br>6. Speak clearly to a wider range of audiences with increasing confidence and fluency, appropriate speed and volume. Body language and facial expressions match the message to convey.<br>6. Modify and organise talk in a clear structure to present a clear argument. Explain information and ideas using relevant vocabulary and a range of language structures.<br>Retell narratives or information heard, using connectives and sequencing events correctly. Make relevant comments about information |

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| | | heard during whole class and small group discussions. |

## Literacy/ Reading

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| 4.Accurately use punctuation to read aloud expressively .Explore language, information and events in texts.<br>4. Listen for and repeat the sounds in spoken words. Use strategies to read unfamiliar words.<br>4. Choose reading materials including books. Retell events from narratives in the right order. | 5. Read aloud most unfamiliar words accurately and fluently. Express views about information and ideas and communicate opinions about language, information and events in texts.<br>5. Use a range of strategies when reading suitable unfamiliar texts to establish meaning.<br>5. Choose reading materials independently and explain choice in own words. Ask questions & make predictions. | 6. Read texts aloud with fluency and expressively, accuracy and enjoyment, using knowledge of a range of punctuation well; respond to them orally and/or in writing.<br>6. Read independently, using strategies to establish meaning.<br>6. Confidently read and discuss a range of texts, showing understanding and engagement through a personal and justified response. Follow up initial ideas that interest them by further reading. |

| Conceptual Understanding | Logical Reasoning | Fluency | Strategic Competence | Communicating with Symbols |
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| I can make connections so that mathematical concepts can be built on and deepened.<br>I can draw on my understanding of the basic structures of mathematics and can apply them in different contexts.<br>I can explain and express concepts, and find examples (or non-examples).<br>I can represent a concept in different ways, flowing between different representations including verbal, concrete, visual, digital and abstract.<br>I can interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible. | I can construct and develop a mathematical argument.<br>I can justify my procedures and predictions.<br>I can verify results and solutions.<br>I can explain results and procedures precisely using appropriate mathematical language | I can use firmly established, memorable and usable facts and techniques in order to apply the most efficient methods.<br>I can select and apply appropriate checking strategies. I can use a calculator effectively and to carry out calculations. | I can recognise, model and apply the underlying mathematical structures and ideas within problems, in order to formulate and solve them. I can identify, measure or obtain required information to complete the task. I can identify what further information might be required and select what information is most appropriate. I can select, trial and evaluate a variety of possible approaches and break problems into a series of tasks. I can prioritise and organise the relevant steps needed to complete the task or reach a solution. I can choose an appropriate mental or written strategy and know when it is appropriate to use a calculator. | I can communicate my answers using correct mathematical form.<br>I can use appropriate notation, symbols and units of measurement.<br>I can refine methods of recording calculations. |

## Numeracy/ Number

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| 4. I can read, write and notice numbers up to 20. I can recognise and understand odd and even numbers up to 20.<br>4. I can mentally recall one more and one less within 20.<br>4.I can add and subtract numbers within 20.<br>4. I can recall doubles and halves with numbers up to 10. I can count on in 2s, 5s and 10s.<br>4. I can find half practically.<br>4.I understand the value of coins and notes and use it in my play. | 5. I can read, write and notice numbers up to 100.<br>5. I can use mental strategies to recall number facts within 20.<br>5. I can compare and order 2-digit numbers. I can recognise and understand odd and even numbers up to 100.<br>5.I can use written and mental strategies to add and subtract 2-digit numbers.<br>5. I can recall doubles and halves with numbers up to 20. I can recall my 2,5, and 10 times tables and the related division facts..<br>5. I can group objects into equal amounts.<br>5. I can find halves and quarters of amounts practically.<br>5. I can use different combinations of money to pay for items up to at least £2 and calculate the change. | 6. I can read, write and interpret numbers using figures and words to at least 1,000.<br>6. I can round to the nearest 10 and 100. I can use mental and written strategies to add and subtract 3 digit numbers and check my answers using inverse operations.<br>6. I can recall my 2,3,4,5,8 and 10 times tables and identify multiples of these as well as related division facts.<br>6. I can multiply whole numbers by 10 and 100.<br>6. I can use my multiplication knowledge to find a fraction of a quantity. I can use different combinations of money to pay for items up to at least £5 and calculate the change. |

## Numeracy/ Algebra

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| 4. I can use my knowledge of patterns to generate my own patterns. | 5. I can use a ruler to measure to the nearest cm.<br>5. I can tell the time to the nearest 5 minutes using analogue and digital 12 hour clocks.<br>5. I can recognise quarter turns. | 6. I can recognise when two number operations give the same answer.<br>6. I can find missing numbers when number bonds and multiplication facts are incomplete. |

## Numeracy/ Geometry & Measurement

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| 4. I can name simple 2D and 3D shapes.<br>4. I can use non-standard units to measure the wight and length of an object.<br>4. I can read, write and draw half past, quarter past and quarter to on an analogue and digital clock.<br>4. I can recognise half turns | 5. I can use a ruler to measure to the nearest cm.<br>5. I can tell the time to the nearest 5 minutes using analogue and digital 12 hour clocks.<br>5. I can recognise quarter turns. | 6. I can use a ruler to measure to the nearest mm.<br>6. I can read hours and minutes on an analogue and digital clock.<br>6. I can use my knowledge of symmetry to explore rotational symmetry.<br>6. I can compare and sort regular and irregular 2D and 3D shapes according to their properties. |

## Numeracy/ Statistics

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| 4. I can collect information by voting or sorting.<br>4. I can read and show simple data using pictograms, Venn and Carroll diagrams.<br>4. I can show 5 using a tally. | 5. I can interpret and compare information presented in tables, tally charts, bar charts and pictograms with half pictures.<br>5. I can find the total of and the difference between different groups. | 6. I can interpret and draw conclusions from data.<br>6. I can represent data in a variety of ways, including the use of tables, tally charts, block graphs and pictograms where the symbol represents more than 1. |