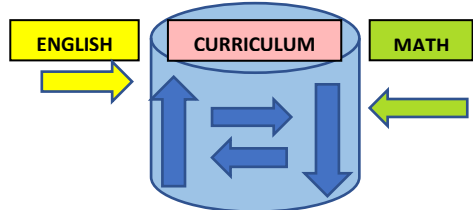


EPS Endpoints

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 2

HISTORY	GEOGRAPHY	SCIENCE
Construct uncomplicated oral narratives by working forward from a beginning to an end or outcome; Recognise the distinction between ‘history’ and ‘prehistory’; Describe and give reasons for the importance of Queen Elizabeth 1st and 2nd. Explain the significant events in the lives of the Queens. Compare the similarities and differences between the Queens. Identify and locate on a map the area of the Great fire of London in England together with the location and describe what happened there. Describe and give reasons why we know so much about the ways of life of people in London at the time of the Great fire of London. Describe the achievements of a number of significant individuals and the events associated with them in the past and compare and contrast one with another. Use a timeline to show understanding of chronology. Explain what life was like in different eras. Record and recognise information about the past Look at sources to gain information about the past. To use literacy, numeracy and computing skills to a good standard in order to communicate about the past:	Describe some of the physical and human features typically seen at the seaside and suggest reasons why people enjoy visiting the coast for holidays, both in the past and now, and how they might also take care of the natural environment to be found there; Observe, record and present graphically the basic elements of the weather at their locality; Describe and suggest reasons for ways in which the weather changes through the seasons and how people and living things in the United Kingdom can be affected by these changes; Identify and locate hot and cold areas of the world and suggest reasons why the weather isn’t the same everywhere in the world. Identify and describe the three main types of climate and where each is found in the world; Recognise and describe how the food they eat is produced on farms, either in the United Kingdom or overseas, why some of their food must be imported and give reasons why it is important to eat a healthy balanced diet; Recognise and describe how the weather affects what kind of food can be produced by farmers.	WORKING SCIENTIFICALLY Ask questions and understand they can be answered in different ways. Make predictions and critique them after an experiment/investigation. Observe over time and suggest answers to question. Group objects together by their features. Collect results and write them down to help me answer questions using hand lenses/egg timers/simple measuring equipment. Vocabulary – question, answer, observe, equipment, identify, classify, sort, group, data, compare, contrast. PLANTS AND TREES Identify and recognise the key structure of plants and common trees and make comparisons between them (including deciduous and evergreen plants). Describe how seeds and bulbs grow into plants and stay healthy. Recognise a number of leaf shapes and explain when leaves grow in the cycle of a plant. TOYS – AN INTRODUCTION TO PHYSICS Describe how different objects move (sliding, rolling, falling, flying, walking and running) or get faster or slower. Recognise that forces act on objects to start or stop them or change their shape or direction. Identify complete and in-complete circuits; the dangers of electricity and how to reduce the risks. Investigate why some objects are magnetic and some are not. CHANGING MATERIALS Identify the difference between objects and materials. Compare and group together some everyday materials by their features. Identify some uses of different materials and why some objects cannot be made from other materials. Hypothesise how to change the shape of solid objects.
ART & DESIGN	DESIGN AND TECHNOLOGY	COMPUTING
Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Paint with creativity and expression. Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. Draw lines with increased skill and confidence. Use line for expression when drawing portraits. Learn a range of techniques to make repeating and nonrepeating patterns. Identify and describe different textures. Select and use appropriate materials to create textures. Experiment with pencils to create tone. Use tone to create form when drawing. Use sketchbooks to record thoughts and ideas and to experiment with materials. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. Study the work of male and female artists.	I can think of an idea and plan how I will make my product. I can describe who will use my product and decide if they would like my product. I can explain what went well with my work and what I would do next time. I can prepare fruits and vegetables in a variety of ways. I can create simple wheels and axles. I can use different joining techniques when working with textiles.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. •Create and debug simple programs. •Use logical reasoning to predict the behaviour of simple programs. •Use technology purposefully to create, organise, store, manipulate and retrieve digital content. •Recognise common uses of information technology beyond school. •Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

CORE SKILLS		
Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
READING	WRITING	MATHS
<i>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading</i> WORD READING 1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 3. Read many common exception words 4. Read accurately words of two or more syllables that contain the same graphemes as above 5. Read words containing common suffixes 6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered In age-appropriate books: 7. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 8. checking that the text makes sense to them as they read and correcting inaccurate reading DISCUSSION ABOUT BOOKS 1. Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 2. Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 3. Recognise simple recurring literary language in stories and poetry 4. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 1A VOCABULARY AND UNDERSTANDING In age-appropriate books: 1. Discuss and clarifying the meanings of words, linking new meanings to known vocabulary 2. Discuss their favourite words and phrases 3. Draw on what they already know or on background information and vocabulary provided by the teacher 1B KEY ASPECTS In a familiar book that they can read accurately and fluently: 1. Be introduced to non-fiction books that are structured in different ways 2. Answer and ask questions Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1C SEQUENCING 1. Discuss the sequence of events in books and how items of information are related 1D INFERENCES 1. Make some inferences on the basis of what is being said and done 2. Answer and asking questions 1E PREDICTIONS 1. Predict what might happen on the basis of what has been read so far	COMPOSITION: APPLYING VOCABULARY, GRAMMAR AND PUNCTUATION <i>A pupil can write narratives about their own and others' experiences, both real and fictional, after discussion with the teacher, including:</i> 1. Most sentences demarcated with capital letters; • full stops; • some use of question marks • some use of exclamation marks 2. some expanded noun phrases for description (a noun modified by an adjective that begins with a determiner e.g. the black car) 3. mostly consistent use of tense, including, verbs in the continuous form (verbs that contain the –ing suffix) 4. mostly correct use of past and present tense 5. statements 6. commands 7. questions 8. coordinating conjunctions (for, and, nor, but, or, yet and so) 9. subordinating conjunctions (after, when, however, if, though, even if, because, until, since) COMPOSITION: STRUCTURING AND ORGANISING 1. some sequencing of ideas or material, e.g. time related words or phrases, line breaks, headings and numbers COMPOSITION: PLANNING, DRAFTING, EVALUATING, EDITING AND PROOF READING <i>A pupil can produce narratives about their own and others' experiences, both real and fictional, maintaining form when:</i> 1. planning, drafting, proof-reading and editing 2. The grammatical terminology for Year 2 is used when discussing and evaluating writing, e.g: noun phrase, statement, question, exclamation, command, compound, adjective, verb, tense (past and present), apostrophe, comma 3. Re-reading writing to check for meaning and cohesion 4. Proof-reading to check for grammar, punctuation and spelling errors TRANSCRIPTION: SPELLING A pupil can demonstrate some appropriate use of the Year 2 spelling appendix, including: 1. some words spelt phonetically 2. most common exception words spelt correctly 3. some contracted words spelt correctly 4. some correct spelling of longer words formed by the addition of suffixes (-ment, -ness, ful and -ly) TRANSCRIPTION: HANDWRITING Correct use of: 1. a comfortable and correct pencil grip 2. diagonal and horizontal strikes to join writing 3. upper and lower case sizes and their relationship with one another 4. spaces between words	Compare and order numbers from zero up to 100 using the <, > and = signs Recognise the place value of each digit in a two-digit number Count in steps of two, three and five from zero, and in tens from any number, forward and backward Recall and use addition and subtraction facts to 20 fluently, deriving and using related facts to 100 Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers quantities and measures including money (and giving change) Recall and use multiplication and division facts for the two, five and ten multiplication tables, including recognising odd and even numbers Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Recognise, find, name and write fractions half, quarter and three quarters of a length, shape, set of objects or quantity Solve simple problems in a practical context involving addition and subtraction of mass, capacity and length Compare and sort common 2-D and 3-D shapes and everyday objects and order and arrange combinations in patterns and sequences Use mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) Ask and answer questions about totalling and comparing categorical data 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

MUSIC	PHYSICAL EDUCATION	VALUES
Know and sing/rap five songs off by heart To perform • Take part in singing, accurately following the melody. • Sing songs, repeat chants and rhymes. • Follow instructions on how and when to sing or play tuned and untuned instruments musically. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. To compose • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. To describe music • Listen with concentration to high quality live and recorded music. (Music assembly as well?) • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	Dance • Change rhythm, speed, level and direction. • Dance with control and coordination. • Make sequence by linking sections together. • Use dance to show a mood or feeling. • Copy and remember actions There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – e.g. Sea Creatures, (DfE Resources) Dances from different continents. Games • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow rules. Gymnastics • I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. • I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner	BRITISH VALUES: • Democracy • Rule of Law • Individual Liberty • Respect & Tolerance SCHOOL VALUES: Ambitious, Creative, Resilient, High expectations, Positive attitude, Persevere, Responsibility, Respect. School Vision: Empowering and preparing for success in a changing world. Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary. 
RE	PSHE	
•Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them •Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come •Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. •Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make •Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. •Notice and respond sensitively to some similarities between different religions and worldviews. •Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. •Find out about and respond with ideas to examples of cooperation between people who are different •Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital Myself & My relationships - Builds successful safe & happy relationships Copes & manages emotions & understand their impact on others including bullying Building an aware online personal safety and diversity and community RSE – Can understand how babies grow and develop and how responsibilities change as your grow. Citizenship Understand rules and responsibility linked to personal safety and community living Understands right and wrong Developing awareness of rights a& responsibilities Healthy Lifestyles Developing awareness of safe and unsafe feelings & drug education Manages risk on and offline, Can name early warning signs Economic Wellbeing Developing understanding of use of money, impact of own choices and charity	