

Science

	Emerging	Developing	Expected	Mastery
<p>Living Things and their Habitats I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I can identify and name a variety of plants and animals in their habitats, including microhabitats. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>				
<p>Plants I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>				
<p>Animals including Humans I can notice that animals, including humans, have offspring which grow into adults. I can find out about and describe the basic needs of animals, including humans, for survival (<i>water, food and air</i>). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>				
<p>Uses of Everyday Materials I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>				
<p>Working scientifically: I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can identify and classify. I can use my observations and ideas to suggest answers to questions. I can gather and record data to help in answering questions.</p>				



St Joseph's Catholic Primary School

PUPIL'S ANNUAL REPORT

NAME: _____ DATE: July 2016 YEAR: 2

ATTENDANCE: Number of sessions attended Number of possible attendances
 Red (below 93%)/Amber (93-95.9%)/Green (96%+) Percentage of unauthorised absences

Learning attitude (motivation, engagement, perseverance, listening and contributing, self- organisation) /5

Social interaction (communication in pair/group work, playtimes, respect for others, tolerance) /5

Contribution to school life (care for others, service to the school, consideration for school environment) /5

General Comment

(to include: specific subject comments, non-core subjects, attitude to learning, social interaction, contribution to school life)

Religious Education

Pupil Comment

Class Teacher _____ Head Teacher _____

English

	Emerging	Developing	Expected	Mastery
<p>Spoken Language (age appropriate) I can listen and respond appropriately to adults and my peers. I can ask relevant questions to extend my understanding and knowledge. I can use relevant strategies to build my vocabulary. I can articulate and justify answers, arguments and opinions. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. I can speak audibly and fluently with an increasing command of Standard English. I can participate in discussions, presentations, performances, role play, improvisations and debates. I can gain, maintain and monitor the interest of the listener(s). I can consider and evaluate different viewpoints, attending to and building on the contributions of others. I can select and use appropriate registers for effective communication.</p>				
<p>Reading - Word I can apply phonic knowledge and skills as the route to decode words (until automatic decoding has become embedded and reading is fluent). I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. I can read accurately words of two or more syllables that contain the same graphemes. I can read words containing common suffixes, read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I re-read these books to build up my fluency and confidence in word reading.</p>				
<p>Reading - comprehension I show a developing pleasure in reading and a motivation to read. I show a developing vocabulary and understanding. I can understand both the books that I can already read accurately and fluently and those that I listen to. I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say. I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</p>				
<p>Spelling I can spell by segmenting spoken words into phonemes and representing these by graphemes. I am learning to spell common exception words. I am learning to spell more words with contracted forms. I am learning the possessive apostrophe (singular). I can add suffixes to spell longer words. I can apply spelling rules. I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far.</p>				
<p>Handwriting I can form lower-case letters of the correct size relative to one another. I have started using some of the diagonal and horizontal strokes needed to join letters. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters, use spacing between words that reflects the size of letters.</p>				
<p>Writing - Composition I show a positive attitude towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes, considering what I am going to write before beginning by planning, make simple additions, revisions and corrections to my own writing, reading aloud what I have written with appropriate intonation to make the meaning clear.</p>				
<p>Writing - Vocabulary, Grammar and Punctuation I can show my understanding of the concepts set out in English by learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (<i>singular</i>). I have learned how to use sentences with different forms: statement, question, exclamation, command. I can use expanded noun phrases to describe and specify (<i>e.g. the blue butterfly</i>), the present and past tenses correctly and consistently including the progressive form, subordination (<i>using when, if, that, or because</i>) and co-ordination (<i>using or, and, or but</i>). I can use the grammar for year 2, some features of written Standard English, use and understand the grammatical terminology.</p>				

Mathematics (including problem solving)

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<p>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. I can recognise the place value of each digit in a two-digit number (tens, ones). I can identify, represent and estimate numbers using different representations, including the number line. I can compare and order numbers from 0 up to 100. I can use = signs. I can read and write numbers to at least 100 in numerals and in words. I can use place value and number facts to solve problems.</p>				
<p>Addition and Subtraction I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying my increasing knowledge of mental and written methods. I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. I can add and subtract 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. I can show that addition of two numbers can be done in any order and subtraction of one number from another cannot. I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>				
<p>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. I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>				
<p>Fractions I can recognise, find, name and write fractions of a length, shape, set of objects or quantity. I can write simple fractions.</p>				
<p>Measurement I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. I can find different combinations of coins that equal the same amounts of money. I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. I can compare and sequence intervals of time. I can 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. I can know the number of minutes in an hour and the number of hours in a day.</p>				
<p>Geometry I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. I can identify 2-D shapes on the surface of 3-D shapes, [<i>for example, a circle on a cylinder and a triangle on a pyramid</i>]. I can compare and sort common 2-D and 3-D shapes and everyday objects. I can order and arrange combinations of mathematical objects in patterns and sequences. I can 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 anticlockwise).</p>				
<p>Statistics I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. I can ask and answer questions about totalling and comparing categorical data.</p>				