A place for learning, caring, sharing and growing together.

ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

Year 2

Year 2 Key Performance Indicators

This booklet outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Year 2 Key Performance Indicators

	MATHS					
Number	Counts in steps of **a)** two, **b**) three and **c)** five from 0 and **d)** in tens from any number forward and backward					
Number	Compares and orders numbers from 0 up to 100					
Number	Recognises odd and even numbers					
Number	Uses greater than, less than and equal signs correctly					
Number	Uses place value and number facts to solve problems					
Add & Subtract	Solves problems with addition and subtraction using objects, pictures, measures and numbers and applying mental and written methods					
Add & Subtract	Recalls and uses addition and subtraction facts to **a)** 20 and **b)** 100 (fluently up to 20)					
Multiply & Divide	Recalls and uses multiplication and division facts for the **a)** two, **b)** five and **c)** ten multiplication tables					
Multiply & Divide	Solves problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts					
Fractions	Recognises, finds, names and writes **a)** a third, **b)** a quarter, **c)** two quarters and **d)** three quarters of a length, shape, set of objects or quantity					
Measure	Describes and compares different quantities and solves simple problems in practical context for: length					
Measure	Describes and compares different quantities and solves simple problems in practical context for: mass					
Measure	Describes and compares different quantities and solves simple problems in practical context for: capacity/volume					
Measure	Describes and compares different quantities and solves simple problems in practical context for: time					
Measure	Solves simple problems in practical context involving money of the same unit including giving change					
Properties of Shape	Compares and sorts common 2D and 3D shapes and everyday objects					
Geometry	Uses mathematical vocabulary to describe position, direction and movement including rotation as a turn in terms of right angles for quarter, half and three quarter turns (clockwise and anti clockwise)					
Statistics	Asks and answers questions about totalling and comparing categorical data					

Year 2 Key Performance Indicators

	READING						
Attitude	Develops pleasure in reading and motivation to read, taking part in discussions and considering the opinions of others						
Range	Listens to, discusses and expresses their view about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently						
Range	Becomes increasingly familiar with and is able to retell a wider range of stories, fairy stories and traditional tales						
Form	Discusses the sequence of events in stories						
Form	Introduced to non fiction books that are structured in different ways and discusses how items of information are related						
Vocabulary	Reads accurately by blending sounds in words containing the graphemes taught so far including recognising alternative graphemes						
Vocabulary	Reads accurately words of two or more syllables that contain graphemes taught so far						
Vocabulary	Reads most words at instructional level quickly and accurately without overt sounding and blending when they have been frequently encountered						
Vocabulary	Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words automatically and without undue hesitation						
Comprehension	*Understands both the books they can already read accurately and fluently and those they listen to by:* checking that the text makes sense to them as they read and correcting inaccurate reading						
Comprehension	*Understands both the books they can already read accurately and fluently and those they listen to by*: answering questions and justifying views						
Comprehension	*Understands both the books they can already read accurately and fluently and those they listen to by*: identifying cause and effect e.g. what has prompted a character's behaviour in a story						
Comprehension	*Understands both the books they can already read accurately and fluently and those they listen to by*: predicting what might happen on the basis of what has been read so far						

Year 2 Key Performance Indicators

	WRITING							
Form	Explain how different types of writing, including narratives are structured and apply this to their own and others' writing							
Form	Develops positive attitude towards and stamina for writing by writing for different purposes							
SPAG	Uses commas to separate items in a list							
SPAG	Uses the correct choice and consistent use of present tense and past tense throughout written piece							
SPAG	Constructs subordination e.g. when, if, that, because & coordination e.g. or, and, but							
SPAG	Uses the suffixes -er, -est, -ment, -ness, -ful, -less, in adjectives and -ly to turn adjectives into adverbs							
SPAG	Use expanded noun phrases for description and specification							
SPAG	Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences							
SPAG	Use sentences with different functions in their writing e.g. statements, questions, exclamation or commands							
Process	Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence							
Process	Makes simple additions, revisions and corrections by proof reading to check for errors in SPAG							
HW	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters							

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	SCIENCE							
Working Scientifically	Ask simple questions using scientific language							
	Perform simple comparative tests							
	Identify, group and classify, noticing similarities and differences							
	Gather and record data and observations to help in answering questions including from secondary sources of information							
Animals, including Humans	Understand that animals, including humans, have offspring which grow into adults							
	Describe the basic needs of animals, including humans, for survival (water, food and air)							
	Describe the importance of exercise for humans, eating the right amounts of different types of food, and hygiene							
Living Things and their habitats	Explore and compare the differences between things that are living, dead, and things that have never been alive							
	Identify that most living things live in habitats to which they are suited							
	Identify and name a variety of plants and animals in their habitats, including micro-habitats							
	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain							
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							
	Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching							
Plants	Observe and describe how seeds and bulbs grow into mature plants							
	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy							

Year 2 Key Performance Indicators

	COMPUTING									
Online Safety	To know the things that can happen online that you need to tell an adult about and that not everyone is who they say they are online									
Programming	Talk about the order I need to program things and talk about them as an algorithm and program a robot to do a particular task									
Programming	Watch a program execute and spot where it goes wrong to debug it									
Multimedia	To use multimedia to present ideas in different ways and use the keyboard to type short extracts									
Technology in our lives	To understand why technology is used in the wider world and the benefits of this for finding information and communicating									
Handling Data	Discuss different ways that you can use technology to collect information and begin to use branching databases									

	HISTORY									
Historical enquiry	Use a wide range of information to ask and answer questions									
Chronological understanding	Use understanding of the past and present to tell others about an event including changes in my own life over time									
Chronological understanding	Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events									
Historical Interpretation	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past									
Organisation and communication	Describe objects, people or events in history									
Organisation and communication	Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT									
Knowledge and understanding	Use information to describe the past and compare it to the present day									
Knowledge and understanding	Look at evidence to give and explain reasons why people in the past may have acted in the way they did									
Knowledge and understanding	Recount the main events from a significant event in history									

Year 2 Key Performance Indicators

	GEOGRAPHY						
Geographical enquiry and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage						
Geographical enquiry and fieldwork	Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map						
Geographical enquiry and fieldwork	Use aerial photographs and to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key						
Geographical enquiry and fieldwork	Use simple fieldwork and observational enquiry to study the geography of their environment						
Locational knowledge	Name and locate the world's seven continents and five oceans						
Locational knowledge	Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas						
Human and physical geography	Describe the location of the Equator and the North and South Poles						
Human and physical geography	Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather						
Human and physical geography	Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
Place knowledge	Compare the local area with a non-European country. ie. Australia						

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	PE							
Skills	Master basic movements including running, jumping, throwing and catching							
Gym	Develop balance, agility and co-ordination and begin to apply these in a range of activities							
Games	Participate in team games, developing simple tactics for attacking and defending							
Competition	Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations							
Dance	Perform dance using learned movement patterns							

	MUSIC							
Listening	Understand there are different ways of making sound (voice, body, percussion and tuned instruments, blow, strum, pluck, hit)							
	Know music can be played or listened to for a variety of purposes (in history/ different cultures)							
Performing	Improvise a simple rhythm using different instruments							
Composing	Choose and control sounds to create different moods and effects							
	Make own sounds and symbols to make and record music							
Responding and reviewing	Begin to describe a piece of music using musical vocabulary							

Year 2 Key Performance Indicators

	ART							
Learning	Select particular techniques to create a chosen product and develop some care and control over materials and their use							
Learning	Give reasons for his/her preferences when looking at art/craft or design work							
Techniques	Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings							
Techniques	Develop techniques to join fabrics and apply decorations such as a running or over stitch							
Techniques	Experiment with tones using pencils, chalk or charcoal							
Techniques	Represent things observed, remembered or imagined using colour/tools							

	DT							
Cooking and nutrition	Understand that all food has to be farmed, grown or caught							
Processes	Choose tools and select materials based on knowledge of their properties							
Processes	Safely measure, mark out, cut and shape materials and components using a range of tools							
Processes	Evaluate and assess existing products and those that have been made using a design criteria							
Processes	Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable							

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