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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. For writing only, there are additional **greater depth** statements (which appear in green) to support the judgement for children working at this standard.

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	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associative additive relationships (eg. If $7 + 3 = 10$, then $17 + 3 = 20$)			
Number	Partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus			
Number	Use estimation to check their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)			
Add & Subtract	Add 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg. $48 + 35$)			
Add & Subtract	Subtract 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg. $72 - 17$)			
Add & Subtract	Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)			
Multiply & Divide	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems,			
Multiply & Divide	Demonstrate an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$)			
Fractions	Identify and find $1/3, 1/4, 1/2, 2/4, 3/4$ of a number or shape, and know that all parts must be equal parts of the whole			
Measure	Read the time on the clock to the nearest 15 minutes			
Measure	Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the capacity on a measuring jug)			
Measure	Use different coins to make the same amount (e.g. use coins to make 50p in different ways; how many £2 coins are needed to exchange for a £20 note)			
Measure	Solves simple problems in practical context involving money of the same unit including giving change			
Properties of Shape	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry			
Geometry	Uses mathematical vocabulary to describe position, direction and movement including rotation as a turn in terms of right angles for $1/4, 1/2$ and $3/4$ 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			
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 most words of two or more syllables			
Vocabulary	Reads most words containing common suffixes			
Vocabulary	Reads most common exception words			
Vocabulary	In age-appropriate books, reads words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute			
Vocabulary	In age-appropriate books, sounds out most unfamiliar words accurately, without undue hesitation			
Comprehension	In a book that they can already read fluently, the pupil can check it makes sense, correcting any inaccurate reading			
Comprehension	In a book that they can already read fluently, the pupil can answer questions and make some inferences			
Comprehension	In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read			
Range & Purpose	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. Becomes increasingly familiar with and is able to retell a wider range of stories.			

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	WRITING			
Form	Writes simple, coherent narratives about personal experiences and those of others (real or fictional)			
Form	Writes about real events, recording these simply and clearly			
Form	Develops positive attitude towards and stamina for writing by writing for different purposes			
SPAG	Demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required			
SPAG	Use expanded noun phrases for description and specification			
SPAG	Uses present and past tense mostly correctly and consistently			
SPAG	Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses			
SPAG	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others			
SPAG	Spell many common exception words			
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			
HW	Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters			
HW	Uses spacing between words that reflects the size of the letters.			
Range & Purpose	Write for a range of purposes and audiences			
Form	Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			
Process	Makes simple additions, revisions and proof-reading corrections and improvements to their own writing			
SPAG	Uses the punctuation taught at key stage 1 mostly correctly (apostrophes, commas, speech marks, question and exclamation marks)			
SPAG	Spells most common exception words			
SPAG	Adds suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)			
HW	Uses the diagonal and horizontal strokes needed to join some letters.			

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	SCIENCE			
Working Scientifically	Ask their own questions about what they notice			
	Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including finding things out using secondary sources of information			
	Noticing similarities, differences and patterns			
	Grouping and classifying things			
	Carrying out simple comparative tests			
	Observing changes over time			
	Use appropriate scientific language to communicate their ideas in a variety of ways, what they do and what they find out.			
Animals, including Humans	Describe the main changes as young animals, including humans, grow into adults			
	Describe the basic needs of animals for survival (water, food and air)			
	Describe the importance of exercise, balanced diet and hygiene for humans			
Living Things and their habitats	Identify whether things are alive, dead or have never lived			
	Describe how plants and animals are suited to different habitats			
	Name different plants and animals, including micro-habitats			
	Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships			
Materials	Use their knowledge and understanding of the properties of materials, to identify and group everyday materials, and compare their suitability for different uses, including wood, metal, plastic, glass, brick, rock and paper /card			
	Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching			
Plants	Describe the main changes as seeds and bulbs grow into mature plants			
	Describe basic needs of plants for survival and the impact of changing these			

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	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	I can 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. Ie 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.			

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	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			

	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.			
Games	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.			

Year 2 Key Performance Indicators

MUSIC				
Listening	I 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.			

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			

Year 2 Key Performance Indicators

	DT			
Cooking and nutrition	I can understand that all food has to be farmed, grown or caught			
Processes	I can choose tools I would like to use and select materials based on my knowledge of their properties			
Processes	I can safely measure, mark out, cut and shape materials and components using a range of tools			
Processes	I can evaluate and assess existing products and those that I have made using a design criteria			
Processes	I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable			

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