

Year 2 Curriculum Presentation



AUTUMN TERM
2026

Respect



- Have good manners
- Listen
- Look after property
- Follow school expectations
- Appreciate different ideas

Kindness



- Show empathy
- Include others
- Be a good friend
- Think of others

Integrity



- Be honest
- Be my best self
- Be proud of myself
- Make the right choices

Togetherness



- Work as a team
- Take turns and share
- Get on with one another
- Value each other
- Diversity – celebrate uniqueness

Resilience



- Be independent
- Don't give up
- Solve problems
- Don't worry if something goes wrong
- Bounce back

Creativity



- Be imaginative
- Be expressive
- Have my own ideas
- Explore different ideas

During this presentation we will...

- Give information regarding organisation and routines
- Clarify expectations, standards & progression in Year 2
- Explain how we organise teaching & learning in;
 - Reading
 - Writing
 - Maths
 - Foundation subjects

The National Curriculum



Core Subjects:

English

Maths

Science



Foundation Subjects:

Art & Design,
Computing, Design &
Technology,
Geography, History,
Music, PE, RE

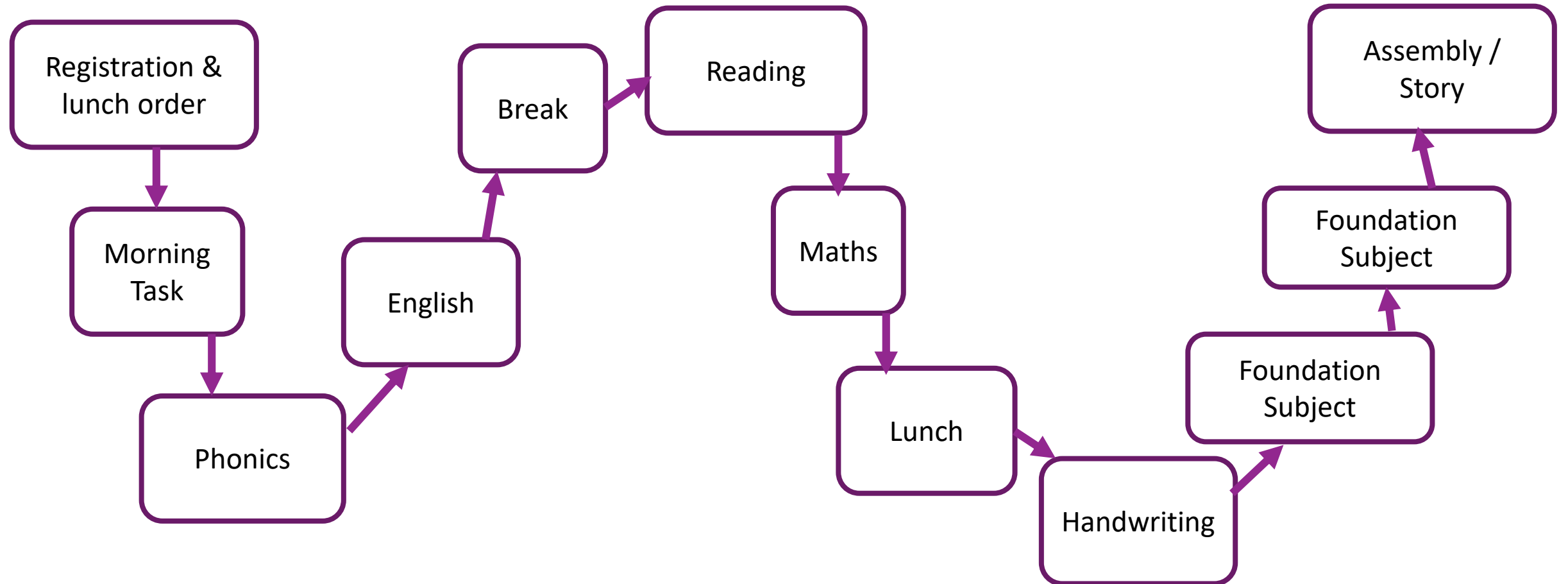


Wider Learning:

School Values
How we learn best
Enrichment and experiences
Personal, Social & Health
Education



The School Day



Assessment in Year 2

- Ongoing
- Phonics (retakes in June if did not pass Phonics screening in Y1)
- End of Key Stage assessments – (End of year report to parents and information passed to Junior School.)

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

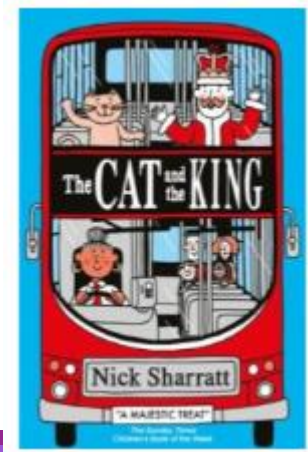
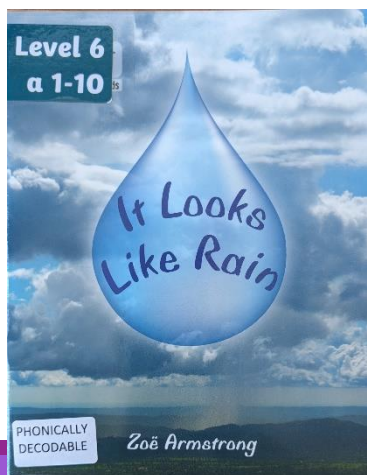
Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Reading and phonics

- **Twinkl Phonics Scheme** – aim to complete Level 6
- Phonically decodable books matched to current level
- Move on to Book Band books
- Guided reading
- Library books



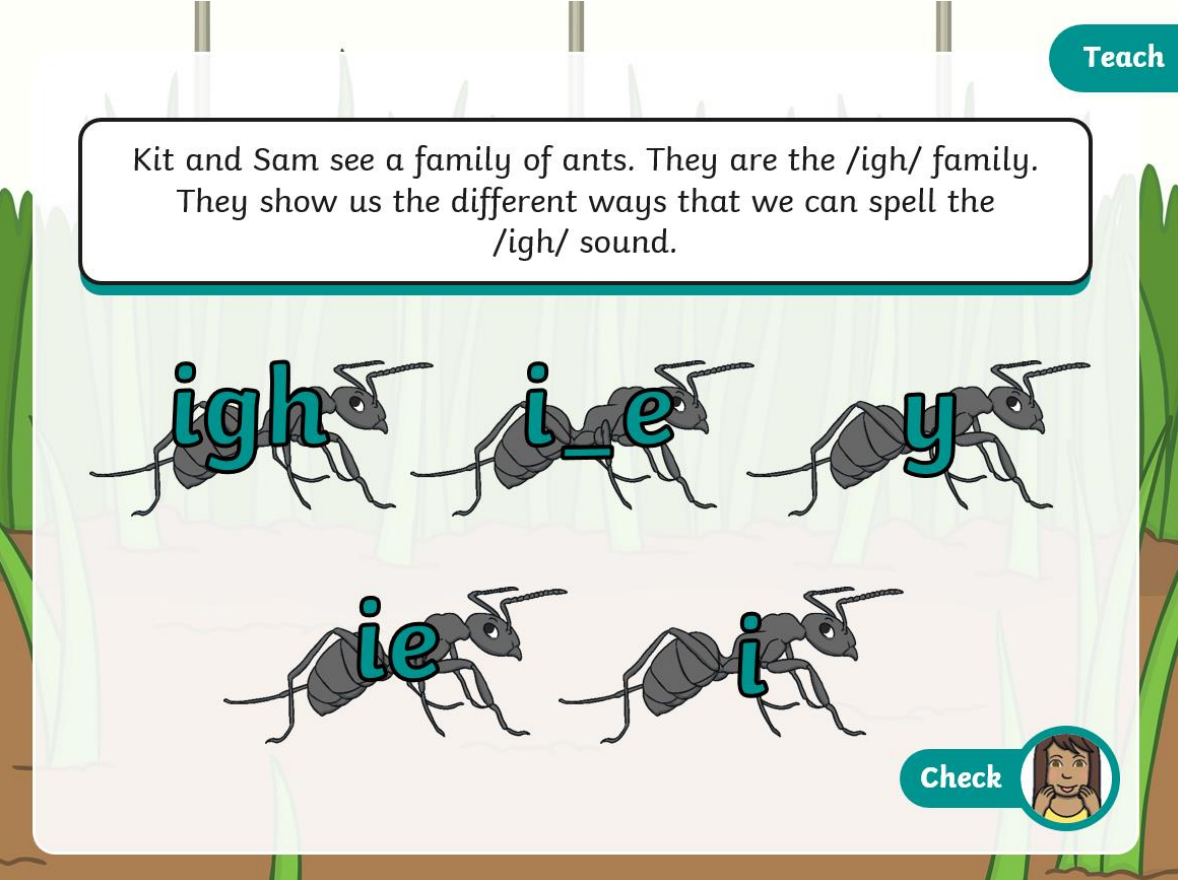
Teach

Kit and Sam see a family of ants. They are the /igh/ family. They show us the different ways that we can spell the /igh/ sound.

igh i-e y

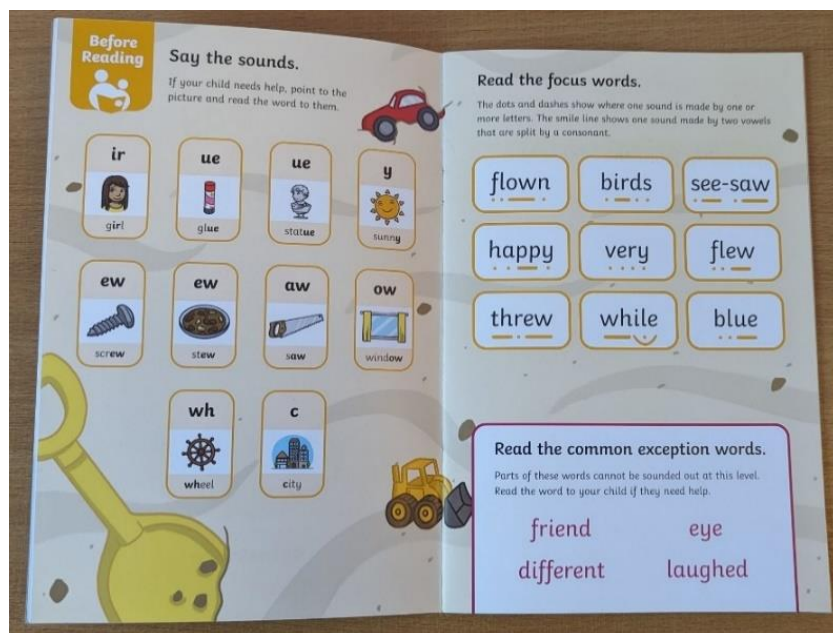
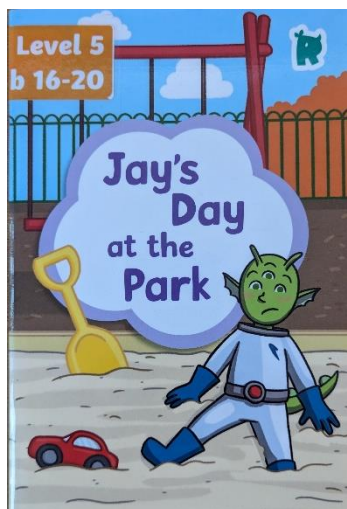
ie i

Check

The illustration shows a family of five ants on a light brown path. The first ant has 'igh' on its back, the second has 'i-e', the third has 'y', the fourth has 'ie', and the fifth has 'i'. The background features green grass and trees. A 'Teach' button is in the top right, and a 'Check' button with a cartoon girl's face is in the bottom right.

Reading at home

- Adults in school often write in the book title and the date
- Please write a comment OR just initial OR even a smiley face to help us know your child has read at home.
- Aim for reading the book twice before changing – 1st read focus on sounding out and blending, decoding. 2nd read focus on developing fluency, pace and talking more about the book.



Date	Book title and page number	Parent/Teacher/Pupil comments
8/9	Neat and Clean	Read up to 6
9/9		Finished book. Good sounding out, spotted 'ea' sound.
10/9		Re-read: the book at home. Talked about the characters.

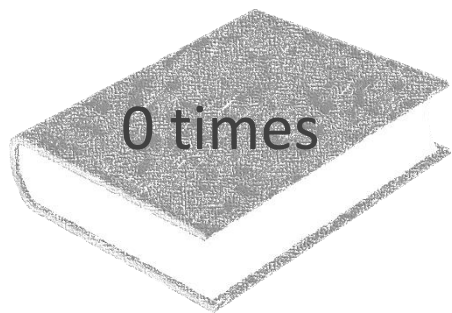
Reading



Sharing books and reading – please support this at home as much as possible!

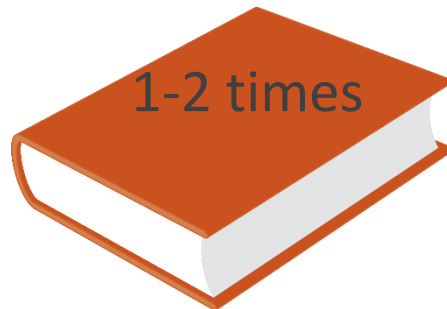
The vocabulary children have heard by age 5 varies greatly

and this is influenced by the number of books they **hear** each week.



0 times

4,662 words



1-2 times

63,570 words



3-4 times

169,520 words



6-7 times

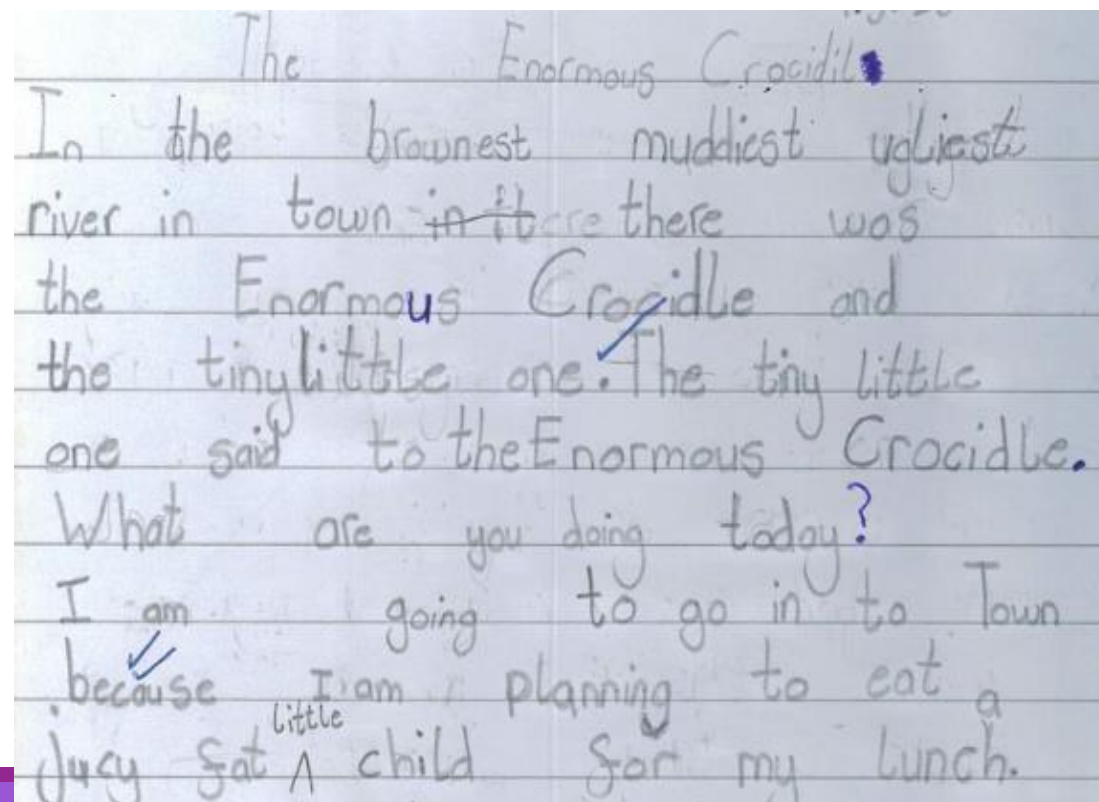
296,660 words

Writing

- Various hooks and stimuli for writing, including high quality texts
- Opportunities to practise key skills before applying to more independent writing
- Key aspects to focus on
 - Re-read - Does it **make sense**? (Sentence level & Text level)
 - **Phonetically plausible** spellings for unknown words (e.g. resighcle for recycle)
 - Starting to apply **spelling rules**
 - **Punctuation**
 - Remembering/correcting **common exception words**

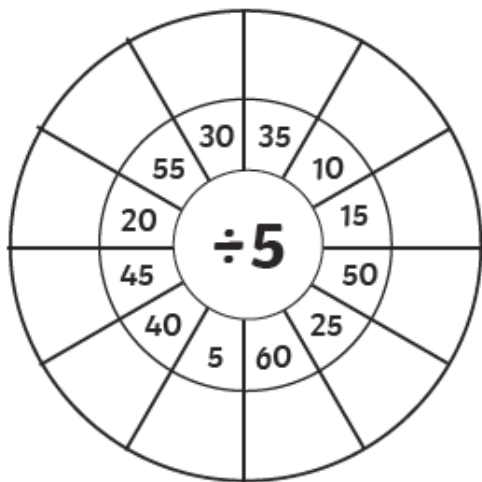
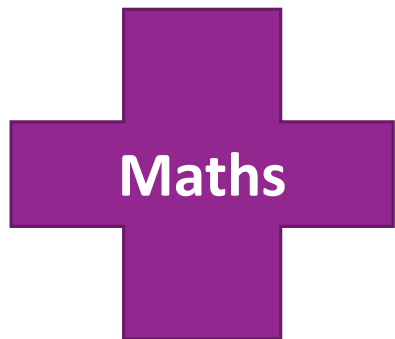
For greater depth:

- Vocabulary and punctuation (**drawing from their reading**) chosen to match the purpose and have an impact on the reader



The Enormous Crocodile

In the brownest muddiest ugliest river in town ~~in it~~ there was the Enormous Crocodile and the tiny little one. The tiny little one said to the Enormous Crocodile. What are you doing today? I am going to go in to Town because I am planning to eat a juicy fat ^{little} child for my lunch.



Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus – for example: $48 + 35$, $72 - 17$
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships – for example: if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry

*The scale can be in the form of a number line or a practical measuring situation.



Look at the picture above. Can you complete the bar model?

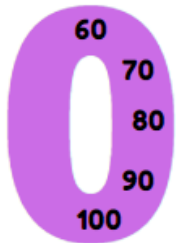
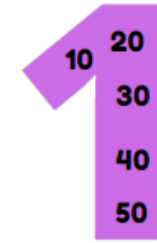
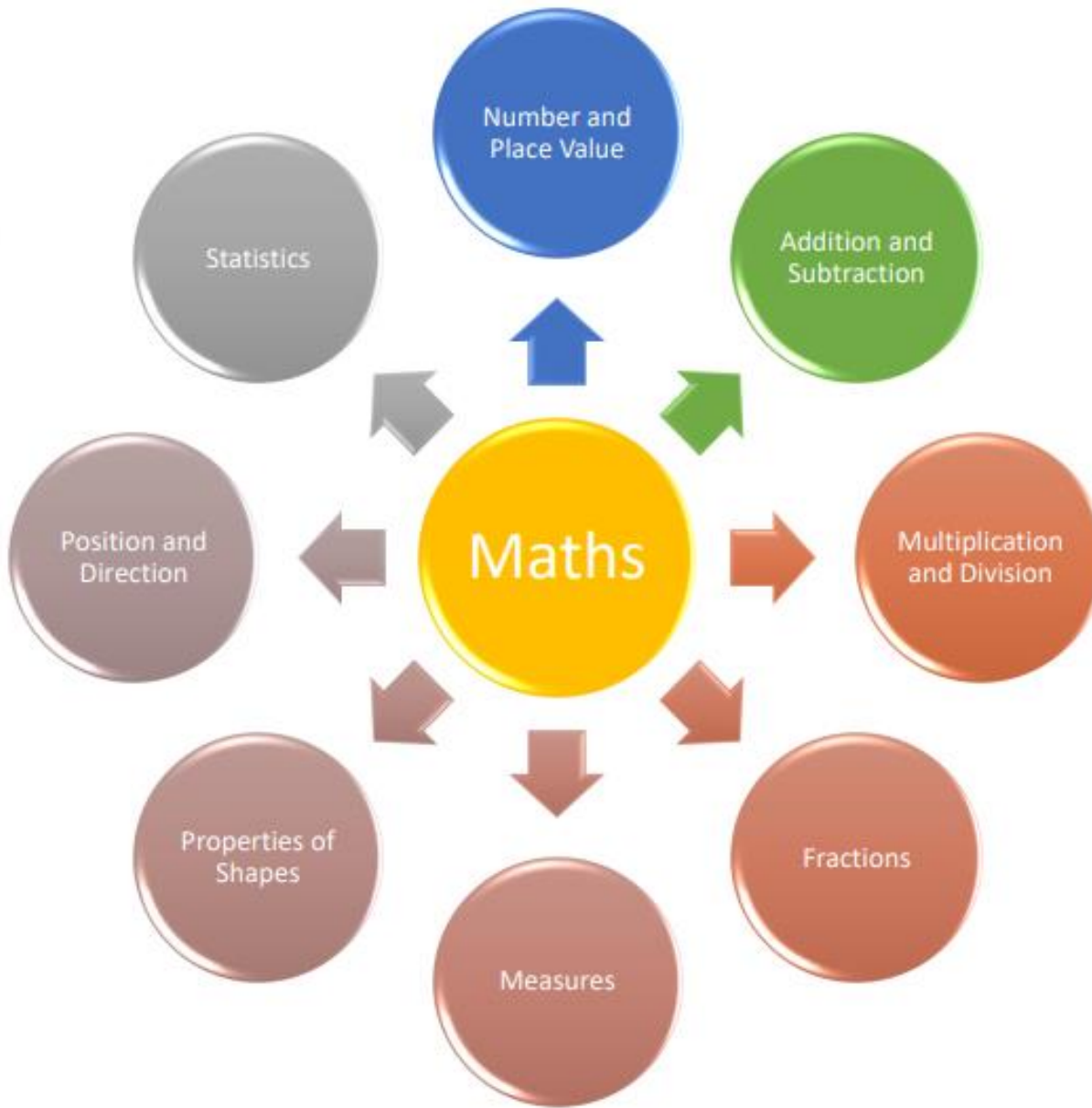
What is the total? _____

What are the parts? _____ and _____.

Can you write this as a number sentence?

Can you write this as a different number sentence?





- Children need to be secure in:
- understanding numbers to 100
 - number bonds to 20,
 - x2, x5, x10 tables and associated division facts

[See maths booklet on our website for lots more ideas](#)

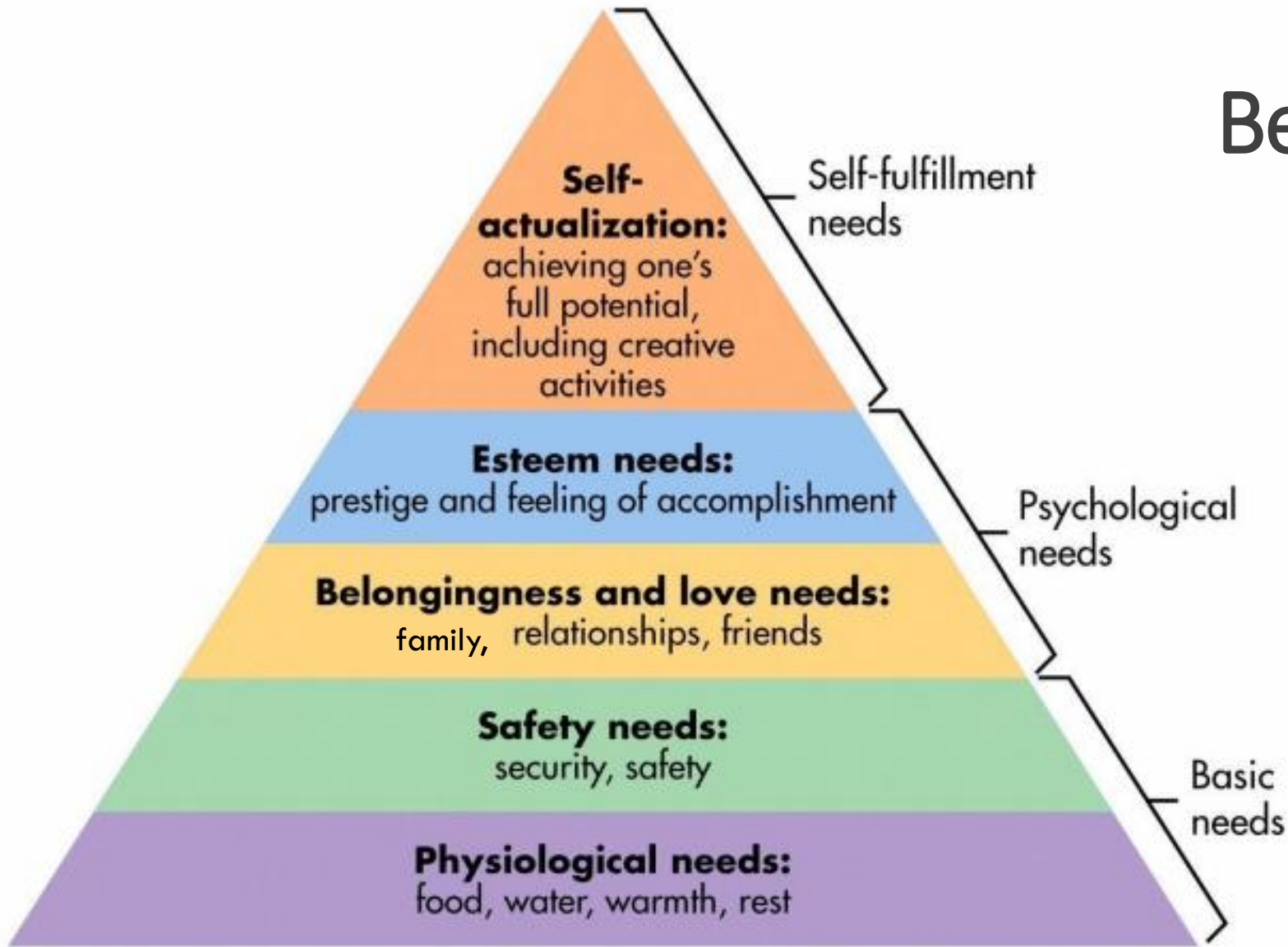


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How you can help at home

- Modelling correct speech and vocabulary. Having conversations.
- **Read with (and to) your child as much as possible – use the reading record to record what you have read.**
- **Practise their weekly spellings**
- Encourage opportunities to write – shopping lists, letters, made up stories, etc.
- Everyday maths e.g. weighing, measuring, fractions $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$, **handling money**, practise telling and writing the time (o'clock, half past, quarter past and quarter to)
- Practical activities at home e.g. cooking, weighing, shopping, measuring length with standard and non-standard measures
- [White Rose Maths at home](#)

Being ready to learn



Instead of 'How was your day?' ...

In the moment:

Focus on how pleased you are to see them.
Try to spot and name their emotion for them.

Choose your time carefully...

Before bedtime
After a snack
Whilst colouring etc.

Model it:

Show them what it sounds like to talk about YOUR day.
Something that surprised you, made you laugh...

Don't jump into interview mode... Be curious

Children can find it hard to generalise, "I had no one to play with today" can mean that for 5 minutes their friends were still in the hall eating lunch, and after that they came outside and they played together. Try and help find ways to get children to tell you more about what happened and prompt for what they could do.

How we work together to support your child

Homework There will be no weekly official homework other than the reading and spelling practise. We may ask for items to be brought in e.g.: cardboard tubes, photos etc.

Book bags please can you check your child's book bag every night to look for things like pictures, invitations or other school communication. 1 key ring only please!

Water we actively encourage the children to regularly drink water and bring in their own named water bottle for the classroom.

Uniform must be labelled with your child's name.

Finally...

Working in partnership with you is very important to us so please come and talk to us at the end of the school day with any questions or concerns. Alternatively you can email or call the school to arrange a mutually convenient time to talk.

We look forward to seeing you at **workshops** e.g.: Reading, Maths, open mornings, book looks

Parents' Evenings are also an opportunity to see how your child is progressing and be given personalised targets for their next steps

School is always looking for **volunteers**. Please enquire at the office!



Any questions?