

Welcome to **Year 2** **Curriculum** Meeting for Parents

To try is to achieve, to achieve is to grow

Autumn 2026



The Year 2 Team



Kingfisher Class:
Teacher: Miss Brown
LSA: Ms. Francis



Woodpecker Class:
Teacher: Mrs. Basharat
LSA: Mrs. Murphy



Robin Class:
Teacher: Miss Housden
LSA: Mrs. McCloud



Day to Day in Year 2

- **Library day Friday** (1 library book and 2 extra reading books)
- **P.E_Days Friday** (Friday subject to change ½ termly to a Monday)
- **Forest School Days**
 - Kingfisher – Monday
 - Robin – Tuesday
 - Woodpecker – Thursday
- **Reading Books** These will be changed weekly on a **Thursday**.



Day to Day in Year 2

Daily
Phonics

Handwriting

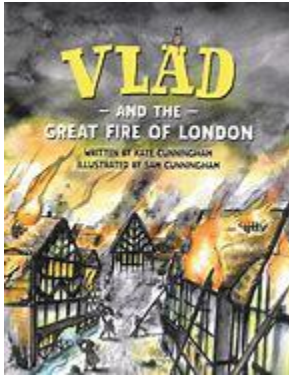
Reading
Groups

English and
Maths
sessions

Foundation
Subjects
Learning
(Music, PSHE, Art, D&T,
Geography, Science,
History, Computing, P.E,
R.E etc)

Topics and Foundation in Year 2

½ Termly topics: Include Fire!, Dragons, Pirates, Titanic and Plants and People.



Foundation subjects may be taught in weekly lessons or in more condensed 'blocks' depending on the skills and objectives to be covered.

Foundation subjects

These are some of the topics and skills the children will learn in the foundation subjects throughout the year.

HISTORY

**Great Fire of London,
Famous Pirates,
Florence Nightingale &
Mary Seacole**

GEOGRAPHY

**Weather, map skills,
comparative studies for
two locations**

RELIGIOUS EDUCATION (R.E)

**Hindu and Christian faith
in focus. Advent, Special
places, Special foods**

PHYSICAL EDUCATION

**Dance,
Gymnastics, Ball
Skills and Games**

SCIENCE

**Lifecycles,
Materials, Growing
Plants, Forces**

DESIGN AND TECHNOLOGY (D&T) AND ART

**Collage, Illustrations,
Sketching, Sculpting,
Joining and fixing
materials, Food preparation**

Enrichment in Year 2



Trips, visitors and '**hook**' days throughout the year e.g. dress up, exploration day, visits and immersive experiences



Opportunities to share our learning e.g. with another year group, parents/carers



Mentally healthy school

- Your child's health, personal, social and mental wellbeing form an integral part of our curriculum.
- We teach children how to be resilient in all aspects of their life through our Personal Development
- Lessons which look at healthy minds and bodies, rights and responsibilities, emotional wellbeing and many other aspects of being a happy and socially rounded young human being.

- PSHE curriculum – relationships, staying healthy
- Lolly sticks – each morning and playtimes to check in. Adults will follow up if a child is not feeling good that day.
- What went well?
- Circle time
- Singing, sport, performance and play





Learning at home in Year 2

Reading

- The **more** children read, the more fluent they will become.
- Try to read 3-5 times a week.
- Ask questions around the text to help their comprehension skills – who, what, why, when.
- Discussion of language – do children understand what new words mean? Ask children to make predictions about what will happen.
- Read a range of texts together
- Reading a Rainbow – sign for each day a child reads.

Mental Maths Toolkits

- The children will have new toolkits with a focus on number facts.
- Mental maths skills are the foundation for their maths learning.
- Support frequently – little and often.
- We will test in school and update every half term and send a copy home.

Maths Challenge

- Twice every half term – to be completed with support. It is a challenge not an independent piece.
- Allow children to do what they are capable of.

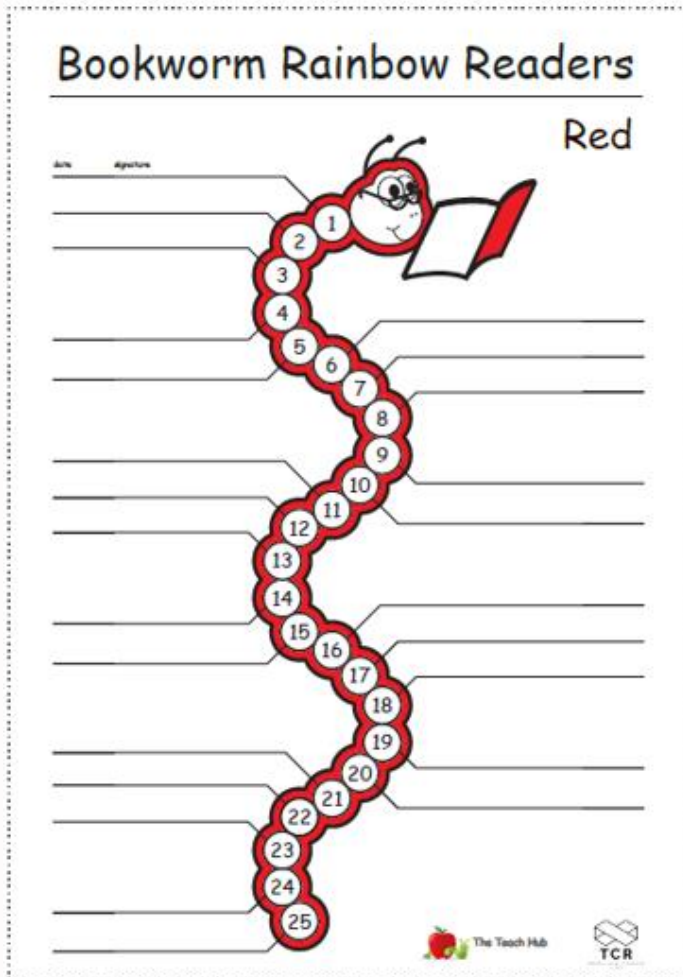
Home Learning

- Every half term. Linked to topic work. GFOL house this half term.

Newsletter

- What we have been and will be learning. Suggestions of how you can support them at home.

Learning at home in Year 2



Each child will start again with a **red** sheet and when they read each day to an adult at home, the book worm is dated, signed and coloured in.

Once a worm is **complete (25 days)**, the child receives a sticker of that colour to wear at school and they move on to the next colour of the rainbow.

There are **10 different colours** that your child can complete.

Parents, you will need to **sign and date** the book worms at home (you will still need to sign the reading diary as well!)

P.E. in Year 2

P.E. will be on **Fridays** (gymnastics this half term).

Please make sure **P.E. kits are in school every day**. Named (Navy shorts, trousers/leggings for the cold weather, white t-shirt and navy sweatshirt/hoodie plus plimsolls/trainers).

Hair tied back if it is long (boy/girl) and earrings taped or removed on P.E. days.

Throughout the year there will be coaches visiting to further enrich our P.E curriculum.

After school sports clubs run through the year.



How we keep in contact



Child Formal Parents Evening

Twice a year (Autumn & Spring)



Written Reports

End of year (Summer)



Open Door Policy

Best time is during pick up



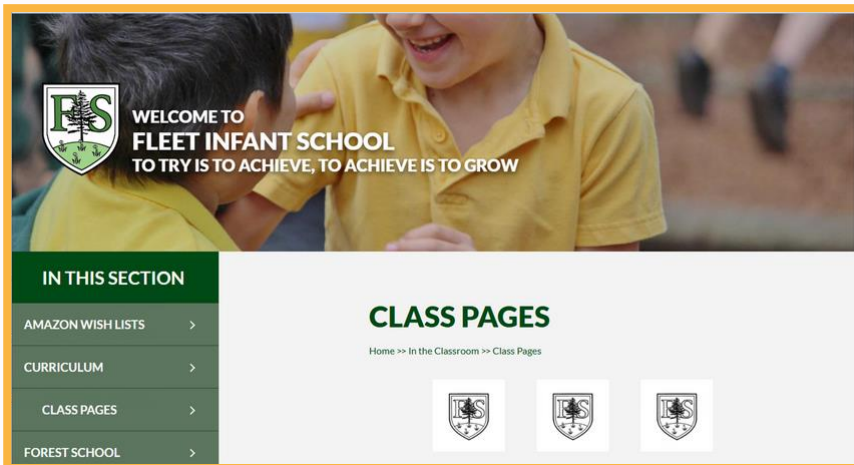
Notes for Going Home

If your child is going home with different adults or has an appointment

Our website is full of useful information

Curriculum information

What the children will be learning in each subject.



PLUS

Handouts

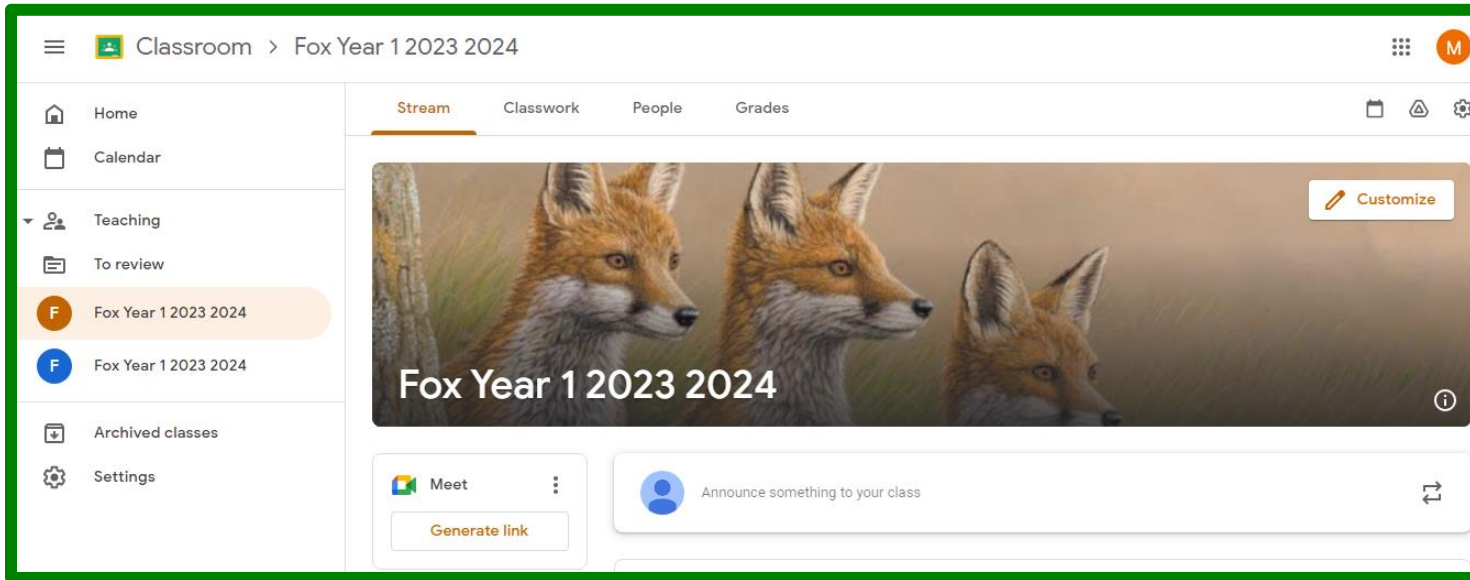
Class updates (work, photos, videos etc)

Letter formation sheets

Weekly spellings linked to Little Wandle

PowerPoints of presentations

Google Classroom



- Home Learning
- Maths Challenges
- Updates about Class Treats

Best to **turn on notifications** so you are alerted to a new messages as they are not every week.

Learning behaviours & values

Rising to the Challenge

Perseverance

Managing distractions

Kindness

Gratitude

Courage

Respect

Resilience

Honesty

We have a value in focus each half term.
This half term's value is **respect**.

Curriculum

The children are expected to be **fluent** and **independent** in their learning.

The national curriculum is a **mastery curriculum**. This means that children will learn fewer things but what they do learn they will learn in much greater depth.

- They will learn and practice a skill
- Apply the skill in a variety of ways
- Master the skills and use it in different contexts
- E.g in Maths, the children may apply their skills of addition and subtraction to solve an open-ended problem and reason

During and at the end of the year, the children in Year 2 will be assessed against this curriculum. Final teacher assessments will be reported to parents on the summer written report.

End of year assessments

At the end of KS1, children will be assessed as having either a **'Secure'** understanding of the curriculum or not.

- Children who are **not secure** will be described as **'Working Towards'** age related expectations.
- Children who can demonstrate a **deeper understanding** will be described as working at **'Greater Depth'** within the age related expectations.

The children will **need to meet all the objectives** within Working Towards, Expected or Greater Depth in order to be assessed at this level.



Reading, Writing & Mathematics

For **Reading, Writing and Mathematics** there will be three standards:

Working towards the expected standard

Working at the expected standard

Working at greater depth within the expected standard

For **Foundation Subjects** there are two standards:

Working towards the expected standard

Working at the expected standard

Each standard contains a number of 'pupil can' statements.

Teachers need to judge a pupil's attainment of **all statements** within the standard and all statements in the preceding standard(s). **These statements cover key learning within the curriculum at each standard.**

Reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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.

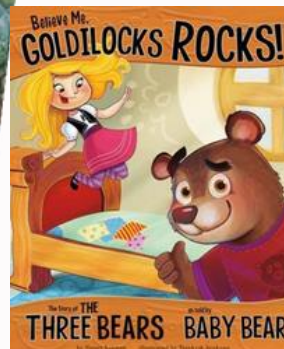
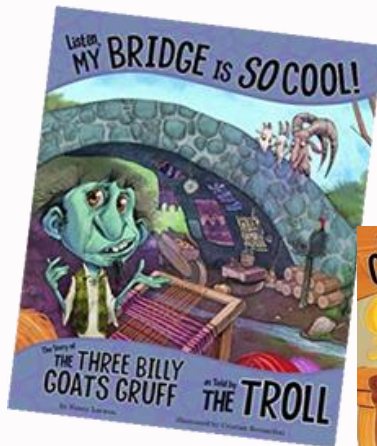
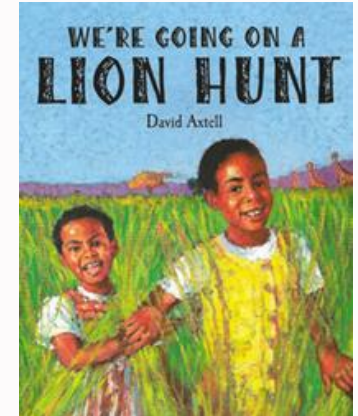
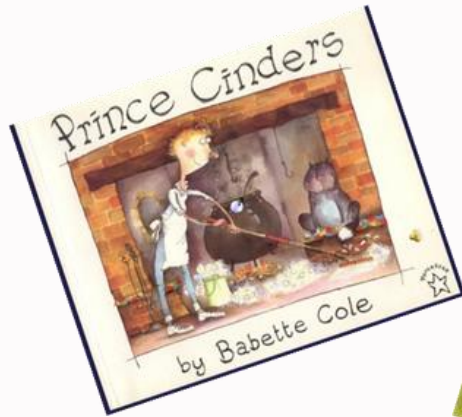


Working at greater depth within the expected standard

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 –links to other stories

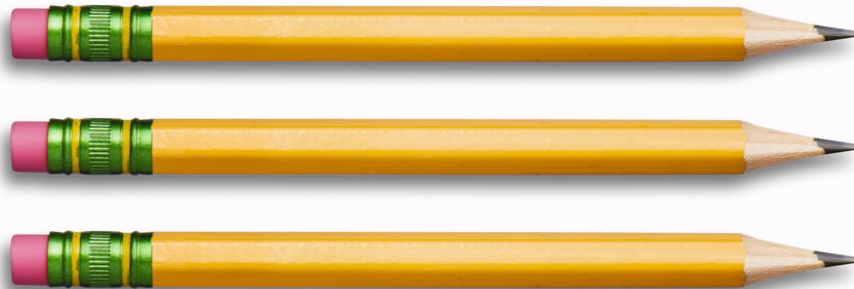


Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.



Working at the expected standard

The pupil can, after discussion with the teacher:

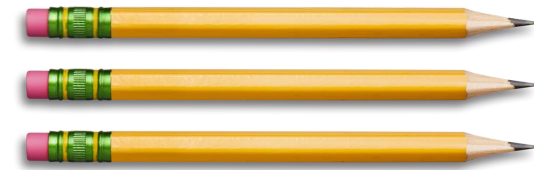
- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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 the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Spellings in Year 1



- 64 Year 1 Common Exception Words
- Practiced daily at school and tested termly

door	only	beautiful	move	busy
floor			prove	
poor	both	after	improve	people
because	old	fast	sure	water
	cold	last	sugar	
find	gold	past		again
kind	hold		eye	
mind	told	father		half
behind			could	
	every	class	should	money
child	everybody	grass	would	
children		pass		
	even		who	Mr
wild		plant	whole	Mrs
	great			
climb	break	path	any	parents
	steak	bath	many	
most				Christmas
	pretty	hour	clothes	

Writing in Year 2

Higher focus on

INDEPENDENCE

We assess independent pieces

STAMINA

Writing longer pieces maintaining high quality
e.g using punctuation consistently

HANDWRITING

Correct size and orientation

SPELLING

Accurately applying taught rules (suffixes), common exception words for Year 1 and 2 must be correctly spelt

EDITING THEIR WORK

(punctuation, spelling, better word choices and words of the day, checking for sense)

Maths

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

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 (e.g. $48 + 35$; $72 - 17$)
- 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 (e.g. 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 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.



Working at greater depth

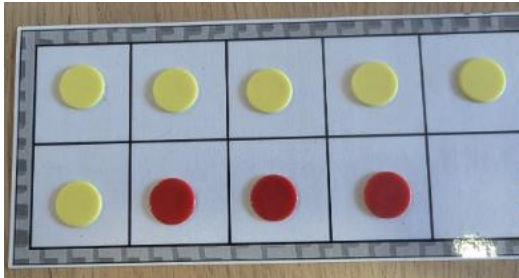
The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

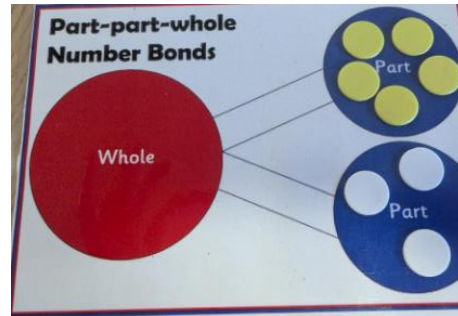
Strategies and Resources



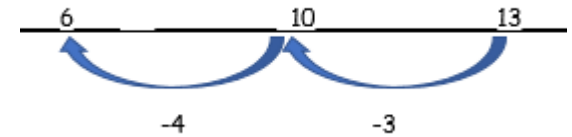
Tens Frames



Part Whole Model



Number Line



Beadstrings



Dienes



Numicon



Maths in Year 2

Higher focus on reasoning and problem solving

QUICK MENTAL RECALL

Quick mental recall of
number facts and times
tables and applying this
to problem solving



EXPLANATION

Can they explain how
they worked out the
answer?

Prove it!
“44 + 45 must be 89
because 40 and 40 is 80
and 4 and 5 is 9”

REASONABLE ESTIMATES

Making reasonable
estimates at an
answer.

“38 + 46 must be
lower than 100
because both
numbers are
smaller than 50”



Teacher assessment

Teacher assessment is based on knowledge of how the pupil has performed over time and in a variety of contexts. It takes into account strengths and weaknesses of the pupil's performance.



Phonics in Year 1



As many of you will know, Fleet Infants and adopted the Little Wandle programme for phonics and reading from this year. This is a DfE validated programme with a structured progression, proven to raise reading outcomes for children. It's currently used by over 5,500 schools in the UK.

Phoneme

Blend

Grapheme

Segment

Digraph

Adjacent consonant

Trigraph

Split digraph

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

Making learning **stick**

ea

sixth

. . . —

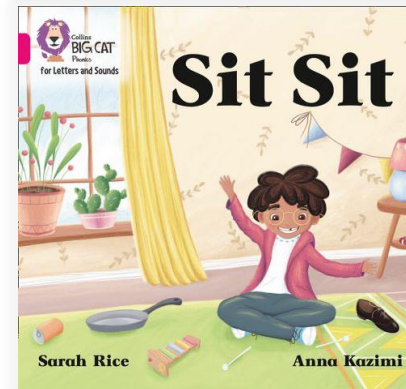
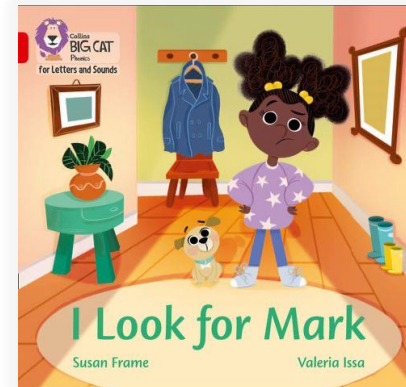
each /ee/
h**ea**d /e/
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the

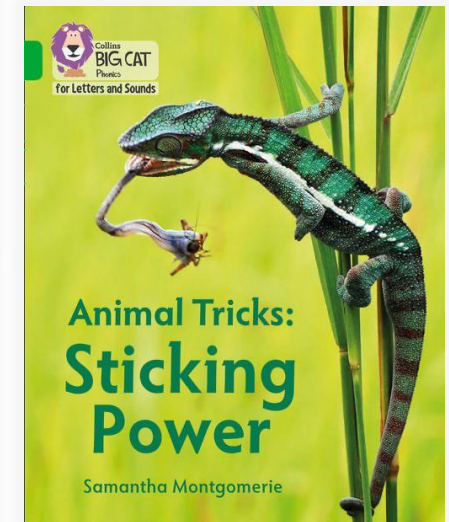
Teaching Reading

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



Range of texts
(story,
instruction,
non-fiction,
poetry etc)



Story Time and
an environment
encouraging a
love of reading



Decoding

Prosody

Comprehension

Book Matching

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



We use assessment to match
your child the right level of book

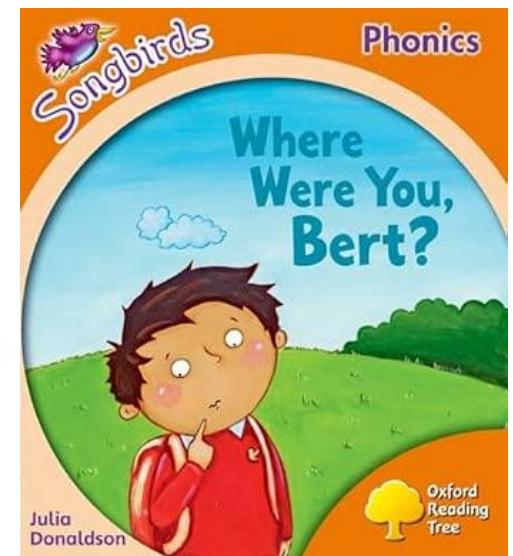
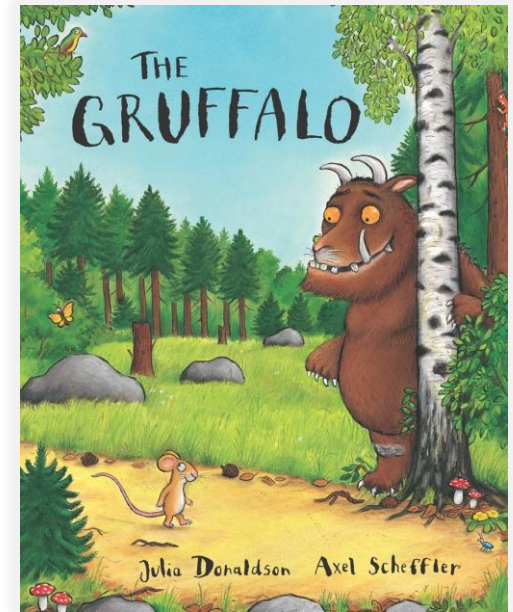
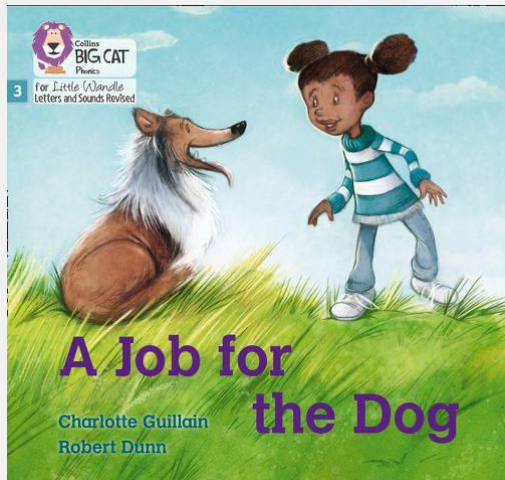
Book Matching

This means that your child should:

- know all the sounds and tricky words in their book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

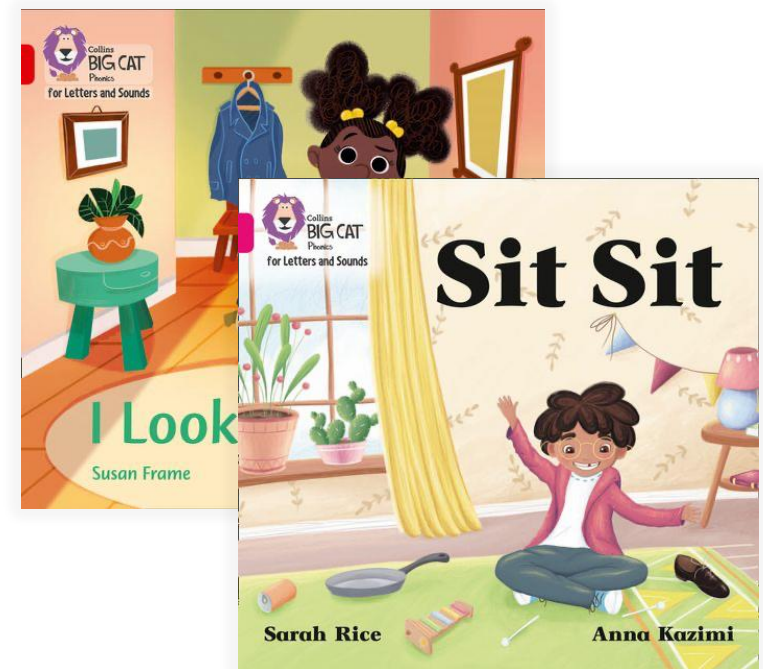


Home Reading



Home Reading

- Your child should be able to read their book without your help.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Home Reading

The library book is for YOU to read:

Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

- Introduce new and exciting language.
- Encourage your child to use new vocabulary.
- Make up sentences together.
- Find different words to use.
- Describe things you see.



Supporting resources

Support for phonics

How we teach

Books coming home

Nursery rhymes - videos

Nursery rhyme - downloads

Useful videos



A quick guide to alien words



How we teach tricky words



How we teach blending



How we teach Phase 5

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Moving forward

You can help your child and the School by:

**Practise number
bonds to and
within 20**

**Practise times
tables (2, 3, 5, 10)**

**Practise mental
maths in the
toolkits**

**Practise
spellings and
spelling rules**

**Reading as often as
you can with your
child, daily would be
wonderful!**

**Support your child to
tell the time to 5
minute intervals**

**Handwriting is
important, encourage
your child to remember
presentation when they
are writing**

School is a partnership with you

Open door policy

**Please catch us at the end of the day, call or email the main
School Office if you have any questions or worries**



01252 613582



info@fleet.hants.sch.uk

Thank you for your continued support