Year 2

2026-2027

Meet & Greet Booklet

Welcome to Year 2





Class 5

Miss Barnett– Class Teacher

Miss Oram – LSA

Class 6

Mrs Mead– Class Teacher

Mrs King - LSA

Year 2 Curriculum Overview 2026-27

Year 2	**Autumn 1** **Great Fire of London**	**Autumn 2** **Great Fire of London**	**Spring 1** Wizard's Spell & Night Gardener	**Spring 2** Victorian Recount	**Summer 1** Scarecrow & Hurt No Living Thing	**Summer 2** Minibeast fact file
History	Great Fire of London	Great Fire of London	Victorian school life	Victorian school life		
Geography	Where in the world: The Capital Cities of Great Britain	Continents & Oceans				Overton and Busunju
Science	Plants		Animals including humans	Properties of Everyday Materials	Living things and Habitats	
DT and Nutrition	Wheels and Axles		Food – sandwiches and wraps			Freestanding Structures
Art and Design	Sketching & collage: cityscapes	Printing- Christmas	Watercolour	Dyeing	Weaving	Sculpture- pipe cleaners
Physical Education	Dance: GFL Games: Throwing and Catching	Gymnastics: shape and balance Games: Rounders	Dance: Victorian Waltz Games: Football	Dance: Africa Games: Netball	Gymnastics: responding to music Games: Hockey	Gymnastics: key steps Athletics
Heart smart	Get heart smart.	Don't forget to let love in!	Too much selfie isn't healthy.	Don't hold on to what is wrong.	Fake is a mistake.	No way through isn't true!
RE	Ritual	Journeys end	Creation	Sadness to happiness	Specialness	Authority
Music	Great Fire of London	Christmas	Jolly Rogers	Grace Darling	Africa	Peter and the Wolf
Computing	Presentations & Typing	Online Buddies	Making Games	My Online Life	My Online Life	Heads Up

Year 2 Educational Visit/Visitors 2026-27

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Open Box Theatre – Great fire		Manor Farm *TBC			Minibeast Visitor

Year 2 Reading Key Objectives

Read fluently using decoding skill
Read accurately by blending, including alternative sounds for graphemes
Read multisyllable words containing known graphemes
Read common suffixes
Read exception words
Read most words quickly and accurately without overt sounding and blending
Discuss and express views on a wide range of poetry, stories and non-fiction
Recognise simple recurring literary language in stories and poetry
Perform poetry learnt by heart with appropriate intonation
Discuss and clarify the meanings of words
Discuss the sequence of events in books
Make inferences on the basis of what is being said and done
Ask and answer questions about a text
Predict what might happen based on reading so far
Explain and discuss understanding of a range of reading

Year 2 Writing Behaviours & Key Objectives

Writing Behaviours:
Generate ideas through discussion, role play and drama
Try out the language of the text being read
Plan writing using story maps, notes and include ideas. Key words and new vocabulary
Know what they want to say in their writing sentence by sentence
Review and refine their writing by reading it aloud with appropriate intonation
Proof read and check for errors
Key Objectives:
Write for different purposes
Sequence sentences to form short narratives
Use noun phrases
Use present and past tense correctly
Use four main types of sentence: statement, question, command and exclamation
Use some coordinating and subordinating conjunctions: ***with, and, so, when, if***
Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
Write lower-case letters and capital letters the correct size
Use appropriate demarcation punctuation and commas for lists
Use the possessive apostrophe & spell some words with contracted forms
Break words into phonemes for spelling

Maths Mastery

The National Curriculum emphasises the importance of all children mastering the content taught each year and discourages the acceleration of children into content from subsequent years.
We aim for all children to

- become fluent in the fundamentals of mathematics, experience varied and frequent practice with increasingly complex problems over time in order to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, spotting relationships and generalisations, and developing justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 2 Key Objectives

Count in steps of 2s, 3s and 5s, and steps of 10
Recognise place value in two-digit numbers
Compare and order numbers up to 100 using <, > and =
Recall and use number addition/subtraction facts to 20, and derive related facts
Add and subtract mentally and with objects one- and two-digit numbers
Understand and use the inverse relationship between addition and subtraction
Know 2×, 5× and 10× tables, including recognising odd & even numbers
Calculate mathematical statements using x and ÷ symbols
Recognise, find, name and write 1/3, 1/4, 1/2 and 3/4 of size, shape or quantity
Write simple fraction facts, e.g. 1/2 of 6 = 3
Combine amounts of money to make a value, including using £ and p symbols
Tell the time to the nearest 5 minutes, including drawing clocks
Describe properties of 2-D shapes, including number of sides and symmetry
Describe properties of 3-D shapes, including number of edges, vertices and faces
Interpret and construct simple tables, tally charts and pictograms

Year 2 Science Key Objectives

Use simple equipment for observations
Link ideas and answers to observations
Collect information to help to answer scientific questions
Describe how some plants and animals are suited to different habitats
Describe how animals obtain food by eating plants or other animals
Describe the basic needs for plant growth (light, water, appropriate temperature)
Describe the basic needs of humans and other animals (water, food, air)
Describe different uses of materials according to their properties

Year 2 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –**dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	 badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The **–le** spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Year 2 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The **–el** spelling is much less common than **–le**. The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in **–al**, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The **y** is changed to **i** before **–es** is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing*.	copied, copier, happier, happiest, cried, replied …**but** copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The **–e** at the end of the root word is dropped before **–ing**, **–ed**, **–er**, **–est**, **–y** or any other suffix beginning with a vowel letter is added. **Exception**: *being.*	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). **Exception**: The letter 'x' is never doubled: *mixing*, *mixed*, *boxer*, *sixes*.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The **/ɔ:/** sound ('or') is usually spelt as **a** before **l** and **ll**.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Year 2 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /iː/ sound spelt –ey	The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	**a** is the most common spelling for the **/ɒ/** ('hot') sound after **w** and **qu**.	want, watch, wander, quantity, squash
The /ɜː/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔː/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful , –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. **Exceptions**: (1) *argument* (2) root words ending in **–y** with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can't* – *cannot*). *It's* means *it is* (e.g. *It's* raining) or sometimes *it has* (e.g. *It's* been raining), but *it's* is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

Year 2 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*. *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. **Note:** 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Year 2 Grammar & Punctuation

Sentence Structure

Subordination (using ***when, if, that, or because***) and co-ordination (using ***or, and,*** or ***but***)
Expanded noun phrases for description and specification [for example, ***the blue butterfly, plain flour, the man in the moon***]
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text Structure

Correct choice and consistent use of present tense and past tense throughout writing
Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, ***she is drumming, he was shouting***]

Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, ***the girl's name***]

Terminology for Pupils

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Behaviour Policy

We have chosen three rules through which the code of conduct is promoted in all aspects of school life.

Be

- Ready
- Respectful
- Safe

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. All staff give verbal or written recognition as often as possible. Other rewards include:

- **Positive notes home**
- **Beads in a bottle (**class reward)
- **Certificates**
- **Hot Chocolate Fridays**
- **VIP wrist bracelets (Over and above)**

The mindfulness room

At breaktimes and lunchtimes, a calm room is available for children to come to if they are feeling angry or upset and need to calm down.

Sanctions

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Before going on to the "ladder", the teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules…

1. **Reminder**
2. **Warning**
3. **Time out or move in class**
4. **Repair** (discuss behaviour with teacher and consider how best to repair the problem)

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first.