

Year Two Curriculum Evening 2025



Ms Swift
Ms Nicholls
Mrs Spikereit
Mrs Badhe

Y2 Support Staff

Ms Greaves



Ms Brown

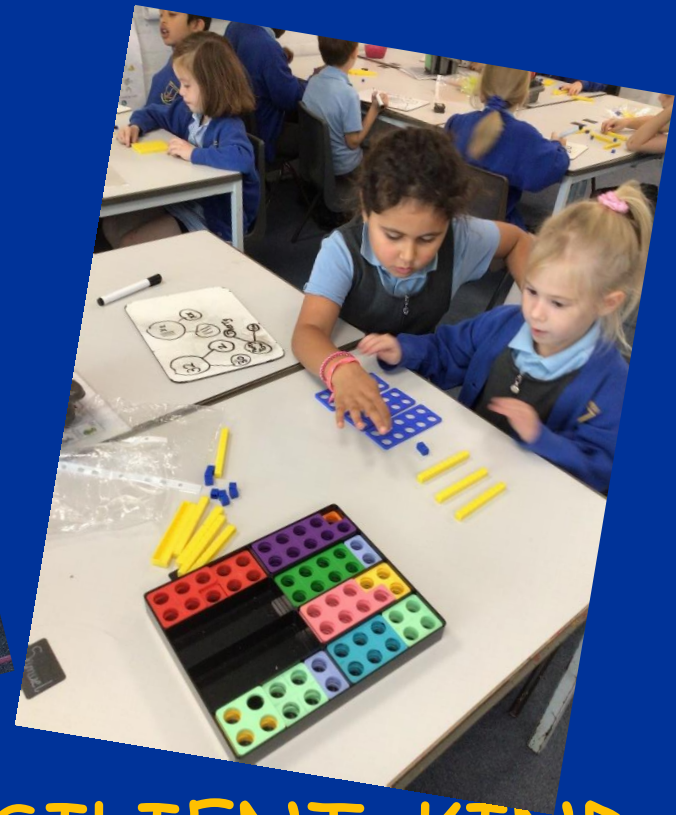


Ms Tatnell



School Vision

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.



HAPPY, CURIOUS, RESILIENT, KIND

Timetable

Autumn 1 Term

Year 2

	9:10- 9:50		10:10-25		10:40-11:00	11:00	12	13:00 – 14.15		14:30-3:20	
Mon	H/W	Phonics & Guided Reading	Maths	B	Maths	English (spelling rule)	L	Geography	B	RE	Story
Tues	EMW	Phonics & Guided Reading	Maths	R	Maths	English / 2N PE	U	2S & 2SB PE 2N English	R	Assembly 2.45-3.05	Story
Wed	EMW	Phonics & Guided Reading	English (h/w)	E	Maths	French/Maths 10:40 (2S)/11:05 (2N)/ 11:35 (2SB)	N	Science	E	Library	Whole School Assembly
Thurs	EMW	Phonics & Guided Reading	Maths	A	Maths	English	C	NS Sport	A	Spelling rule and show and tell	
Fri	Quiet Reading	Spellings	Computing/Music	K	Music/Computing/Free flow/handwriting		H	Art	K	<u>Singing</u> 2.45-3.05	Story

Uniform expectations

Children must come into school wearing correct school uniform.

PE days- Tuesday and Thursday may wear PE kit all day.

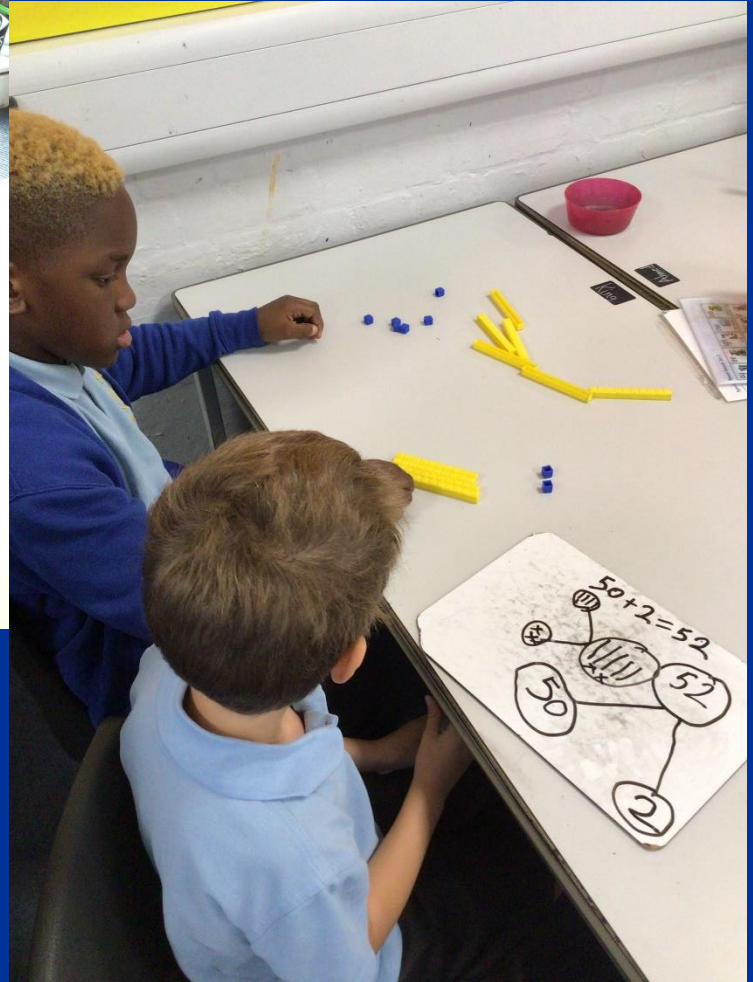
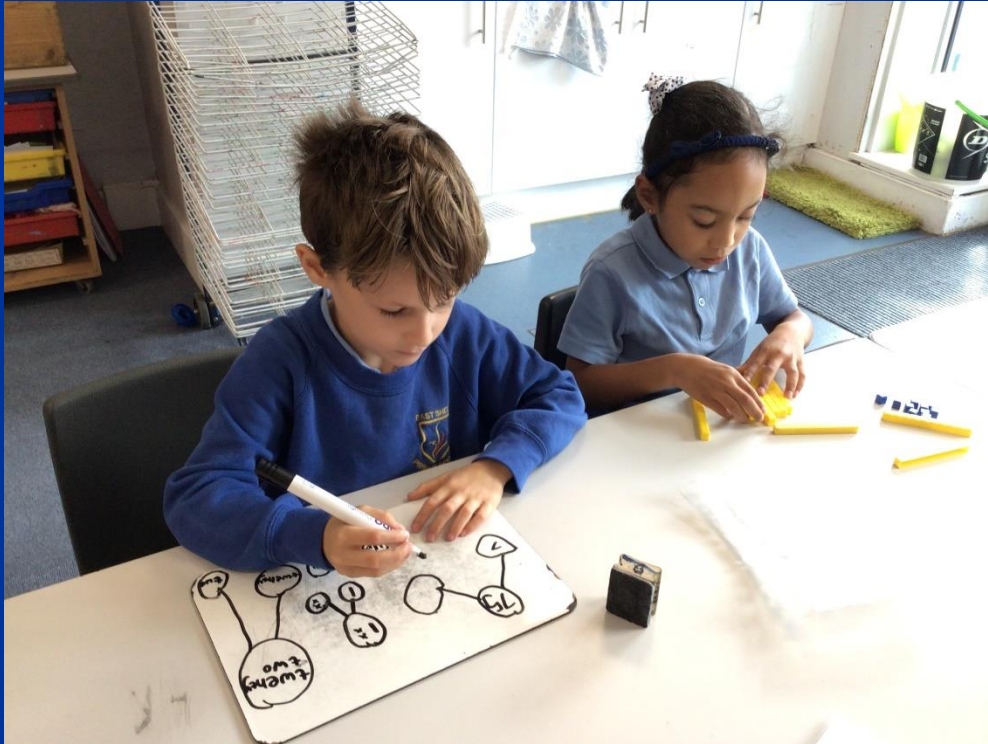
- ESPS blue collarless t-shirt
- Black or blue shorts/tracksuit bottoms leggings
- ESPS jumper/fleece
- Trainers



Maths at ESPS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> Place value VIEW				<p>Number</p> Addition and subtraction VIEW				<p>Geometry</p> Shape VIEW			
Spring term	<p>Measurement</p> Money VIEW	<p>Number</p> Multiplication and division VIEW				<p>Measurement</p> Length and height VIEW	<p>Measurement</p> Mass, capacity and temperature VIEW					
Summer term	<p>Number</p> Fractions VIEW			<p>Measurement</p> Time VIEW		Statistics VIEW		<p>Geometry</p> Position and direction VIEW		Consolidation		

Maths



Examples of use of practical resources to help the children learn.

Objective & Strategy	Concrete	Pictorial	Abstract			
Add a two digit number and ones	17 + 5 = 22 Use ten frame to make ten Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	17 + 5 = 22 Use part part whole and number line to model. 20 16 + 7 = 23 16 20 23	17 + 5 = 22 Explore related facts 17 + 5 = 22 5 + 17 = 22 22 - 17 = 5 22 - 5 = 17 <table border="1"><tr><td>22</td></tr><tr><td>17</td><td>5</td></tr></table>	22	17	5
22						
17	5					
Add a 2 digit number and ten(s)	25 + 10 = 35 Explore that the ones digit does not change	27 + 30 = 37 +10 +10 +10 27 37 47 57	27 + 10 = 37 27 + 20 = 47 27 + 30 = 57			
Add two 2-digit numbers	27 + 30 = 57 Model using dienes, place value counters and numicon	+20 +20 47 67 72 47 67 70 72 Use number line and bridge ten using part whole if necessary.	$\begin{array}{r} 25 + 47 \\ 20 + 5 \\ 40 + 7 \\ \hline 20 + 40 = 60 \\ 5 + 7 = 12 \\ 60 + 12 = 72 \end{array}$			
Add three 1-digit numbers	4 + 7 + 6 = 17 Combine to make 10 first if possible, or bridge 10 to then add third digit	4 + 7 + 6 = 17 Regroup and draw representation. 10 10 + 7 = 17 17 Combine the two numbers that make/bridge ten then add on the third.	$\begin{array}{r} 4 + 7 + 6 = 10 + 7 \\ = 17 \end{array}$			

Y2 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Model doubling using dienes and PV counters. 40 + 12 = 52	Draw pictures and representations to show how to double numbers. xx xx xx xxxx	Partition a number and then double each part before recombining it back together. 16 10 6 20 12 = 32
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models. 5 + 5 + 5 + 5 + 5 + 5 = 40	Number lines, counting sticks and bar models should be used to show representation of counting in multiples. 5 10 15 20 25 30 3 3 3 3 ?	Counting multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30 $4 \times 3 = \square$

Y2 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup ten into ten ones	20 - 4 = 16 Use a PV chart to show how to change a ten into ten ones, use the term 'exchange'	20 - 4 = 16	20 - 4 = 16
Partitioning to subtract without regrouping.	34 - 13 = 21 Use Dienes to show how to partition the number when subtracting without regrouping.	Children draw representations of Dienes and cross off. 43 - 21 = 22	43 - 21 = 22
Make ten strategy	Progression should be crossing one ten, crossing more than one ten, crossing the hundreds. 34 - 28 Use a bead bar or bead strings to model counting to next ten and the rest.	34 - 28 = 6 Use a number line to count on to next ten and then the rest.	93 - 76 = 17

Y2 SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing	Children use pictures or shapes to share quantities. 10 I have 10 cubes, can you share them equally in 2 groups? $8 - 2 = 4$	Children use bar modelling to show and support understanding. 12 12 ÷ 4 = 3	12 ÷ 3 = 4
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding. 20 20 ÷ 5 = 4	Use number lines for grouping. 20 20 ÷ 5 = 4 5 × 1 = 5 5 × 1 = 20	28 ÷ 7 = 4 Divide 28 into 7 groups. How many are in each group?

Y2 DIVISION ÷

How we teach the children using the CPA approach.

KIRFS

■ Key instant recall facts

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 2	I know number bonds to 20	I know number bonds to 100 (e.g. 30 + 70)	I can recall doubles and halves to 20	I can recall multiplication and division Facts For the 2 and 10 x tables.	I can recall multiplication and division Facts For the 5 x tables.	I can tell the time - to five minutes, including quarter past/to the hour

How can you practise the KIRFs at home?

- Go onto the school website
 - Curriculum
 - Mathematics
 - KIRF handbook
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- Or Year Group pages
 - KIRF handbook

<https://www.eastsheen.richmond.sch.uk/attachments/download.asp?file=11076&type=pdf>

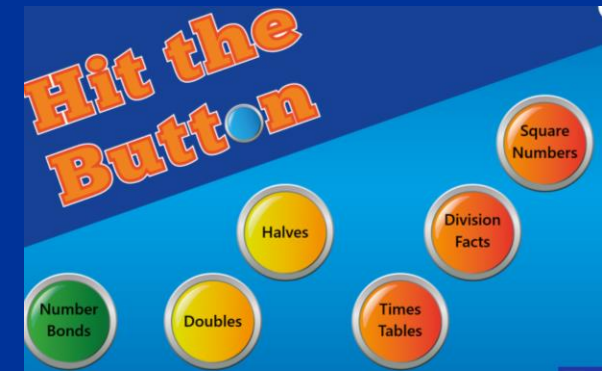
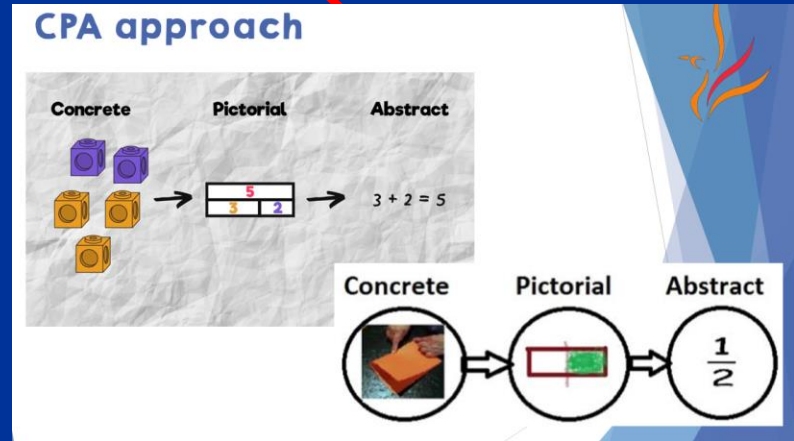
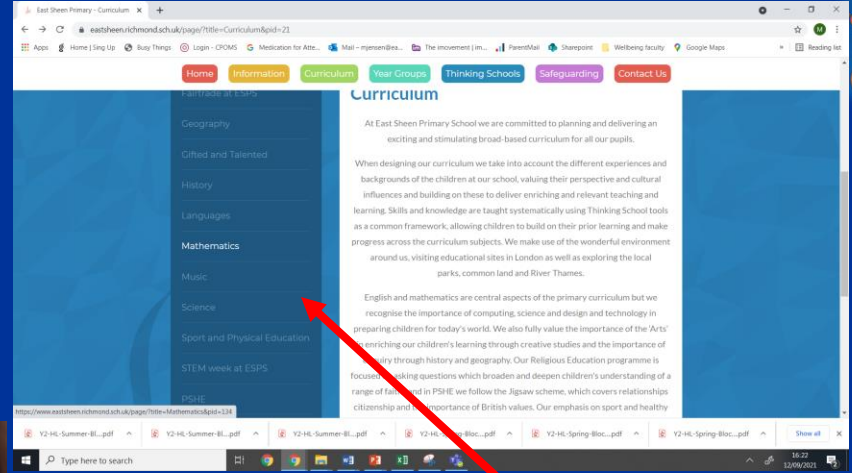
RECEPTION

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	I can count forwards and backwards to 10 (20)	I can say one more and one less than a number	I know addition number bonds to 10	I know addition and subtraction bonds to 10	I know doubles to 10	I know halves to 10

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How to help your child in maths:



Read Write Inc. Phonics



Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl
			ou toy for a boy	oy toy for a boy

ea cap of sea.	oi spoil the boy.			
a-e make a cake	i-e nice smile	o-e phone home	u-e huge knife	aw goose at dawn
are take and share	ur hurry with a horse	er a better letter	ow brown cow	ai swell in the rain
oa goat in a boat	ew chew the star	ire fire, fire!	ear hear with your ear	ure sure it's pure

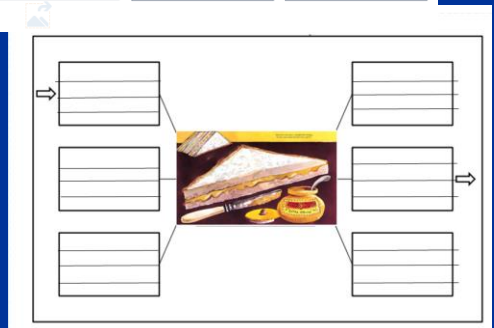
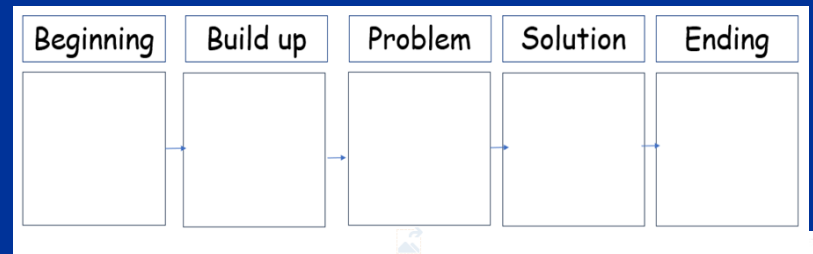
Phonics and Reading

- Phonics - continuation from y1
- Daily phonics lessons for those on scheme
- Guided reading groups
- Comprehension skills -
Predicting - inferencing - comparison
- Books can be changed any morning - child's responsibility in Y2
- Diaries will be checked on a weekly basis - please record



Writing

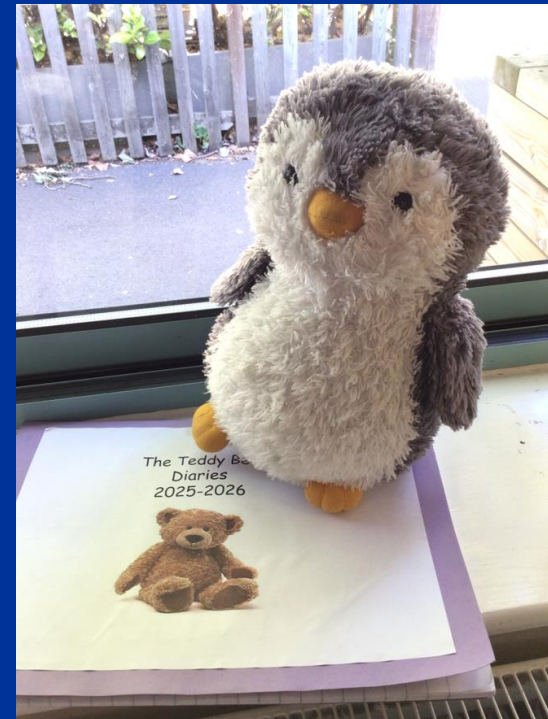
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Lighthouse Keeper's lunch by Ronda and David Armitage	Nonfiction texts about penguins	Books by Anthony Browne	Books by Anthony Brown	Nonfiction texts about butterflies	First person recounts based on a school trip
Clean Up by Nathan Bryon	Solo by Paul Geraghty	Non-fiction texts about Florence Nightingale	Poetry	Books by Oliver Jeffers	No room for Napoleon by Adria Meserve



Spelling tests

Week 2 Tested on 12/09/25	Week 3 Tested on 19/09/25	Week 4 Tested on 26/09/25	Week 5 Tested on 03/10/25	Week 6 Tested on 10/10/25	Week 7 Tested on 17/10/25	Week 8 Tested on 24/10/25
Words where 'dge' makes a /j/ sound	Words where 'ge' makes a /j/ sound	Words where 'g' makes a /j/ sound	Words where 'c' makes an /s/ sound before 'e', 'i' and 'y'	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Challenge words	Numbers
badge edge bridge dodge fudge ridge smudge judge wedge lodge	change orange dungeon pigeon sponge fringe charge range strange hinge	gem gym giant magic giraffe energy digit engine religion gentle	race ice cell city fancy lace space circle circus rice	knock know knee knit knew knight gnome kneel gnat gnaw	door floor poor because find kind mind behind child children	eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty
Red Words	Red Words	Red Words	Red Words	Red Words	Red Words	
door floor	poor because	find kind	mind behind	child children		

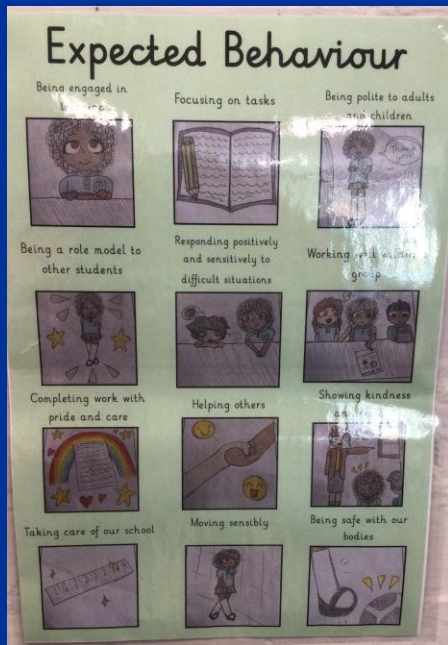
How to help your child in English:



Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animals including humans 1	Living things and their habitats 1	Living things and their habitats 2	Materials	Plants	Plants Animals
<ul style="list-style-type: none"> -What can I do to stay healthy? -What are the effects of exercise on my body? -What are the four basic needs of all living things? -What are the five food groups? -How does the life cycle of a penguin compare to the life cycle of a human? 	<ul style="list-style-type: none"> -What is a habitat? -What is a suitable habitat? -What habitats are in Antarctica? -What animals and plants live in Antarctica? -How are penguins suited to where they live? -How are Antarctic animals adapted to their environment? 	<ul style="list-style-type: none"> -What things are living/dead/have never been alive and how can these be compared? -Which animals live in different habitats? -Which animals live in seaside habitats? -What is a microhabitat? 	<ul style="list-style-type: none"> -What are the common properties of materials? -What materials are natural and man-made? -Which materials are malleable? -How can materials change? -What makes a material suitable for its purpose? 	<ul style="list-style-type: none"> -What does a plant need to grow? -Investigating how plants grow in different conditions -What are seeds and bulbs? 	<ul style="list-style-type: none"> -How is energy transferred through food chains? -What can I find out about a particular animal? -Research skills to find out facts on an animal

Behaviour System





Rewards and Fun!



- House points
 - Respect tokens
 - Celebration assembly
 - Headteacher award
 - Class stars / treats!
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- Autumn Term Trip - Natural History Museum - 3.12.25

