

Year Two Curriculum Evening 2026



Ms Delgado
Ms Nicholls
Mrs Spikereit
Mrs Badhe

Y2 Support Staff

Ms Greaves

Ms Brown

Ms Tatnell

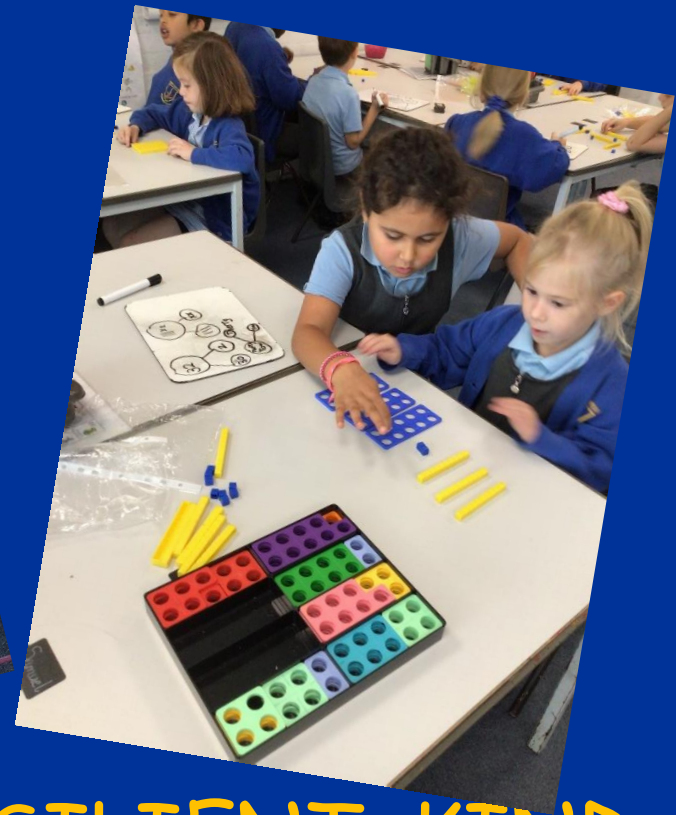
Ms Mills

Ms Kaplan



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

Year 2 Timetable 2026-27

	9:10- 10:00		10:00 -10:25		10:40 -11:00	11:00	12	13:00 – 14.05		14:20-3:20	
Mon	Mastering number	Phonics and guided reading	Maths	B	Maths	English	L	Geography/History	B	Singing assembly 2:45-3:00	Story
Tues	Mastering number	Phonics and guided reading	Maths	R	Maths	English / PE (2N)	U	PE (2S & 2SB) English (2N)	R	Assembly 2.45-3.05	Story
Wed	Mastering number	Phonics and guided reading	English	E	Maths	French/Maths	N	Science	E	Library	Whole School Assembly
Thurs	Mastering number	Phonics and guided reading	Maths	A	Maths	English	C	NS Sport	A	Handwriting and spelling rule	
Fri	Reading	Spellings	Computing/Music	K	Music/Computing		H	Art	K	RE/PSHE	Story

Attendance

School aim for all students is 97% - **no more than 5 days of learning missed.**

Why is good attendance important?

- so that children are able to make the most of the educational opportunities available to them
- it supports children in achieving their full potential in learning Missing even a single day of school can make it harder for children to keep up with their learning
- it increases their sense of belonging at school, which is linked to better mental health
- it enables children to establish a resilient work ethic early in life
- it improves children's future life chances

Punctuality also impacts the progress of children within school.

We'd like to work with you to make sure your child is with us as much as possible, enjoys school and achieves their very best. We are here to support in any way we can.



Uniform expectations

Children must come into school wearing correct school uniform.

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

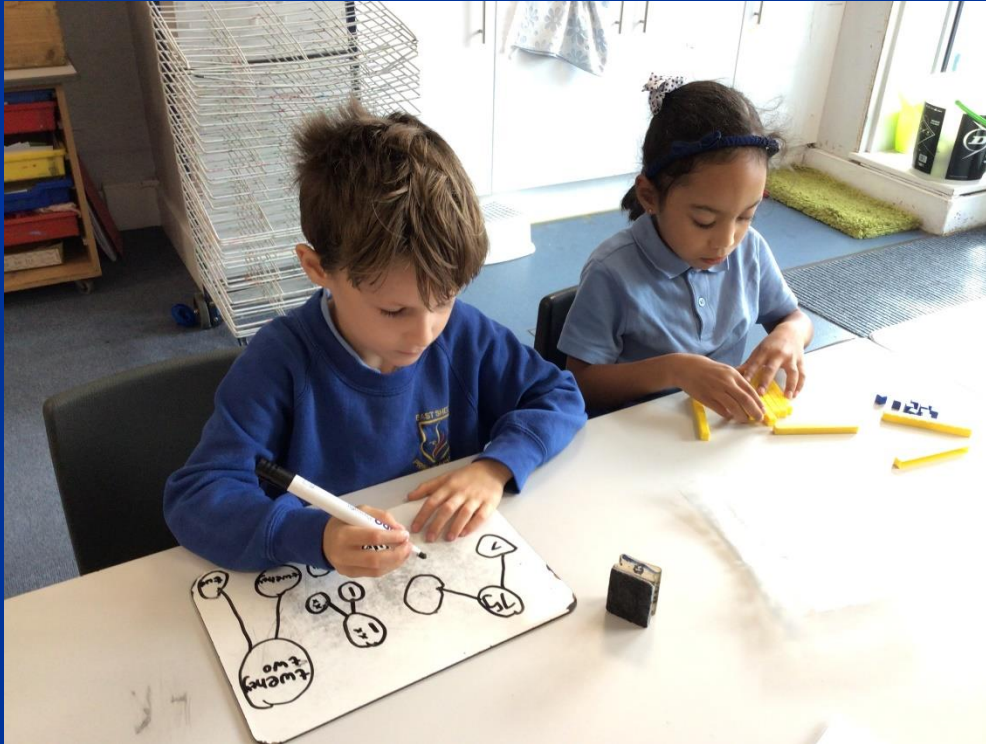
- ESPS blue collarless t-shirt
- Black or blue shorts/tracksuit bottoms leggings
- ESPS jumper/fleece
- Trainers



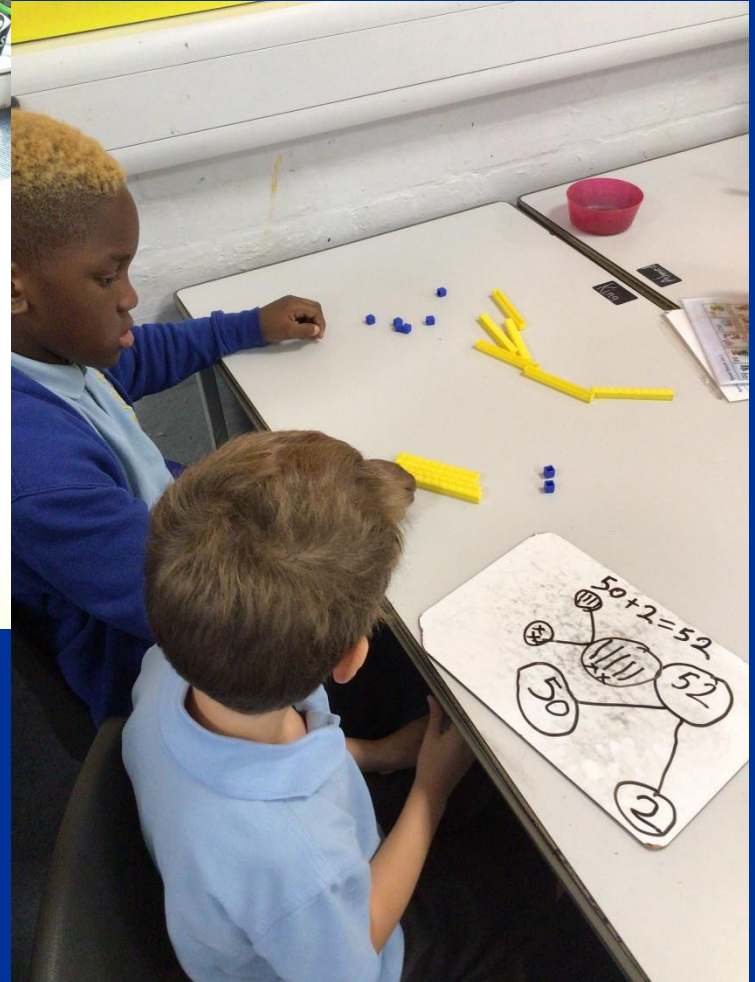
Maths at ESPS

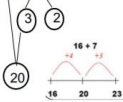
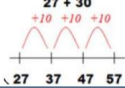
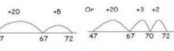
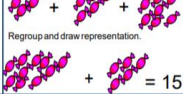
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW			Geometry Shape VIEW					
Spring term	Measurement Money VIEW	Number Multiplication and division VIEW				Measurement Length and height VIEW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

Maths

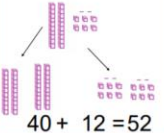
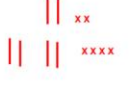
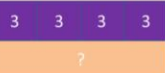


Examples of use of practical resources to help the children learn (base 10 apparatus, place value charts, counters and ten frames).

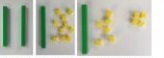
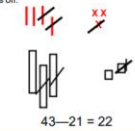
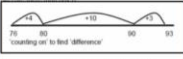


Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	 $17 + 5 = 22$ Use ten frame to make ten. Children explore the pattern. $17 + 5 = 22$ $27 + 5 = 32$	$17 + 5 = 22$ 	$17 + 5 = 22$ Explore related facts $17 + 5 = 22$ $5 + 17 = 22$ $22 - 17 = 5$ $22 - 5 = 17$ 
Add a 2 digit number and ten(s)	 $25 + 10 = 35$ Explore that the ones digit does not change	$27 + 30$ 	$27 + 10 = 37$ $27 + 20 = 47$ $27 + 10 = 37$
Add two 2-digit numbers	 Model using dienes, place value counters and numicon	 Use number line and bridge ten using part whole if necessary.	$25 + 47$ $20 + 5$ $40 + 7$ $20 + 40 = 60$ $5 + 7 = 12$ $60 + 12 = 72$
Add three 1-digit numbers	 Combine to make 10 first if possible, or bridge to ten then add third digit	 Regroup and draw representation. $10 + 5 + 5 = 15$	$4 + 7 + 6 = 10 + 7 = 17$ Combine the two numbers that make/bridge ten then add on the third.

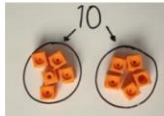
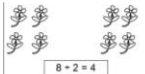
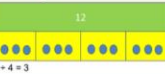
Y2
ADDITION
+

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. 	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.  $5 + 5 + 5 + 5 + 5 + 5 + 5 = 40$  $40 + 12 = 52$	Number lines, counting sticks and bar models should be used to show representation of counting in multiples.  	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 a ten into ten ones	 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	 $34 - 28$ Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	$93 - 76 = 17$

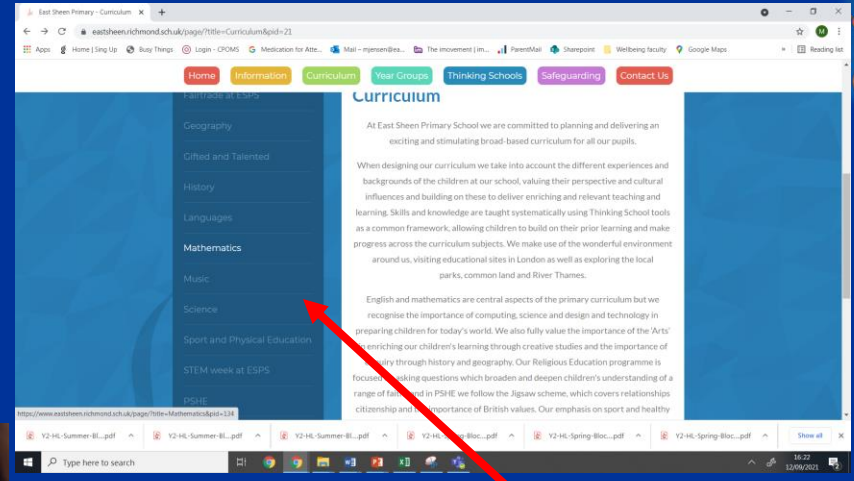
Y2
SUBTRACTION
-

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing	 I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  $8 \div 2 = 4$ Children use bar modelling to show and support understanding.  $12 \div 4 = 3$	$12 \div 3 = 4$
Division as grouping	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding. 	Use number lines for grouping.  $12 \div 3 = 4$ Think of the bar as a whole, split into the number of groups you are dividing by and work out how many would be within each group.  $20 \div 5 = 4$ $5 \times 4 = 20$	$28 \div 7 = 4$ Divide 28 into 7 groups. How many are in each group?

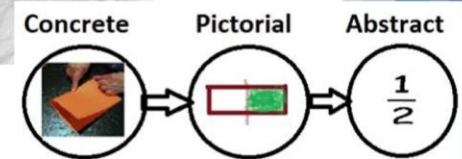
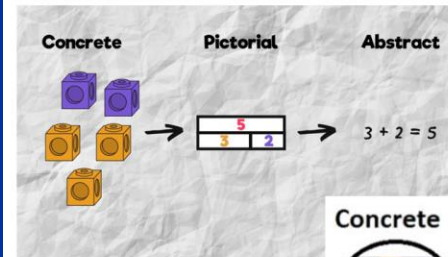
Y2
DIVISION
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How we teach the children using the CPA approach.

How to help your child in maths:



CPA approach



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 	oy toy for a boy 	

ea cap of sea 	oi spoil the boy 			
a-e make a cake 	i-e rice and ice 	o-e phone home 	u-e huge brute 	aw worms at dawn 
are bare and there 	ur nurse with a nurse 	er a better letter 	ow brown cow 	ai snail in the rain 
oa goat in a boat 	ew chew the stew 	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



What is Reading for Pleasure?

'Reading for Pleasure is volitional reading driven by the readers own goals and interests - which may include social and relational ones - in anticipation of some form of satisfaction...'

It can include any kind of text and take place anywhere.'
(Cremin and Scholes, The Open University, 2024:2)

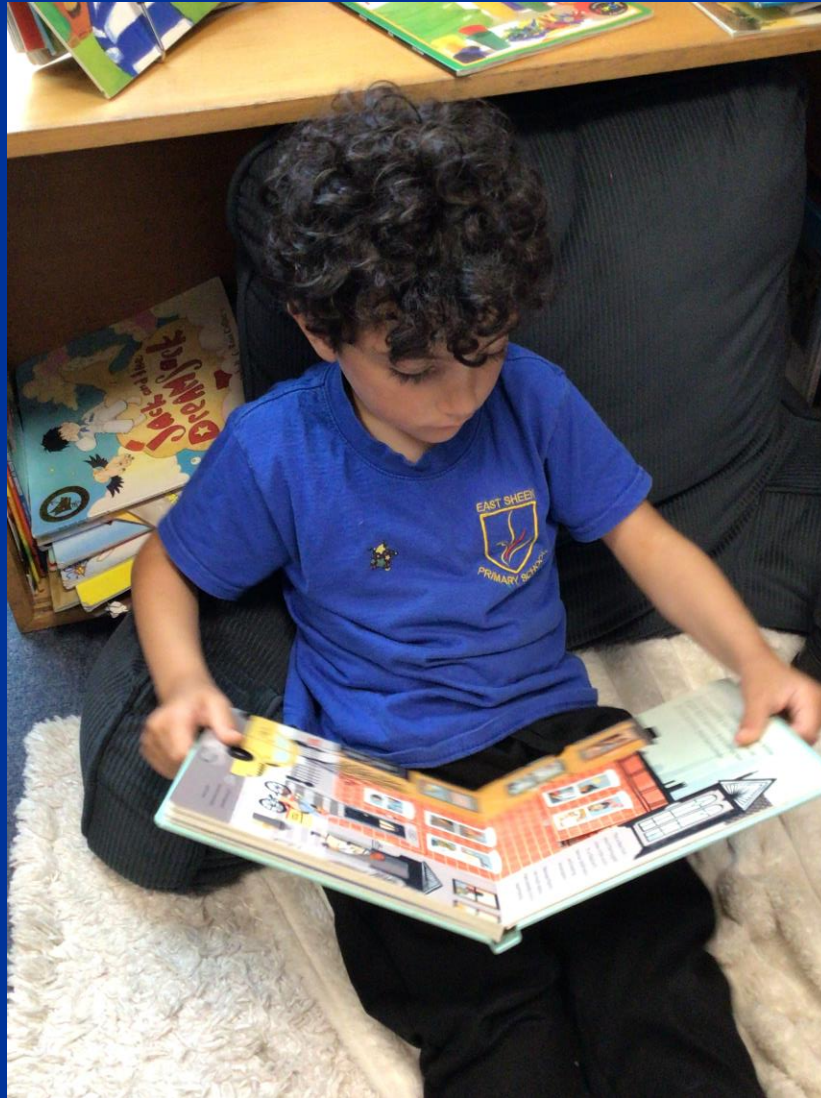


Reading for pleasure has significant benefits...

Reading for pleasure is the single most important indicator of a child's future success (OECD, 2002)



Reading for pleasure has significant benefits...



Evidence shows that RfP also:

- Improves general knowledge (Clark and Rumbold, 2006)
- Benefits text comprehension and grammar (Cox & Guthrie, 2001)
- Results in a richer vocabulary (Sullivan & Brown, 2013)
- Encourages imagination, empathy and mindfulness of others (Kidd & Costano, 2013)
- Supports identity explorations (Rothbauer, 2004)
- Supports mental well being and social cognition outcomes (Sun et al, 2023)

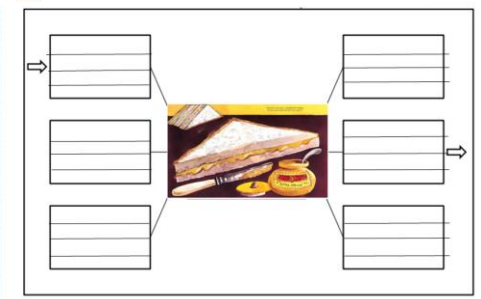
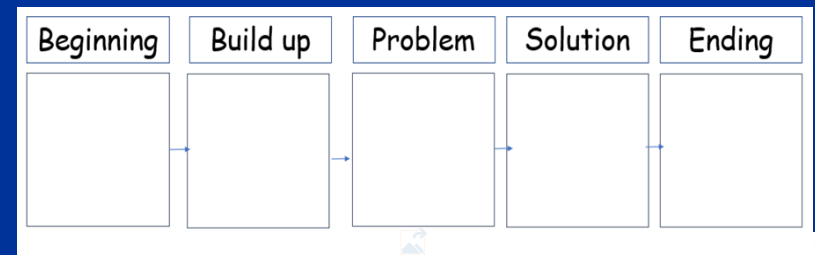
Developing a lifelong love of reading

The following strategies can help encourage a genuine enjoyment of reading at home:

- Model reading for pleasure by letting your child see you reading and talking about books you enjoy.
- Share reading preferences, including books or genres you have enjoyed and those you have not - helping children understand that everyone has different tastes.
- Give children choice in what they read. Even texts that seem 'too easy' can help build confidence and foster enjoyment.
- Encourage reading for pleasure rather than completion. If a book is not engaging, it is perfectly acceptable to choose a different one.
- Create opportunities to read together, whether through shared reading, discussing books, or listening to audio books.
- Make use of local library services and encourage your child to borrow books regularly.
- Visit the school library on Tuesday and Wednesday after school.
- Establish reading as part of the daily routine, creating a consistent and enjoyable habit.
- Make reading a social activity, just as families might enjoy watching a film together.
- Make reading a reward!

Writing

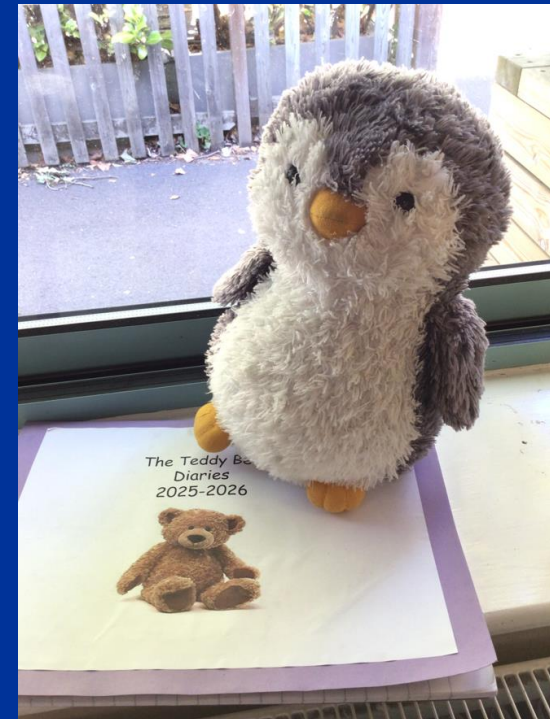
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Lighthouse Keeper's lunch by Ronda and David Armitage	Nonfiction texts about penguins	Books by Anthony Browne	Books by Anthony Brown	Nonfiction texts about butterflies	First person recounts based on a school trip
Clean Up by Nathan Bryon	Solo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



Spelling tests

Week 1 Tested on 11/09/26	Week 2 Tested on 18/09/26	Week 3 Tested on 25/09/26	Week 4 Tested on 02/10/26	Week 5 Tested on 09/10/26	Week 6 Tested on 16/10/26	Week 7 Tested on 23/10/26
Words where 'd <u>ge</u> ' makes a /j/ sound	Words where 'g <u>e</u> ' 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 'k <u>n</u> ' and 'g <u>n</u> ' 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		

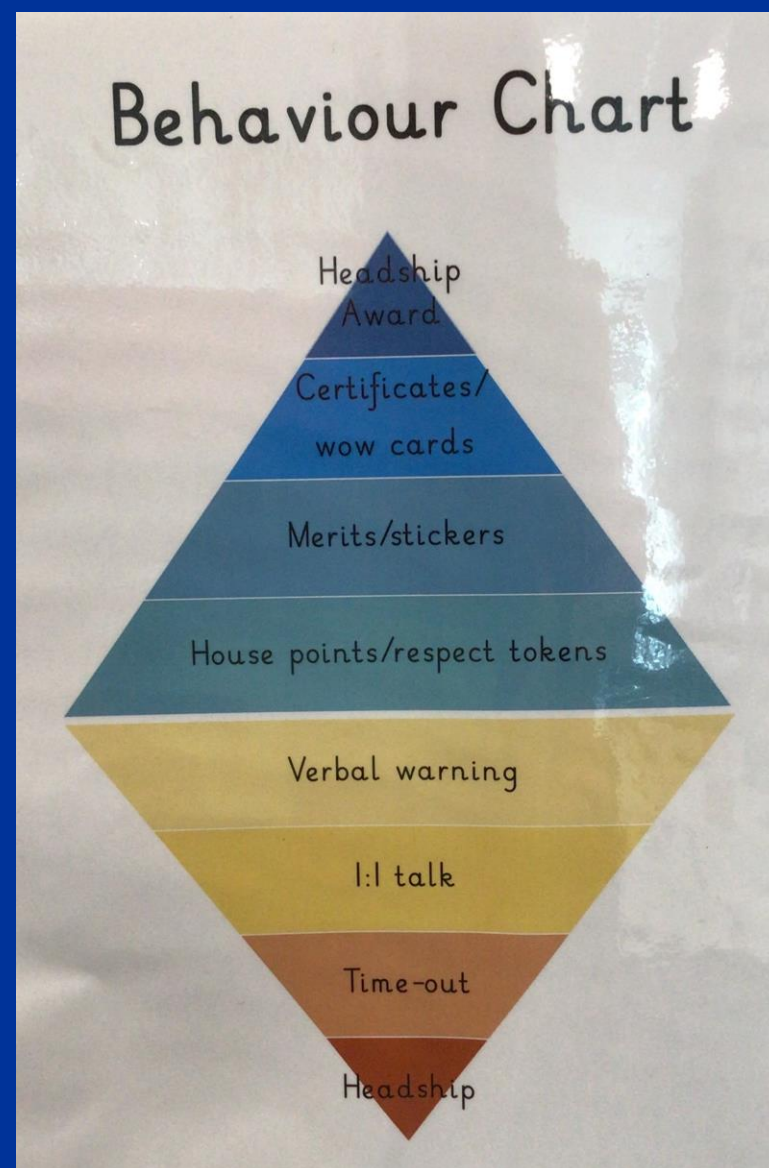
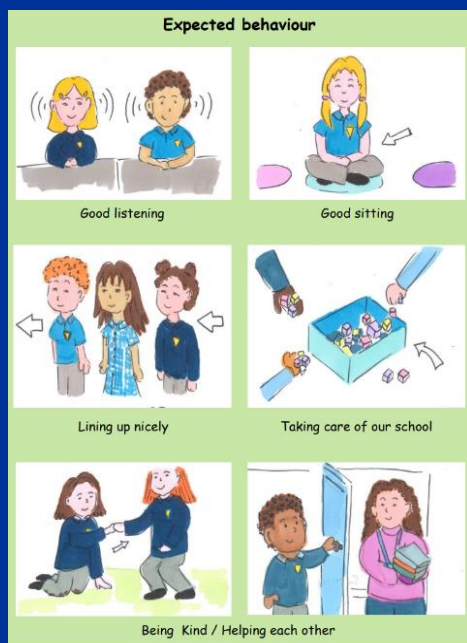
How to help your child in English:



Science

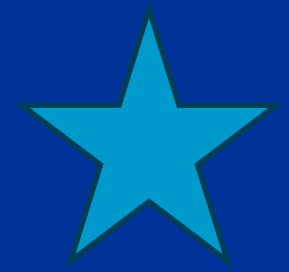
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animals including humans 1	Living things and their habitats 1	Living things and their habitats 2	Materials	Plants	Plants Animals
-What can I do to stay healthy? -What are the effects of exercise on my body? -What are the four basic needs of all living things? -What are the five food groups? -How does the life cycle of a penguin compare to the life cycle of a human?	-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?	-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?	-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?	-What does a plant need to grow? -Investigating how plants grow in different conditions -What are seeds and bulbs?	-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 - Monday 23rd November 2026

