



Year 2 Curriculum Evening

September 2026



English in Year 2

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Curriculum 2014



There are three overarching strands to the English curriculum:

- Spoken Language
- Reading
- Writing

Spoken Language



Spoken language underpins the development of reading and writing.

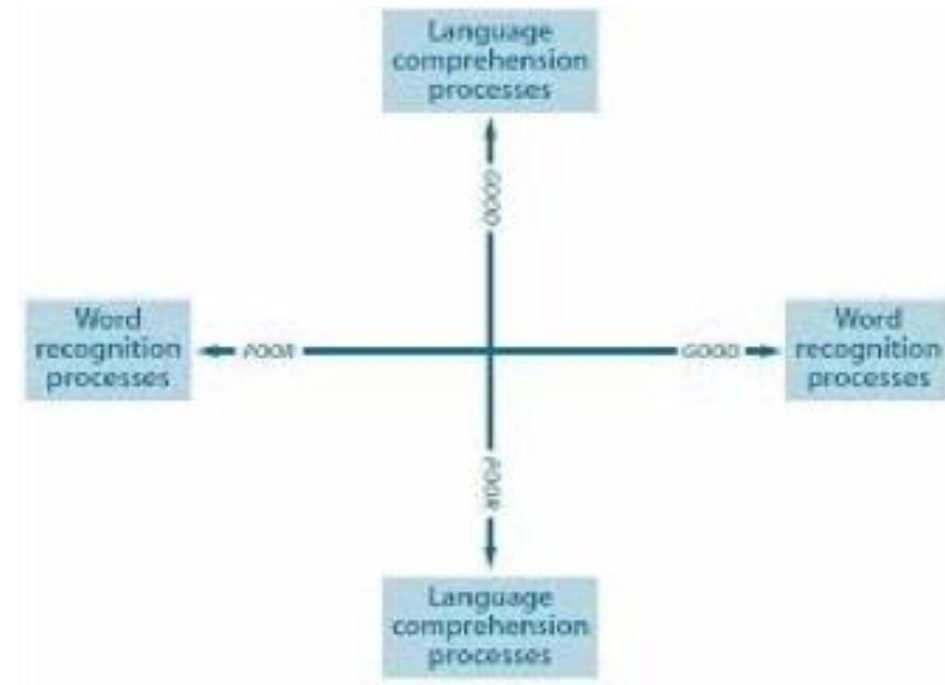
- Values Circle time
- Retelling stories
- Show and Tell
- Class discussions
- Bookshare, whole class reading and story times



Reading



- Simple view of reading.
- Children need to be able to decode AND comprehend.
- We work on these separately and together.



Reading - decoding



- Focus on being relentless on supporting children to be able to read. Rigour for all children to make sure that they can master key skills.
- Recognise graphemes, learn to blend and segment for spelling. Daily phonics teaching for 20-25 mins.
- Additional keep-up for children to fill gaps.



Reading - Comprehension



- Children hear a range of stories every day in bookshare and/or in class.
- Range of fiction, non-fiction and poetry. Oatlands Reading Curriculum.
- Predict, retell, sequence, clarify, ask questions, give preferences and express opinions.
- Move from literal to inferential understanding.



Reading - Whole Class Reading (WCR)



- Whole Class Reading is a teaching strategy where the teacher leads the entire class in reading and discussing a single, high-quality text simultaneously.
- All children are involved, regardless of their ability, to benefit from the teacher's expertise and engage with challenging texts, fostering a common reading journey and a deeper love for reading.
- The guided reading model mirrors the structure used effectively in Year 3 at Cleves School for progression.

Reading in Year 2



- Children who have not completed the phonics programme (Phase 5) will receive up to 2 reading sessions during the week.
- All other children will take part in a guided reading session every other week so the teacher can monitor progress in smaller groups.
- Please keep an eye on your child's google classroom to see bookshare updates as each class/reading days will differ.

What will come home?



- The children on Little Wandle will bring home a Little Wandle book every week along with their yellow reading record and their book bag.
- Children not on Little Wandle will bring home 1 guided reading book which should be returned the following week. They will read them to you. The yellow reading record will not always be filled in by the teacher, but please do ensure you are filling it in for us to monitor (ideally at least 3 times a week).
- All the children will also bring home one book from the class library to share. These are not related to their reading ability so can be read to them.

Writing



- The programme of study for writing at key stage 1 is constructed similarly to those for reading: transcription and composition.
- Writing down ideas fluently depends on effective transcription.
- Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader.

Handwriting



- Automaticity - focus is on the movements not the end product.
- If a child is thinking about how to form letters then they cannot think about sentence structure, content or creativity.
- The point of handwriting is to get the wonderful ideas onto the page.
- Handwriting is all about freeing up the thinking.
- Taught throughout the week, little and often (3 times a day).
- If children are not ready to join, it is more important they secure basic formation and develop fine motor skills.
- We expect the same level of quality in class work, worksheets and homework.



Grammar, vocabulary and punctuation



- Need to know about noun phrases, adjectives, suffixes, commands, verbs and adverbs.
- Need to use fronted adverbials, coordinating and subordinating conjunctions.
- Taught in context. Every topic has specific vocabulary that is taught.
- Children taught to edit and review their punctuation including full stops, capital letters and question marks.



Spelling



- Children need to know how to choose the correct grapheme in words and learn rules for adding suffixes and prefixes. Also common exception words for both Year 1 and Year 2.
- Spellings will be sent home each week on a Friday. Please use the 'Help your child with spelling' guide on the website to help with them.
- Refer to spellings in the classroom to help e.g. word mats, jars of topic words and English displays.



Composition



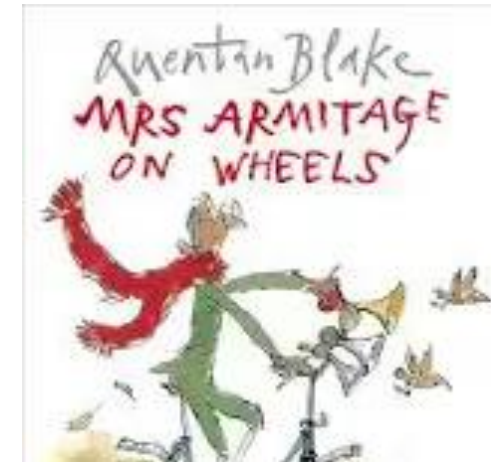
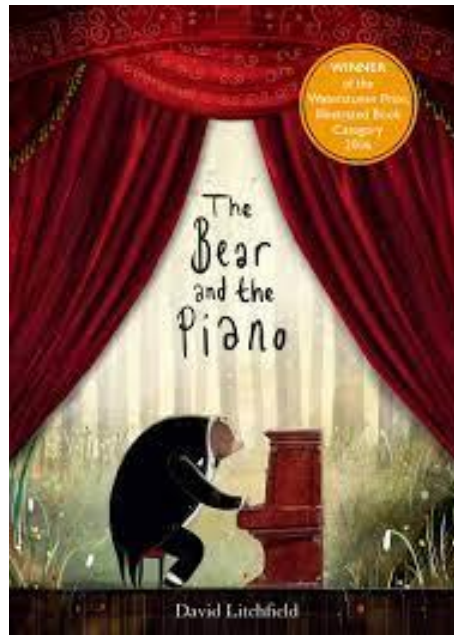
- Write every 2-3 weeks using all of these skills.
- Children encouraged to edit and review their work.
- Linked to practical experiences or topics.
- A wide range of topics covered.



Composition



- Initially use texts to inspire and support children in their writing.
- Use Talk for Writing as a basis for developing story language.
- Imitation, Innovation and Invent.
- If you can't say it, you can't write it.





Maths in Year 2

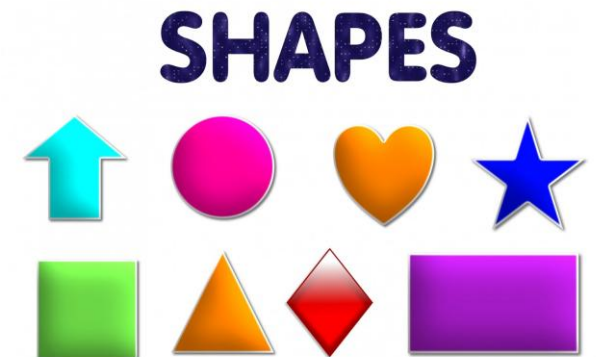
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- **Number** - place value, addition, subtraction, multiplication, division and fractions.
- **Measurement** – capacity, mass, length and temperature.
- **Geometry** – properties of shape, position and direction.
- **Statistics** – Bar graphs, tally charts and Venn diagrams.



How we teach maths in Year 2



- Changing how we are teaching maths this year with a greater emphasis on using practical activities to really embed the learning.
- Daily whole class teacher-led maths input - also include opportunities for children to participate and practise what is being taught in the moment.
- Access to Maths is differentiated where necessary.
- As teaching staff we ask lots of questions to encourage discussion and children to explain their thinking - how and why do they know something.
- This approach ensures the foundations of mathematical learning are in place and can be built on as we move through the curriculum.
- Fluency Maths - daily 10 minute lesson (out of the maths lesson) which focuses on oral recall and practise of concepts already taught.

End of Year Expectations



- Count in 2s, 5s, 3s and 10s forwards and backwards. Recall associated multiplication and division facts.
- Recognise Place Value of each digit in a 2 digit number.
- Read and write numbers to 100 in words and numerals.
- Solve problems involving +, -, x and division.
- Recognise, find, name and write fractions - $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ - length, shape, set of objects.
- Measure in cm/m, kg/g, l/ml.
- Recognise £ and p.
- Tell the time to the nearest 5 minutes.
- Recognise 2D/3D shapes and their properties.

Maths workshops



- We look forward to welcoming as many of you as possible for our maths workshops - parents, grandparents - any family member is welcome :)
- Tigers - 10th November 2026 - 9.15am
- Lions - 11th November 2026 - 9.15am
- Leopards - 12th November 2026 - 9.15am



Science in Year 2

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Science



- Science has two strands – working scientifically and scientific knowledge.
- Through our topics, children will carry out tests with support, using scientific language.
- Practical investigations will encourage noticing of patterns and observing changes.
- They will be encouraged to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.
- **- Animals needs for survival** - including humans
 - **Living things and their habitats**
 - **Plants** - bulbs and seeds (needs for survival)
 - **Materials**
 - **Plastic/sustainability** - the importance of the 3 R's (Reuse, Recycle and Reduce)



Links to one of our English Topics - Wild Tribes



Foundation Subjects in Year 2

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What are the foundation subjects?



- In the afternoon in Year 2 we focus on Foundation Subjects.
- Our foundation subjects are History, Geography, Art, DT, Computing, PE, Music, PSHE and RE and world views.
- In most subjects we follow the National Curriculum. In PSHE we follow the PSHE statutory guidance alongside our values curriculum and in RE and world views we use the locally-agreed syllabus (Surrey SACRE).

History



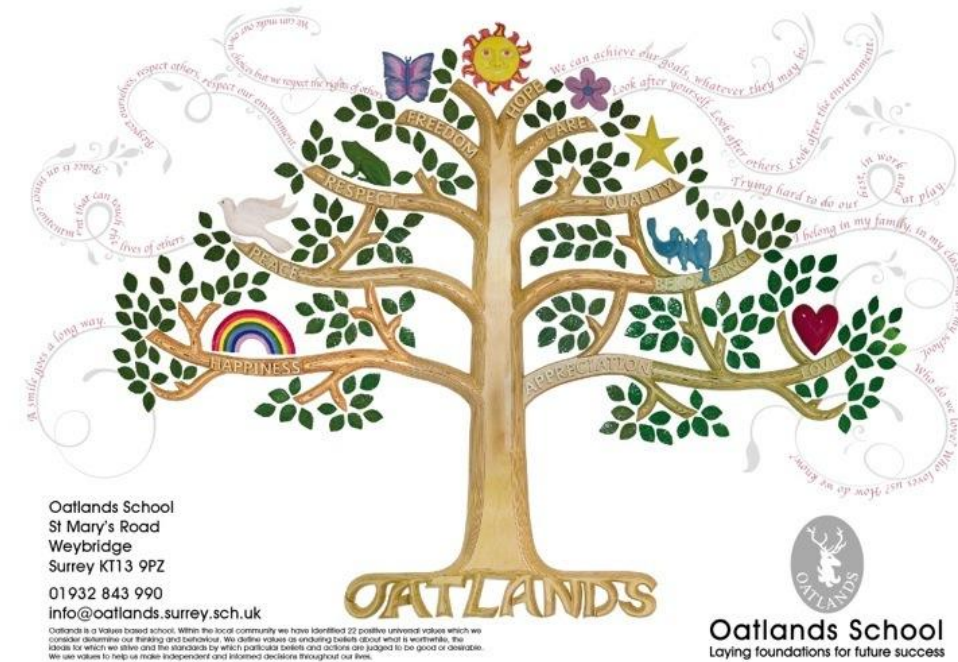
- Focus on historical skills, putting events in chronological order, comparing life now with life in the past, looking at sources of evidence to help understand how we know about the past. We will do all this through our learning of:
- Florence Nightingale and Mary Seacole.
- Great Fire of London.
- Castles - a change from the last few years



PSHE (Physical, Social, Health and Economic Education)



- Buddy Training
 - Values
 - Role play scenarios
 - Explore class issues
 - Families and Friendships
 - Respectful Relationships (Including bullying)
 - Keeping Safe (Including online)
 - Financial Education
 - Golden Classmate
-
- Taught in weekly lessons/circle times as well as through story times and cross-curricular.



Music



- Charanga Music Scheme.
- Singing, listening and composing.
- *Recorders.*
- Glockenspiels
- Rhythm, Pulse and Pitch.
- Singing Games.
- Instrumental activities.
- Singing Assemblies.
- Harvest, Christmas, Easter and End of Year Show.
- We may have taster sessions in African Drumming and Boom Wackers.



Art



- Sketching - shading techniques, self portraits.
- Clay Tiles - we may ask for volunteers.
- Exploring Colour.
- Printing.



Geography



- Oatlands Detectives – Oatlands walk and mapping.
- Kenya – The Happy House, Watamu.
- The UK and Oceans.



DT (Design and Technology)



- Christmas Puppets (Sewing) - we may ask for helpers!
- Homes – Great Fire of London - we may ask for helpers here too!
- Moving Pictures (fairytales).



PE (Physical Education)



- Outdoor Games with the coaches
 - Ball skills
 - Unihock
 - Football
 - Tennis
 - Athletics
- New Scheme - Get Set 4 PE
- Drumba.
- Sports day!



RE and world views (Religious Education)



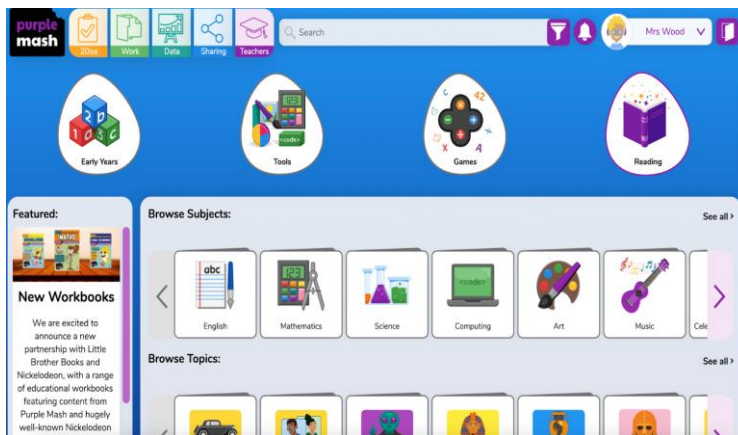
- Follow Surrey Agreed Syllabus (SACRE) which publish curriculum for Surrey Schools. Reviewed every 5 years, new syllabus last year.
- Islam - who is Allah?
- Christianity - what is God like and miracles.
- Themes - is giving better than receiving?
- Judaism - Shabbat



Computing



- Online Safety
- Typing Skills
- Scratch Junior
- Blogs and emailing
- 2Animate



Online Safety



Sid's top tips

- You NEED to know what your child is accessing online at home.
- Devices should not just be babysitters!
- Create an open environment at home so they are not afraid to come to you if something does feel wrong.



How to help at home

Your turn

Things to remember

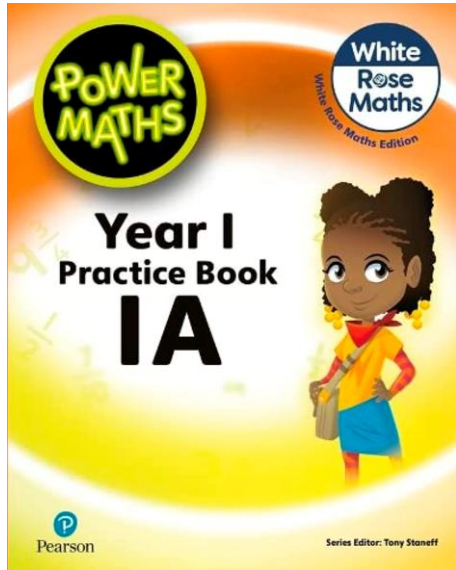


- Google classroom - please ensure you are logged in
- Read with your child every night - listen to your child, read to your child
- Year 2 children should still have a bedtime story
- Parents write in yellow book once a week
- Homework will go home every friday - please do it with them :)
- Letter bags back in by Friday
- Name **everything**!!!!
- Please wear suitable black school shoes (not trainers or boots)
- 1 keyring only on bookbags - they don't fit in our trays/boxes
- Shoe laces - only if they can tie them please
- Earrings need to be removed for PE days
- Remember to bring in coats as we do go out to play is light drizzle

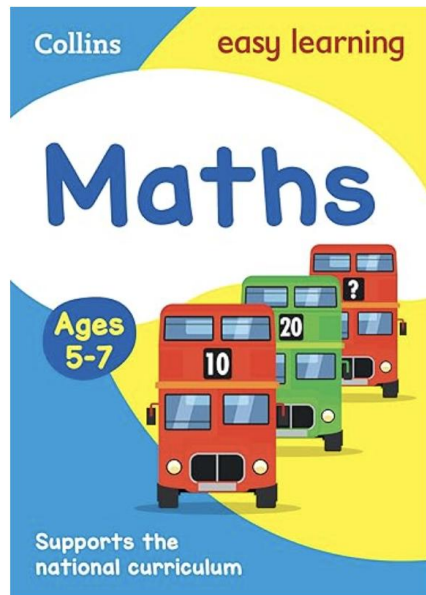
Maths - How to help at home



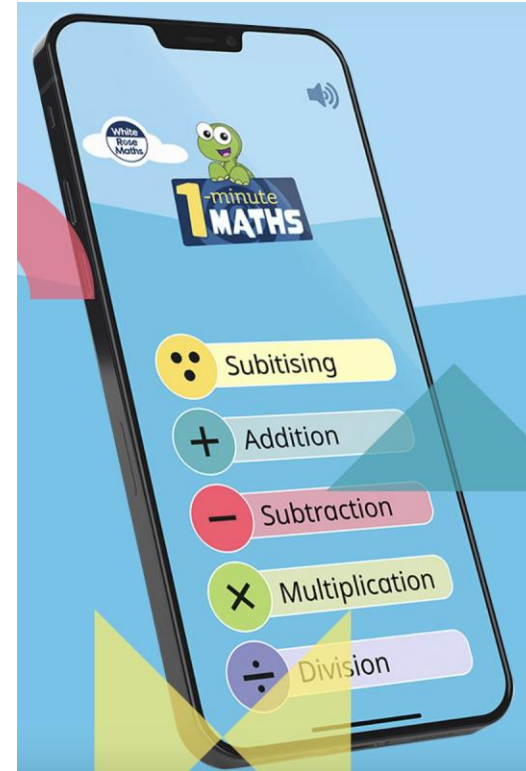
- Maths at home does not have to be formal and written down.
- Maths books.
- Reading/homework tasks - please ensure they have their reading records in on correct days and return teacher reading books.
- Board games, card games, dominoes, top trumps – children love them all.
- Stuck in traffic – counting games. Look for numbers and extend their thinking e.g. is this an odd or even numbers, what's one more/less, 10 more/less, what's half/double the number.
- Money – little purse/wallet –shopping. Can they work out the change, how much something will cost, do they have enough money for an item?
- Cooking – reading a recipe, scales and how can food be shared out equally (fractions).



Book



Book



App



White Rose
Online Videos

Writing - How to help at home



- Complete the weekly tasks sent home with your child to help them with handwriting
- Practise the spellings we send home. Use the games in the spelling booklet for ideas (on the website)
- Have a sheet with Year 1 and 2 Common exception words to refer to when writing.
- Use the phonic sound mats to support your child (next slide)

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 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 y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo 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



Reading - How to help at home



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



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For parents



The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

[Support for phonics](#)

[How we teach](#)

[Support for reading](#)



Living our values, learning for life

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Thank you for listening