



Living, learning and loving together
with Christ.

Year 2
Curriculum Presentation
2025-2026





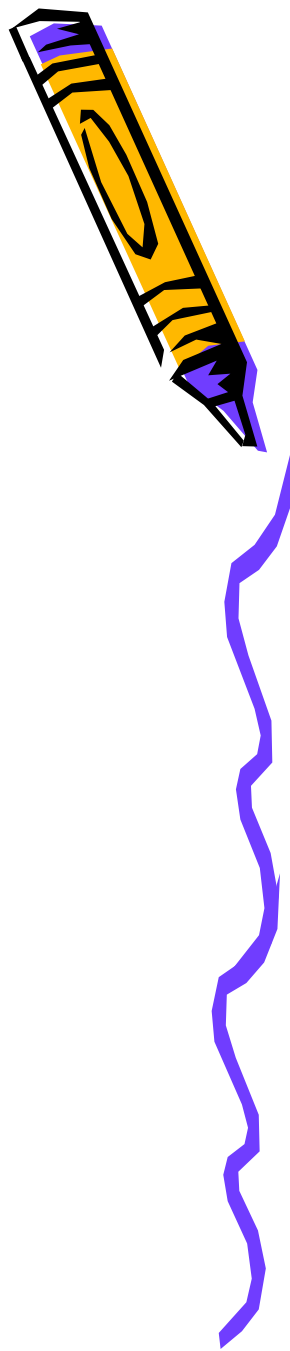
Year 2 Team

Mrs Mooney

Miss D'Souza

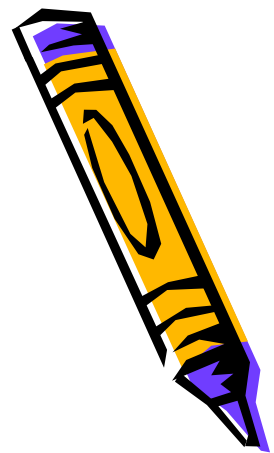
Mrs Valentine

Mrs McCleod





Prayer and Worship



Prayer and worship is at the heart of everything we do as a school.

Monday - KSI Celebration of the Word

Tuesday - Whole School Celebration of the Word

Wednesday - Mark 10 Mission

Thursday - Picture News Focus & Class Worship Planning

Friday - Class Worship

Class Celebration of the Word will also take place throughout the school year.

Ten:Ten
Resources

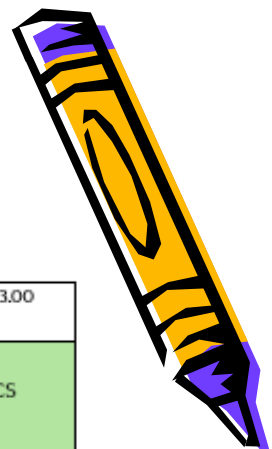
THE
MARK 10
MISSION



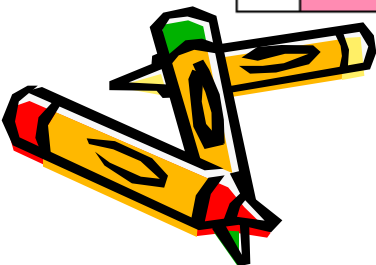
Picture
News



Year 2 Timetable



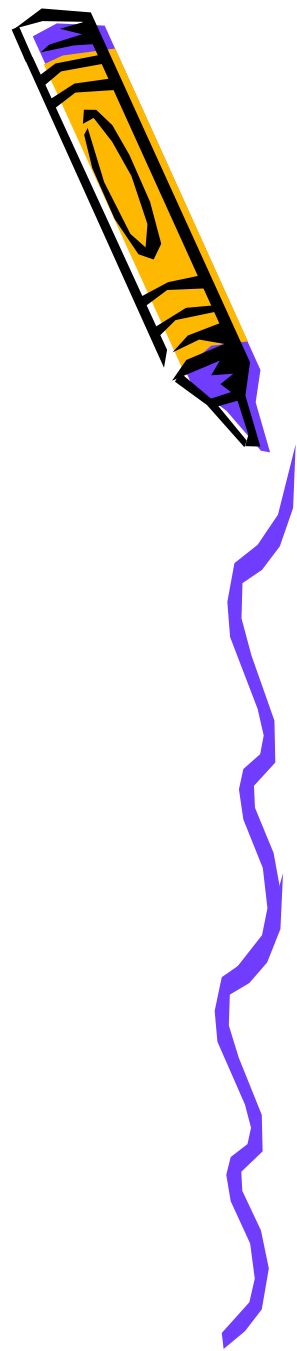
Week 6																
	8.30-9.00		9.00-10		10.00-10.15		10.30-10.45	10.45-11.45		11.45-12.00		1.00- 2.00			2.15-3.00	
Mon	POBBLE	Maths Blast	ENGLISH		EdW	B	Class reader orangutan	MATHS		HW	L	SCIENCE		B	PHONICS	
Tues	POBBLE	Maths Blast	EdW	ENGLISH		R	GR panda	MATHS		HW	U	RE		R	PHONICS	
Wed	POBBLE	Maths Blast	COMPUTING			A	GR panda	MATHS			C	SCIENCE ASSESSMENT		A	PHONICS	
															MARK 10	
Thur	POBBLE	Maths Blast	ENGLISH Persuasive writing			E	GR panda	MATHS		HW	N	PE	MUSIC	E	WORSHIP PRAYER JOURNAL	
Fri	POBBLE	Maths Blast	ASSEMBLY PE SPELLING TEST GEOGRAPHY			E	GR panda	SPELLING TEST ASSEMBLY PE GEOGRAPHY			N	ART		E	WORSHIP PLANNING	





Curriculum

- RE
- Maths
- English
- Science
- Computing
- PHSE/RHE
- Art
- D&T
- Music
- History
- Geography



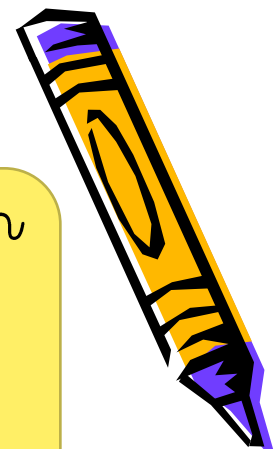


Year 2 Foundation Subjects Yearly Overview



	Science	History	Geography	P.E	Computing	Art	Design Technology	Music	RHE
Autumn 1	Animals Including Humans (Biology)		India	-Fundamental skills -Circuits	Throughout the academic year, children will be learning about different elements of the following areas of computing each term;	Colour Creations		Jack and the Beanstalk	-Girls and Boys -Clean and Healthy
Autumn 2	Animals Including Humans (Biology)	The Gunpowder Plot		-Throwing and Catching -Dance			Textiles-Puppets	Nativity	
Spring 1	Everyday Materials (Physics)		Weather	-Fundamental skills -Balance and Movement	-E Safety	Kandinsky		Animal Pageant	-Super Susie Gets Angry -The Cycle of Life
Spring 2	Properties of Materials (Physics)	The Great Fire of London		-Gymnastics -Skipping	-Computer Science -Digital Literacy		Food technology	Great Fire of London	-Being Safe -Good Secrets and Bad Secrets
Summer 1	Plants (Biology)		Climate Around the World	-Bat and Ball -Rugby			Wheeled vehicles	No Place Like Home	-Physical Contact -Harmful Substances
Summer 2	Habitats (Biology)	Florence Nightingale		-Invasion Games -Athletics		Sculpture-Anthony Gormley		Playing in the Band	-Can you Help Me? -The Communities We Live In

Subject curriculum overviews are available on the website.



Year 2 Core Subjects Yearly Overview

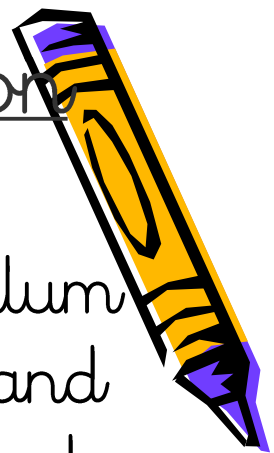


	English	Maths	R.E
Autumn	<ul style="list-style-type: none"> Non Fiction: Recount Maisie's Dragon Fiction: Traditional- Little Red Reading Hood Poetry: Halloween Poems Fiction: Narrative-My Christmas Star 	<ul style="list-style-type: none"> Place Value Addition and Subtraction Properties of shapes 	<ul style="list-style-type: none"> Beginnings Signs and Symbols Islam Preparation
Spring	<ul style="list-style-type: none"> Fiction: Fables -The Chinese New Year Non Fiction: Letter-The day the crayons quit Poetry: Monster Poems Non Fiction: Non Chronological Reports -Dinosaurs 	<ul style="list-style-type: none"> Multiplication and Division Money Measurement: length and height Measurement: Mass, capacity and temperature 	<ul style="list-style-type: none"> Books Thanksgiving Opportunities
Summer	<ul style="list-style-type: none"> Fiction: Adventure-The Owl who was afraid of the Dark Non Fiction: Information -Owls Poetry: Humorous poems-Desk Diddler Non Fiction: Information Text-Plants 	<ul style="list-style-type: none"> Measurement: Mass, capacity and temperature Fractions Statistics Time Position and movement 	<ul style="list-style-type: none"> Spread the Word Judaism Rules Treasures





Relationship and Health Education



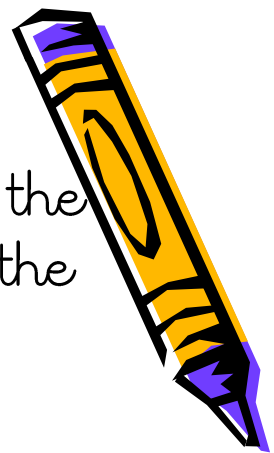
We aim to provide a fully comprehensive curriculum which equips children with essential knowledge and understanding to enable them to build healthy and positive relationships with themselves, others and God.

By following of the Ten:Ten 'Life to the Full' programme, we are giving our children the age appropriate information they need to help them to grow in confidence, faith and love and build healthy relationships with those around them.





Controversial or sensitive issues



We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please see the school website.

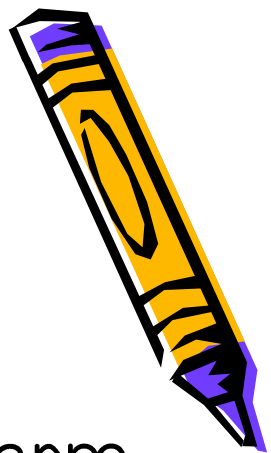




RE

We follow the Come and See Programme which has 3 units per term.

We teach two other faiths, Islam and Judaism.

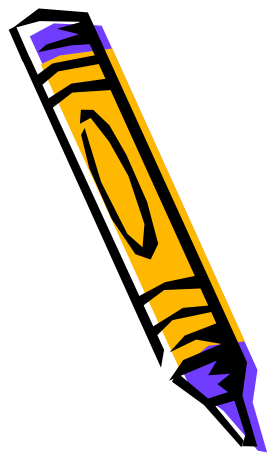




English

Writing

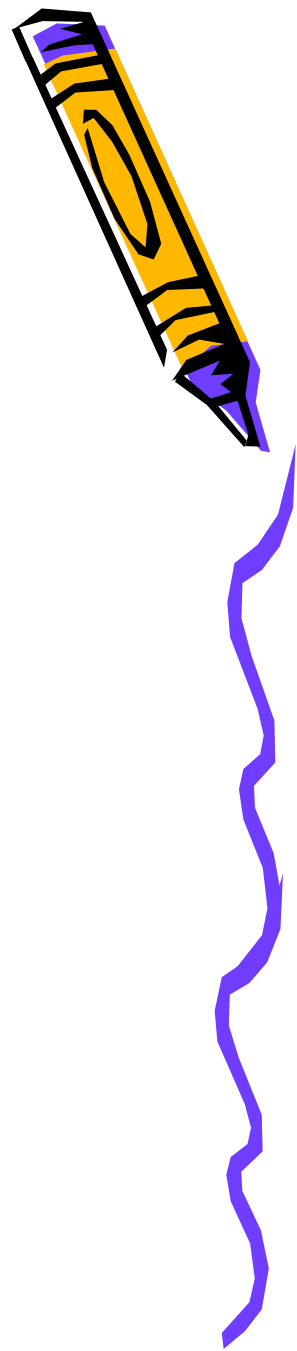
A range of genres is covered using specific texts.



Handwriting

Letter-join

Letter-join is a whole school handwriting scheme offering a combination of traditional and digital resources.





Phonics

ELS Essential Spelling - a spelling programme for Year 2 aligned to the ELS teaching programme.





Reading

Your child will be heard at least once every 2 weeks in a Guided Reading session with myself.



Please could parents comment in reading diaries to show that books have been read.

Please ensure reading folders come into school every day.





Reading Comprehension



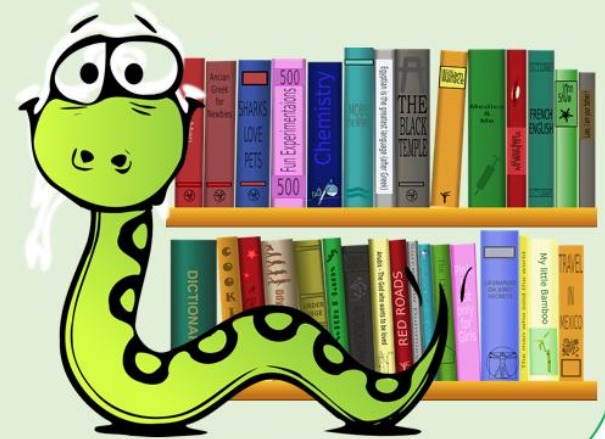
VIPERS

There are 6 domains which focus on the comprehension aspect of reading and not the mechanics: decoding, fluency or expression. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions.



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



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Reading



Reading folders containing your child's scheme books will be sent home every Friday.

The reading folder will be collected in each morning and will stay in school on a Thursday. New books will be sent home again on Friday.

On Thursday, your child will choose a book from the school library and this will be their reading for pleasure book. This can be returned the following week.





Home Reading



Children will take home 3 books a week.

We will be putting on our reading CAPs!

- **C**onsolidate Book-1 completely phonetically decodable book.
(Marked with a C in your child's diary)
- **A**pply Book- 1 book designed to ensure the child is applying known sounds.) (Marked with an A in your child's diary)
 - **P**leasure Book-1 book chosen by your child from our class/school library for them to enjoy at home. This can be read by them or a parent.

Books are intended to be read several times by the children as this will help develop fluency and comprehension.



Consolidate



Apply



Pleasure



Maths

We follow White Rose Maths which is based on a mastery approach to ensure a deep understanding of mathematical concepts.



Maths Blast

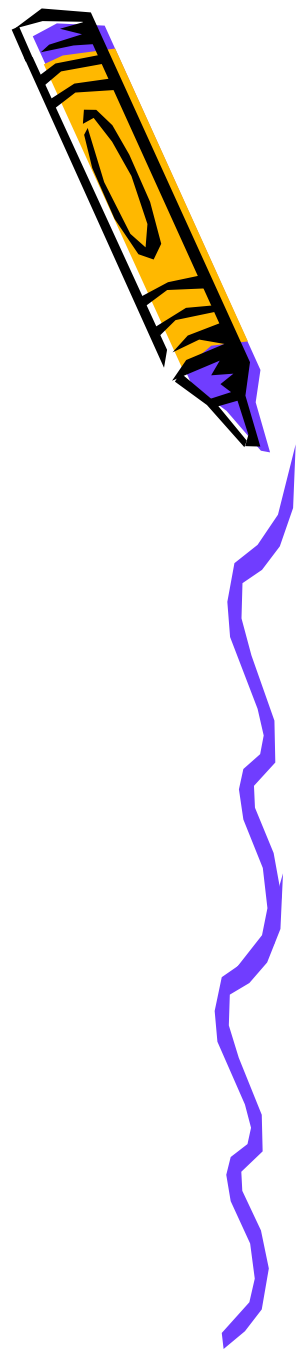
- Maths Blast is a short, focused, high-energy maths activity designed to:
- Reinforce key skills or concepts (revision/consolidation)
- Challenge thinking with quick problems or puzzles
- Warm up the brain at the start of a lesson
- Review previous learning
- Be engaging and fast-paced





Assessment

- Age Related Expectations in all areas of the curriculum. Available on the website.



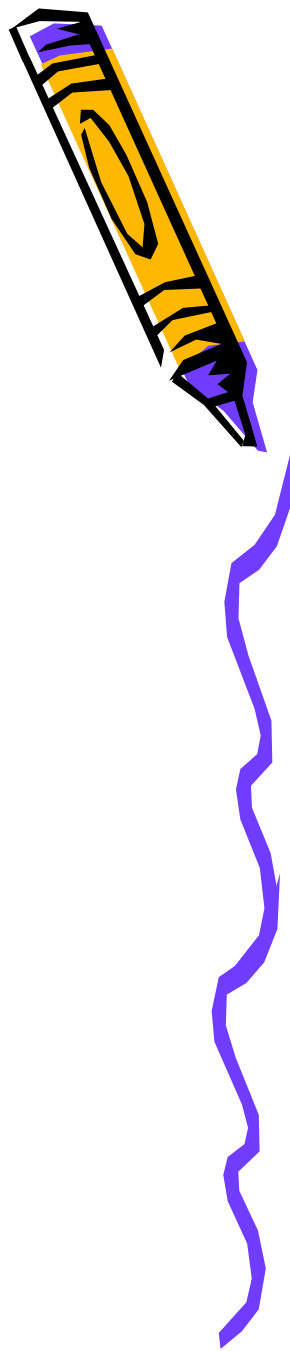
History
Chronological understanding
1.I can order events and objects from beyond living memory in chronological order on a simple timeline.
Knowledge and understanding of events, people and changes in the past
2.I can understand changes within living memory and how they have changed this country.
3.I can understand important events in this country or around the world.
4.I can find out and compare about important people from the past, what important things they did and why (e.g. Samuel Pepys).
5.I can find out about important events, people and places from the past in my area – North East of England.)
Investigating interpretation
6.I am beginning to identify some of the different ways in which the past is represented.
Historical enquiry
7.I can observe or handle sources of information to answer questions about the past on the basis of simple observations.
8.I can find out things about the past by talking to an older person.
Organisation and communication
9.I can ask and answer questions about events in living memory and beyond living memory.





Assessment

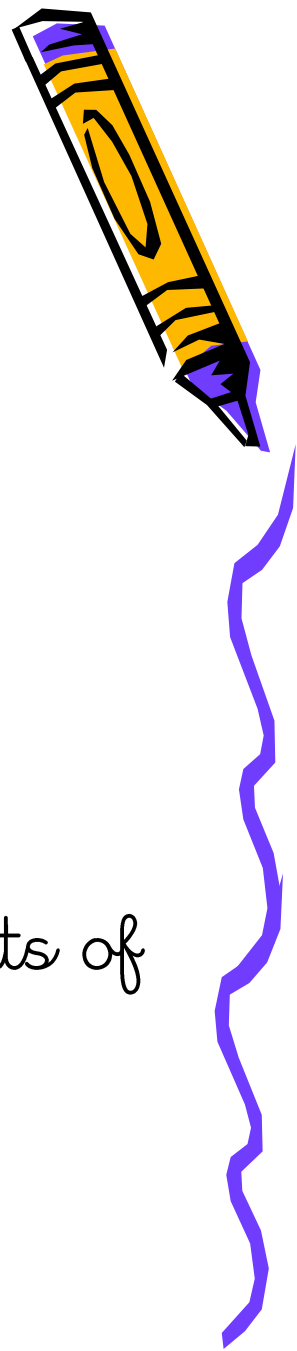
- Continuous assessment
- End of unit assessment
- Weekly spelling test
- Children are judged as working towards the expected standard, working at the expected standard and working at greater depth.



Working towards the expected standard
(some of the learning is within the Year 2 Curriculum).

Working at the expected standard
(All learning is within the Year 2 Curriculum).

Working at greater depth
(very secure in Year 2 Curriculum, with elements of Year 3).

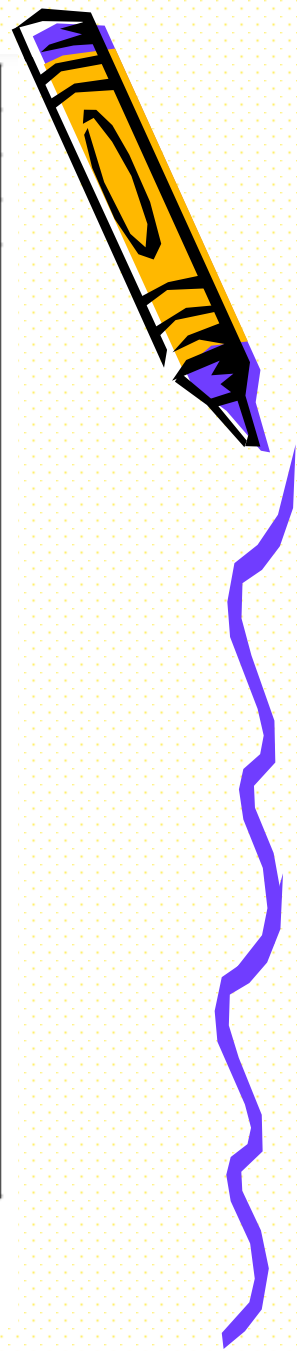


Reading Age Related Expectations

Year 2
English
Age Related Expectations
Reading
<ol style="list-style-type: none"> 1. Blend sounds in words containing graphemes for 40+ phonemes 2. Read many common exception words (Rec/Y1) and some from Year 2 list 3. In discussion with a teacher, answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them 4. Reads accurately by blending the sounds in words contain the graphemes taught so far, especially recognising alternative sounds for graphemes. 5. Reads accurately words of 2 or more syllables, containing graphemes taught so far. 6. Reads most words containing common suffixes, including -s, -es, -ing, -ed, er and est. 7. Read most common exception words. 8. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered before. 9. Read books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation. 10. Re-reads books to build up fluency and accuracy. 11. Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction, at a level beyond that which they can read independently. 12. Discuss sequence and how items of information are related. 13. Become familiar with a wide range of stories, including confident retelling. 14. Aware of non-fiction books that are structured in different ways. 15. Discuss and clarify the meaning of words, linking new meanings to known vocabulary. 16. Reading aloud and checking for sense, re-reading for accuracy 17. Answering questions, referencing specifics in the texts and identifying cause and effect in in both narrative and non-fiction (What has prompted certain characters behaviour? Why are certain dates celebrated annually?) 18. Making predictions on what might happen based on what has been read so far. 19. Make inferences and predict confidently and in a considered way 20. Make links with books they are reading and books they have read

Indicates children working towards age related expectation

Indicates children working above age related expectation



Writing Age Related Expectations

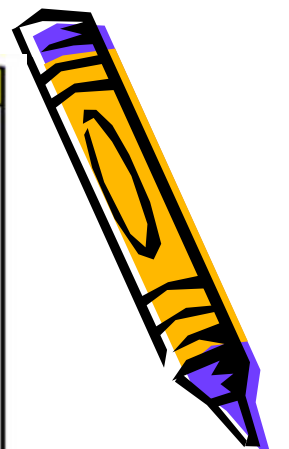


Writing

1. I can use capital letters and full stops in some sentences.
2. I can use my phonics to help me spell.
3. I can spell some common exception words (from word list).
4. I can correctly form my letters.
5. I can make my capital letters big and my lower-case letters small.
6. I can use finger spaces between words.
7. I can use capital letters and full stops in most sentences.
8. I can use question marks and exclamation marks.
- 9a. I can use different types of sentences: questions
- b. commands
- c. exclamations
- d. statements
10. I can use noun phrases to describe and add detail to my writing.
11. I can use present and past tense correctly most of the time.
12. I can use conjunctions such as and, or, but.
13. I can sometimes use conjunctions such as when, if, that, because.
14. I can use phonics to spell longer unknown words.
15. I can spell many common exception words (from word list).
16. I can use apostrophes to contract some words: didn't, I'm, couldn't, can't.
17. I can sometimes use suffixes such as -ment, -ness, -full, -less, -ly.
18. I can use controlled flicks on letters and at times join letters.
19. I can add details to make my writing interesting and exciting.
20. I can use different openers.
21. I can use 'wow' words.
22. I can use commas in a list.
23. I can use a wide range of punctuation correctly most of the time.
24. I can spell most common exception words correctly.
25. I can spell most words with contracted forms.
26. I can add suffixes to spell most words correctly.
27. I can use neat joined-up writing most of the time.
28. I can write different types of text such as letters, stories, recounts, information texts, and explanations.

Indicates children working towards age related expectation

Indicates children working above age related expectation

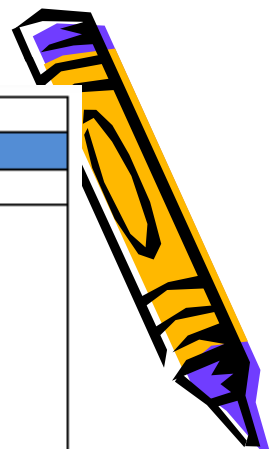


Maths Age Related Expectations

Year 2
Mathematics
Age Related Expectations
<p>1. Count to and across 100 forwards and backwards beginning with 0,1 or any given number .</p> <p>2.Count, read and write numbers to 100 in numerals from 0 in twos, fives and tens.</p> <p>3.Write numerals from 1 to 20 in words.</p> <p>4. Begin to recognise simple fractions and know that all parts must be equal parts of the whole, including halves and quarters.</p> <p>5. Read, write and interpret mathematical statements including addition (+), subtraction (-) and equals (=) signs.</p> <p>6a. Add and subtract to 20, including a two digit number and ones.</p> <p>6b. A two digit number and tens where no regrouping is required.</p> <p>6c. Demonstrate their method using concrete operations or pictorial representations .</p> <p>7. Recognise and know different denominations of coins and notes.</p> <p>8a. Recognise and name shapes from a group of shapes or pictures of the shapes triangles, rectangles, squares, circles.</p> <p>8b. Cuboids, cubes, pyramids, spheres.</p> <p>8c. Describe position, direction and movement for whole and half turns.</p> <p>8d. Quarter and three quarter turns.</p> <p>9. Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.</p> <p>10. Add 2 two digit numbers within 100 and can demonstrate their method using concrete apparatus or pictorial representations.</p> <p>11. Use estimation to check that their answers to a calculation are reasonable .</p> <p>12. Subtract mentally a two-digit number from another two- digit number when no regrouping is required.</p> <p>13a. Recognise the inverse relationships between addition and subtraction use this to check calculations.</p> <p>13b. Work out missing number problems.</p> <p>14a. Recall and use multiplication and division facts to solve simple problems, demonstrating an understanding of commutativity as necessary 2x.</p> <p>14b. 5x</p> <p>14c. 10x</p> <p>14d. 3x</p> <p>15. Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that all parts must be equal parts of the whole.</p> <p>16. Use different coins to make the same amount.</p> <p>17a. Read scales in a practical situation where all numbers on the scale are given in divisions of ones/twos .</p> <p>17b. Fives/tens.</p> <p>18. Describe properties of 2D & 3D shapes.</p> <p>19a. Ask and answer simple questions by counting the number of objects in each category and sorting the categories.</p> <p>19b. Ask and answer questions about totalling and comparing categorical data.</p> <p>19c. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>20. Reason about addition.</p> <p>21. Use multiplication facts to make deductions outside known multiplication .</p> <p>22. Work out mental calculations where regrouping is required.</p> <p>23. Solve more complex missing number problems.</p> <p>24. Determine remainders given known facts.</p> <p>25. Solve word problems that involve more than one step.</p> <p>26. Recognise relationships between addition and subtraction .</p> <p>27. Rewrite addition statements as simplified multiplication statements.</p> <p>28.Find and compare fractions of amounts.</p> <p>29. Read the time on the clock to the nearest 5 minutes.</p> <p>30. Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.</p> <p>31. Describe similarities and differences of shape properties.</p>

Indicates children working towards age related expectation

Indicates children working above age related expectation





Homework

Homework will be set Every Monday

Maths

A task will be set on Purple Mash or a paper task will be sent home.

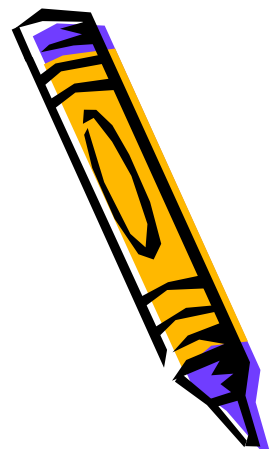
Spellings

10 Spellings
Spelling test Friday



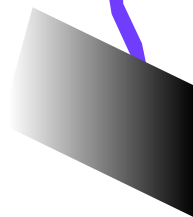
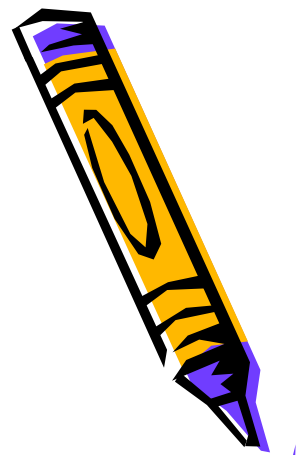
Reading

Suggested time of
15 or 20 minutes daily.



How can you help your child at home?

- Help your child with reading, listen to them read and focus on bringing out a 'love of reading'. Also reading stories to your child allows them to develop language, listening skills and comprehension. Encourage making predictions of what might happen next.
- Help your child with writing, support with weekly spellings. Write together to make shopping lists and letter writing.
- Help your child with maths, play times table games. Encourage them to help with cooking, weighing and measuring ingredients. Work out what time it is together. Provide opportunities for your child to pay for things in a shop, to work out how much things cost and how much change will be needed.





The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation is best described as the best state of alertness for a situation.

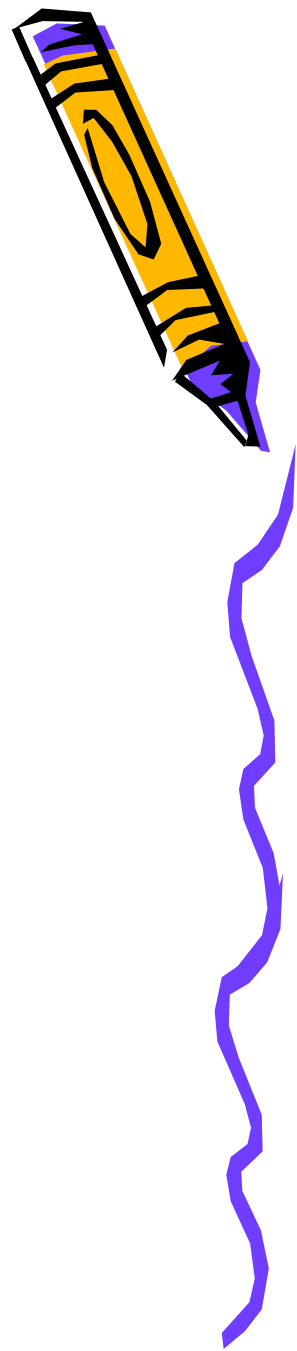
The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St Oswald's, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.



Rewards

- Dojo Points
- House Points
- Stickers
- Head Teacher Award





Equipment and Belongings

PE

Autumn 1

Tuesday and Thursday

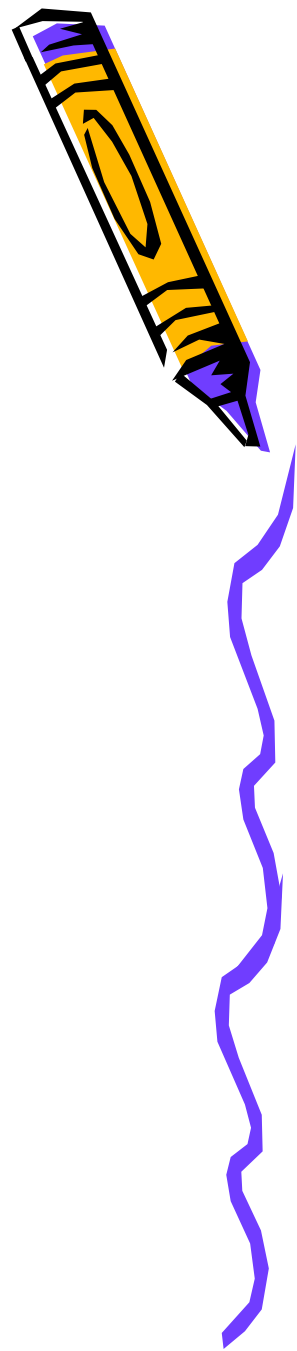
Water Bottles

Clothing labelled

Reading Folder

Art shirt

Bags are not necessary.

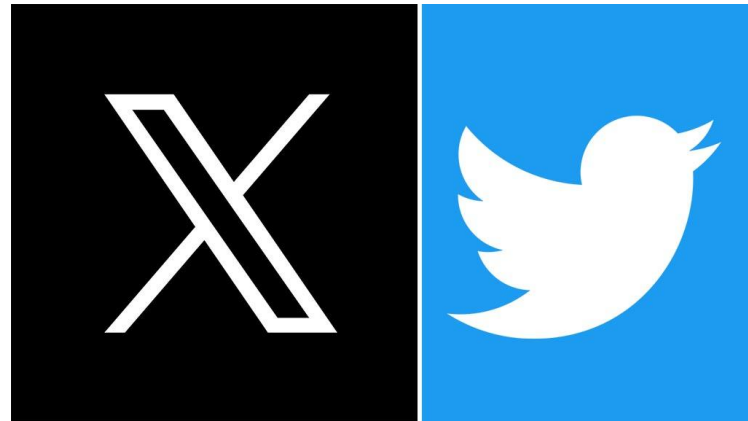




Blogs

Blogs will be
updated on Friday.

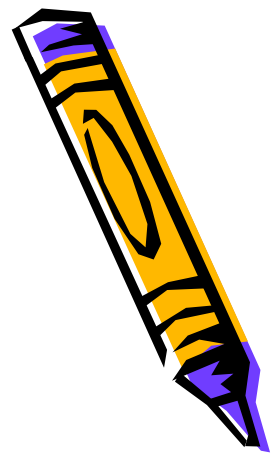
Posts on X/Twitter.



The class email is a great way to keep in
touch.

Year2@stoswaldsnewcastle.co.uk





Living, learning and loving together with
Christ.

