

Welcome to Year 2

Curriculum Meeting
September 2025

The Year 2 Team

Class 7

- ▶ Teacher: Mrs Hopkins
& Mrs Rooker

Class 8





- ▶ Teacher: Miss
Brookes-Smith

Class 9

- ▶ Teacher: Miss Deakin

Support staff:

Mrs Castles, Mrs Roberts, Mrs Swanwick

Science			History
<p>Focus: Uses of Everyday Materials</p> <ul style="list-style-type: none"> Identify uses of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Observe and investigate different uses for materials. Compare the suitability of everyday materials. Group everyday materials Explore the purpose of different object. Identify and classify uses of everyday materials in the context of the local area. Find out and explain how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching and changing the shape of objects. Learn about the process of recycling. Find out about people who have developed new materials (Charles Macintosh) 	 <p>Year 2 Curriculum Map Autumn Term 1</p>		<p>Nurturing Nurses</p> <ul style="list-style-type: none"> Compare hospitals in the past to modern day hospitals. Find out about the lives of significant individuals who have contributed to national and international achievements (Florence Nightingale, Mary Seacole, and Sister Dora). Learn about the significance of local individuals and their contribution to daily lives (Sister Dora). Develop an understanding of chronology for past events. Explore and use different sources to investigate the past. <div style="text-align: right;">  </div>
Art	R.E	PE	
<p>Drawing</p> <ul style="list-style-type: none"> Develop mark making skills including; direction, thickness, size and weight Have an understanding of, and investigate using pencil, to create different textures. Explore drawing through our use of line and shape. Look at the work of artists including Pablo Picasso Develop observational skills to create drawings Explore the work of Vincent Van Gogh and create a self-portrait using new knowledge and skills. 	<p>Focus: Is it possible to be kind to everyone all of the time? (Christianity)</p> <ul style="list-style-type: none"> What does it mean to be kind? Is it possible to be kind to everyone all of the time? What lessons do Christians take from the Bible about being kind to others? 	<p>Focus: Games - Skills</p> <ul style="list-style-type: none"> Roll Up, Roll Up – running, jumping, throwing and catching Boing- Bounce a ball with control while moving Catch It- Throw, catch and balance. Catching with friends- Throw and catch a ball with a partner. Keeping balance. Bounce Passes and Dribbling <div style="text-align: right;">  </div>	
Computing	Music		Year 2 timetable
<p>Online safety & exploring purple mash</p> <ul style="list-style-type: none"> Login into an account using a personal username and password. Use the space bar, backspace, delete, arrow keys and return. E-safety- use technology safely and be aware of safety on the internet. Create, store and retrieve digital content. <p style="text-align: center;"></p>	<ul style="list-style-type: none"> Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Play instrumental parts accurately and in time Compose a simple melody using simple rhythms Find the pulse (a steady heartbeat) of the music and march in time with the pulse. 		<p>Monday – PE (all classes)</p> <ul style="list-style-type: none"> Return phonics books (if you have one) <p>Tuesday – Class 8 library</p> <ul style="list-style-type: none"> Homework due in (all classes) <p>Wednesday –</p> <p>Thursday – Class 7 library</p> <ul style="list-style-type: none"> Homework set <p>Friday – Class 9 library</p> <ul style="list-style-type: none"> New reading books and/or phonics books.

English Overview

This half-term we will be reading **'After the Fall'** by **Dan Santat**. It is a wonderful book that follows on from the traditional Nursery Rhyme 'Humpty Dumpty'. Humpty is – understandably – afraid of heights following his 'great' fall. He can't see anything great about what happened to him and now he's too afraid to sleep in his bunk bed; too afraid to reach his favourite breakfast cereals from the top shelves in the supermarket and, worst of all, he's too afraid to climb back up to his favourite bird-spotting vantage point. We will enjoy finding out how Humpty overcomes his hardships. As we read the book we will investigate the vocabulary choices chosen by the author.

We will also begin to 'skim and scan' a text to find answers to comprehension questions, use clues from the text to infer how the characters feel and summarise the text too.

We will also be focussing on a number of grammar objectives this term, so that we can work to apply and consolidate our learning throughout the rest of the year. This half-term we will be revising how to correctly use capital letters, full-stops, exclamation marks and question marks. We will also be learning to use commas in a list and to use apostrophes for contracted verbs. We will investigate the use of suffixes to form nouns and adjectives (including -ness, -er, -ful and -less). Children will learn how to accurately use co-ordinating conjunctions (or, and, but) and to write expanded noun phrases for description.

We are reading:



Maths Overview

- Fill in missing numbers on a number line
- Order numbers (consecutive/ non-consecutive)
- Learn number bonds to 10 / 20 and explore number bonds to make different amounts.
- Use number bonds and related facts to solve problems
- Begin to bridge 10 using number bonds
- Identify place value in 2-digit numbers
- Solve missing number problems
- Investigate 2D shape, including tessellation
- Sort data using Venn and Carroll diagrams
- Explore symmetry
- Compare numbers using inequality signs

Curriculum Maps

- ▶ Half termly curriculum maps can be found on the school website.



Reading

Reading is the most important skill for children to master in primary education because:

- it builds enjoyment for learning
- it encourages a wider vocabulary
- it allows them to more easily access the wider curriculum
- it can teach them to understand social and emotional scenarios they haven't yet experienced and develop empathy
- lots of reading at home and in school is the biggest single predictor for future academic success in all subjects.

Reading Expectations

WORKING TOWARDS THE EXPECTED STANDARD	
1	Read accurately by blending the sounds in words that contain common graphemes for all 40+ phonemes
2	Read accurately some words of two or more syllables that contains the same GCPs
3	Read many common exception words
4	Read aloud many words quickly and accurately without overt sounding and blending
5	Sound out many unfamiliar words accurately
6	Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me

WORKING AT THE EXPECTED STANDARD	
1	Read accurately most words of two or more syllables
2	Read most words containing common suffixes
3	Read most common exception words
4	Read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute
5	Sound out most unfamiliar words accurately without undue hesitation
6	Check that what I read makes sense
7	Answer questions and make some inference on the basis of what is being said and done
8	Explain what has happened so far in what I have read.

WORKING AT GREATER DEPTH	
1	Make inference on the basis of what is being said and done
2	Predict what might happen on the basis of what has been read so far
3	Make links between books I am reading and other books

Reading

Reading Fluency and Stamina

It is expected that all children will read 90 words per minute of an age appropriate text from Year 2 onwards.

Comprehension

In addition to reading fluency and stamina, children also need to understand what they are reading, in order to answer questions about what they have read.

They will then begin to make inferences, using the text to find implied meaning, answering 'Why' and 'How do you know... ' questions.

Reading

We have altered our timetable this year to make sure there are even more opportunities for us to read with your child.


However, this means that we would like your child to keep their Reading Record and folder in their school bags – so they have it available to read any day of the week. We will still read with them if they have left it at home but we won't be able to record it or share it with you in the Record Book.

They will bring a new reading book home on a Monday (as long as the previous book has been returned). This will be the book they read in school the previous week.

What you can do to help your child with reading

- Repeat the reading of school reading books – children learn best through repetition and this will help to build fluency.
- Model reading their book aloud to them – particularly if they are finding a passage difficult. Show them where to pause and how to add expression to their reading.
- Record their home reading in their reading record books – we will then be able to praise and reward their efforts in school too.
- Share books with your child daily, even if you do not have one from school – reading for pleasure.
- Talk to your child all the time and ask them questions to support their understanding.

Writing Expectations

Punctuation Power!	
	Correctly sized spaces
A	Capital letters to begin a sentence and for names and places
.	A full stop at the end of a sentence
!	Exclamation marks for exclamations or surprise
?	Question marks for questions

Sneaky Suffixes	
glue on the end of a word:	
-ment	amazement
-ness	happiness
-ful	playful
-less	hopeless
-ly	angrily
Sometimes suffixes change the end of the root word.	

Super Spellings... I need to know many of these:			
poor	cold	again	move
find	gold	grass	prove
mind	hold	pass	half
floor	told	plant	parents
eye	every	path	money
kind	great	door	improve
who	break	both	sugar
whole	steak	most	could
any	Mrs	even	would
child	after	climb	beautiful
wild	fast	busy	because
Mr	last	people	should
only	past	pretty	behind
old	father	sure	Christmas
many	class	bath	everybody
clothes	water	hour	children

Some have capital letters.

Use apostrophes to show contractions.			
hasn't	it's	she'll	I've
(has not)	(it is/it has)	(she will)	(I have)

Writing Mat Expected Year 2

Smashing Sentences	
Statement	I am seven.
Question	How old are you?
Exclamation	What a nice surprise it is to see you!
Command	Come to my party.

Terrific Tenses	
Present	The girl plays drums / The girl is playing the drums.
Past	The girl played the drums.

Jolly Joining Words	
Co-ordination	
and	but so
Subordination	
if	that because when
George can play outside when he has had his dinner.	
The horse would win the race if it kept running.	
The frog made a loud croaking sound that made me jump.	
The greenhouse window got smashed because Zara hit it with her football.	

Describe
Use noun phrases to add more detail.
the cold, deep sea
a tall, leafless tree
a creaky, wooden box

Common Exception Words

Common Exception Words

Year 1

a	his	push	was
are	house	put	we
ask	I	said	were
be	is	says	where
by	love	school	you
come	me	she	your
do	my	so	
friend	no	some	
full	of	the	
go	once	there	
has	one	they	
he	our	to	
here	pull	today	

Year 2

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

Spelling Shed

- ▶ This scheme focuses on the teaching of spelling patterns, rather than learning lists of words by rote. This will allow them to apply the patterns to a more words than would have been set.
- ▶ We will be teaching the children these spelling patterns in lessons during the week
- ▶ We will then be setting them 'assignments' as part of their homework to consolidate the learning they have done in school.
- ▶ There will not be weekly spelling tests – their work on the 'assignments' and the additional games will help to highlight any children who need further support.
- ▶ We will also identify those who need more help through their written work.
- ▶ However we will complete a test each half-term to assess whether they have retained the spelling patterns, so we can revisit any patterns as required.

Handwriting Expectations

- Sit correctly at a table, holding a pencil correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9
- Understand which letters belong to which handwriting families i.e. letters that are formed in similar ways.
- Correctly position letters on the line.
- Form letters of a regular size and shape.

Handwriting Expectations

The cat sat on the mat.

t f k

Handwriting Expectations

Once a child has achieved all handwriting expectations they will begin to learn some letter joins.

Children are unable to begin this without forming their letters correctly, starting and finishing in the right place and direction.

Maths

It is important for children to be fluent in mental recall of simple number facts. As they begin to use more formal methods, it is vital that they have fluency in recall. We will be continuing the number bond probes the children began in Year 1 to encourage this rapid recall.

We also teach different strategies for children to use to work out maths problems. These can involve using resources such as number-lines, or hundred squares, while others involve recording their calculations in their books.

For some lessons, children will be able to calculate answers mentally. However in some lessons, we will ask children to use the methods we have taught to show their understanding and allow us to identify any misconceptions.

Maths Expectations

Counting

Count in steps of 2, 3, and 5 from 0...

2, 4, 6,
8, 10

5, 10,
15, 20

3, 6, 9,
12, 15

...and in tens from any number,
forward and backward.

21, 31,
41, 51

107, 97,
87, 77

Compare and Order

Compare and order numbers from 0
up to 100; use $<$, $>$ and $=$ signs.

$$34 < 43$$

Order the following:

17, 71, 70, 10

10	17	70	71
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smallest

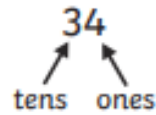
greatest

Number and Place Value Mat

Expected Year 2

Place Value

Recognise the place value of each digit in a
two-digit number (tens, ones).

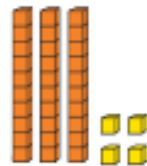


Identify and Represent

Identify, represent and estimate numbers
using different representations, including the
number line.



34 can be represented
by:



Estimate how many
circles:



Solve Problems

Use place value and number
facts to solve problems.

$$90 - 40 = 50$$

Match the following:



Read and Write

Read and write numbers to at
least 100 in numerals and words.

thirty-four

34

70

seventy

Maths Expectations

Calculating

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot



$$7 + 9 = 9 + 7 = 16$$

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs



$$3 \times 5 = 15 \quad 15 \div 5 = 3$$

Methods

Add and subtract numbers using concrete objects, pictorial representations, and mentally

- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers

Calculation Mat Expected Year 2

Number Facts

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Use $8 + 6 = 14$ to calculate $58 + 16 =$

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Ring the odd numbers: 4 (11) 18 (23) (47)

$$5 \times 4 = 20 \quad 10 \times 3 = 30$$

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot



$$3 \times 5 = 15 \quad 15 \div 5 = 3$$



$$5 \times 3 = 15 \quad 15 \div 3 = 5$$

Solve Problems

Solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods

A ribbon is 35cm long. 17cm is cut off. How long is the ribbon now?

18cm

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

What calculation would you use to check $41 - 16 = 25$?

$25 + 16 = 41$





Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts



Maths Expectations

Measures

Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:

- length/height in any direction (m/cm) 
- mass (kg/g) 
- temperature ($^{\circ}\text{C}$) 
- capacity (litres/ml) 

Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Order these sticks by length:



Compare the volume of these containers:



Measurement Mat Expected Year 2

Money

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

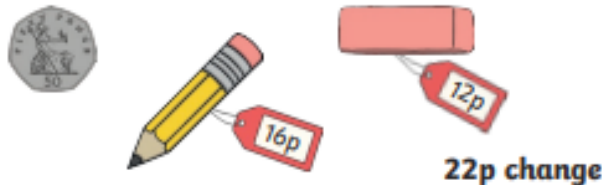


Find different combinations of coins that equal the same amounts of money

Both of these sets of coins make the same amount:



Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change



Time

Compare and sequence intervals of time

Compare these intervals of time:



Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times



twenty five past eight

Draw the hands on the clock to show the time quarter to four.



Know the number of minutes in an hour and the number of hours in a day

60 minutes in an hour

24 hours in a day

Maths Expectations

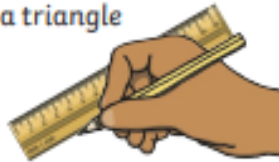
Geometry

2D Shape

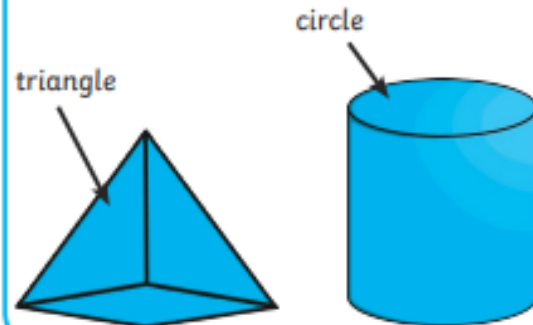
Identify and describe the properties of 2D shapes, including the number of sides.

How many sides does a triangle have?

Can you draw a line of symmetry with a ruler?



Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).



3D Shape

Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.

How many edges, vertices and faces does a cube have?



Sorting

Compare and sort common 2D and 3D shapes and everyday objects.

Sort shapes according to the number of faces, sides, vertices or edges.

Tick the shapes with 4 sides.



Position, Direction and Movement

Order and arrange combinations of mathematical objects in patterns and sequences.

Continue this sequence:



Sequences can be in different orientations (e.g. vertical).

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Give instructions to a partner to move from one place to another using quarter and half turns.

Go forward 4 steps.

Move a quarter turn clockwise.

Program a robot to move using different directions and turns.



Maths Expectations

Fractions Mat

Expected Year 2

Recognise, Name and Write Fractions

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{1}{4}$ of a length, shape, set of objects or quantity

Show $\frac{1}{3}$ of a length



Which shapes have $\frac{3}{4}$ shaded?



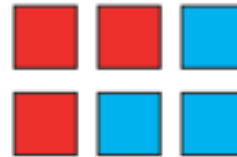
Which colour is exactly $\frac{1}{4}$ of these squares?



red

Recognise, Name and Write Fractions

Write simple fractions, for example $\frac{1}{2}$ of 6 = 3



What is $\frac{1}{2}$ of 10?



Equivalence

Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$



Maths Strategies

We spend time teaching and learning different strategies for the four calculations. These can be found on our website for children to watch and to support learning at home.

The screenshot shows the homepage of the Park Hall Infant Academy website. The header features the school's name in large green letters, its address (Park Hall Road, Walsall, WS5 3HF), and a telephone number (01922 721443). A 'Log in' link is in the top right. A 'Notice Board' on the left lists recent newsletters and supplements. A central banner with a duck says 'We hope that you enjoy browsing our site!'. Below this is a navigation menu with categories like 'About Us', 'Key Information', 'News and Events', 'Parents', 'Children', and 'Tree House'. A central area displays 'Education for Life' with owl icons for 'Nursery', 'Reception', 'Year 1', and 'Year 2'. A photo shows children with bicycles. At the bottom, there is a 'Select Language' button, a 'Sitemap' and 'Cookie Information' link, and a copyright notice: 'All website content copyright © Park Hall Infant Academy Website Design by PrimarySite'.

Notice Board

- Newsletter - 17th September 2025
- Newsletter Supplement - 17th September 2025
- Newsletter Supplement - 3rd September 2025

Park Hall Infant Academy
Park Hall Road, Walsall, WS5 3HF, Telephone number 01922 721443

We hope that you enjoy browsing our site!

Education for Life

- Nursery
- Reception
- Year 1
- Year 2

Navigation Menu:

- About Us
- Key Information
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 - Performance Data
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- Children
 - Pupil Premium and Looked After Children
- Tree House

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Maths Strategies

We spend time teaching and learning different strategies for the four calculations. These can be found on our website for children to watch and to support learning at home.

Curriculum Design - Key Information

Our Commitment to SEND and Inclusion

SEND and Inclusion

Curriculum and Policies

★ Art	★ Assessment	★ Computing	★ Design & Technology	★ Early Years Foundation Stage Policy
★ Geography	★ Handwriting and Presentation Policy	★ History	★ Homework	★ Literacy
★ Maths	★ Maths Calculation Policy	★ Music	★ PE	★ PSHE

YEAR 2 - Addition

Adding two digit numbers using partitioning

Horizontal addition – practically using 100 square

Eg: $72 + 23$

$$\begin{array}{r} 72 \\ \diagdown \quad \diagup \\ 70 \quad 2 \end{array} + \begin{array}{r} 23 \\ \diagdown \quad \diagup \\ 20 \quad 3 \end{array}$$

$$\begin{array}{r} (70 + 20) + (2 + 3) \\ 90 \quad + \quad 5 \\ 95 \end{array}$$

Collect the 'tens' together

$$70 + 20 = 90$$

Then collect the 'units' together

$$2 + 3 = 5$$

Find the total (Recombine)

$$90 + 5 = 95$$

When the units total more than 10 partition the number in order to find the total

$$55 + 27$$

$$50 + 20 = 70 \text{ (Collect the tens)}$$

$$5 + 7 = 12 \text{ (Collect the units)}$$

Find the total (Recombine)

$$70 + 12 \text{ is the same as } 70 + 10 + 2 = 82$$

SATs

SATs are now optional however we will still be using them as a measure of progress and understanding to aid teacher assessment and judgement.

While SATs are important, they are used as a tool to help measure performance and assess needs. The overall assessment outcomes are based on teacher assessment.

SATs

Children will sit the following papers:

Reading: paper 1

Reading: paper 2

} Designed to assess pupils on their comprehension skills and vocabulary.

Maths: arithmetic

Maths: reasoning

} Focus on pupils' knowledge of mathematical operations, their mathematical fluency, their ability to solve problems and their reasoning.

SATs

Punctuation and
Grammar

- The grammar and punctuation paper is a mixture of multiple-choice and short-answer questions.

Spelling

- The spelling paper requires the pupil to listen to their teacher as a transcript is read and spell out the missing words in their answer booklet.

Homework

Each week, your child will bring home:

- ▶ **Guided reading book** – please share these with your child using the Pawsome Reading Gang. Bookmarks with supporting questions will be given to each child.
- ▶ **Spellings** – assignments and games on Spelling Shed.
- ▶ **Grammar or Maths CGP** – questions the children will then class mark in school, with mistakes explained.
- ▶ Times Tables Rockstars – to be launched later this year.
- ▶ Over half-term holidays, children may also be set additional optional tasks for you to complete if you wish.

Behaviour

P – Persevere – don't give up.

A – Ambition – reach for the stars

R – Respect – look after our school property and each other

K – Kindness – kind words and actions

H – Honesty – always tell the truth

A – Attitude – always try your best

L – Listening – listen carefully and follow instructions

L – Learning – everyone has a right to learn

Rewards

Children have been given a house (red, blue, green, yellow) to earn house points through following the PARK HALL rules.

Each house point is worth 1 point.

A special golden house point from Mrs Hand / Mrs Healy is worth 5 points.

Children can also earn:

- ▶ Certificates
- ▶ Stickers
- ▶ Gold cup
- ▶ Taking work to Mrs Hand

Rewards

Within class, children can also earn 'warm fuzzies' for their table pots.

The table with the most 'warm fuzzies' each week get a sticker. At the end of each half term, the table with the most 'warm fuzzies' will get a prize.



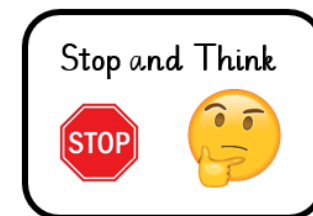
Sanctions

Our aim is to stay green on our good to be green display wallet.



If children are not 'getting it right' and are not making good choices, their behaviour has consequences...

- ▶ The first sanction is a verbal warning where children are asked to stop their behaviour.
- ▶ If children choose to continue with the same behaviour, teachers will give a stop and think card.



Sanctions

- ▶ If children continue with the same behaviour, they are then given a yellow card and will miss 5 minutes of playtime.
- ▶ Children may be given a straight yellow card for:
 - Defacing / damaging school property
 - Bad language
 - Injury due to rough play
 - Leaving the classroom without permission / being inside at playtimes unless for a reason
 - Lying / not taking ownership



Sanctions

- ▶ If children continue with the same behaviour, they are then given a red card and will miss playtime to speak to Year Group Leader or Head of School.
- ▶ Children may be given a straight red card for:
 - Deliberate injury to another child
 - Stealing
 - Lying / not taking ownership (in addition to other yellow card behaviours)



**Consequence
Card**

Thank you

- ▶ We operate an open door policy at Park Hall. Please don't hesitate to come and speak to the class teacher or teaching assistant.
- ▶ Feedback form – please complete

