

## Year 2 Curriculum Information Leaflet



**Inspired by Christ- Reaching out to all- Being the best we can be**  
Love, Honesty, Equity, Forgiveness, Kindness, Friendship



Welcome to Year 2.

We are looking forward to a successful year of learning.

### **Behaviour for Learning**

Positive behaviour is essential for providing high quality learning experiences in a stimulating and supportive environment. Positive behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

All of our children know what our 'Golden Rules' are and understand the sanctions in place should these rules be broken.

We are extremely excited to be part of a 'Restorative Justice' project this year led by a London University.

You can read more about our school Behaviour Policy on our website.

<https://www.allsaintsn20.barnet.sch.uk/policies/>

Above all, we expect our children to be ready to learn, to respect others and to be kind.

## Year 2 Curriculum Information Leaflet

### Curriculum Overview

Here is an overview of what your child will be learning this year

#### Autumn 1: Yr2

core text/s	Wk1 1/9/25	Wk2 8/9/25	Wk3 15/9/25	Wk4 bg 22/9/25	Wk5bg 29/9/25	Wk6 bg 6/10/25	Wk7bg 13/10/25	Wk8 bg 20/10/25
The snail and the Whale	Project week	GEOGRAPHY		Whole school write	HISTORY			Black history
	Project Dino	Continents & Oceans			All Saints' church and local area			

#### Autumn 2: Yr2

core text/s	Wk1bg 3/11/25	Wk2 10/11/25	Wk3 17/11/25	Wk4bg 24/11/25	Wk5 1/12/25	Wk6 8/12/25	Wk7bg 15/12/25
	Project week	SCIENCE			SCIENCE	COMPUTING	
		Living things & their habitats			Plants (planting bulbs)	W1: Information technology around us W2: Robot Algorithms	

#### Spring 1: Yr2

core text/s	Wk1 5/1/26	Wk2 bg12/1/26	Wk3 19/1/6	Wk4 26/1/26	Wk5 bg 2/2/26	wk6 bg 9/2/26
	SCIENCE		GEOGRAPHY	Whole School Write	GEOGRAPHY	COMPUTING
	Animals including humans		Hot & cold places		Hot & cold places	Introduction to Quizzes

#### Spring 2: Yr2

core text/s	Wk1 23/2/26	Wk2 bg 02/03/26	Wk3 9/3/26	Wk4 16/3/26	Wk5 23/3/26
	SCIENCE		HISTORY		
	Use of everyday materials		Event: first Aeroplane flight		

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### Summer 1: Yr2

core text/s	Wk1 13/4/26	Wk2 20/4/26	Wk3 27/4/26	Wk4 4/5/26	Wk5 11/5/26	Wk 6 18/5/26
	SCIENCE		Whole School Write	GEOGRAPHY		Catch up time
	Plants			Mugumareno village Zambia		

### Summer 2: Yr2

core text/s	Wk1 1/6/26	Wk2 8/6/26	Wk3 15/6/26	Wk4 22/6/26	Wk5 29/6/26	Wk6 6/7/26	Wk7 13/7/26
	Project Week	HISTORY			Focus week	Catch up	COMPUTING
		People: Compare Rosa Parks & Emily Davidson			tbc		(TBC)

In order to enrich our curriculum, we will also be arranging the following possible trips to:

- Saint Barnabus Church and All Saints Church.
- RAF Museum - History: workshop to be confirmed.
- Capel Manor Gardens
- Picnic at Friary Park

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### Maths

At All Saints', we use the Oak National Academy resource to support our Maths learning.

Here is an overview of the topics your child will be learning:

<b>Autumn 1</b>	Place value	Addition and subtraction		
<b>Autumn 2</b>	Addition and subtraction	Multiplication		
<b>Spring 1</b>	Multiplication	Division		
<b>Spring 2</b>	Division	Shape	Addition	
<b>Summer 1</b>	Money	Fraction	Time	Position and Direction
<b>Summer 2</b>	Multiplication and Division	Measurements		

We recognise that in order to be successful Mathematicians, our children should practise their 'Maths fluency' as often as possible. You can help with this by practising times tables often and carrying out calculations in your everyday lives. Children's maths fluency is incentivised through Mr Usher's 'Maths Missions'.

Children from Year 3 upwards use **Times Tables Rockstars**' as a tool to make learning their times tables fun. Please encourage your child to do this as often as possible.

<https://trockstars.com/>

1. Number bonds up to 5
2. Some number bonds to 10
3. Simple double facts
4. All Number bonds to 10
5. All Numbers bonds to 20
6. Count in 10s
7. Count in 2s
8. Count in 5s
9. X10
10. X2
11. X5
12. +10
13. +2
14. +5

15. X3
16. X4
17. X6
18. X8
19. +3
20. +4
21. +6
22. +8
23. X7
24. X9
25. X11
26. X12
27. +9
28. +7
29. +11
30. +12

31. Multiply decimals mentally
32. Multiply fractions mentally

Purple - Rec  
 Rose - Y1  
 Orange - Y2  
 Blue - Y3  
 Green - Y4  
 Gold - Y5+

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### English

#### Reading KS1

At All Saints', we teach phonics using a linguistic phonics programme called Sounds-Write – a proven Systematic Synthetic Phonics programme validated by the Department for Education. It is based on the science of reading and provides a structured, cumulative, and code-oriented approach to teaching reading and spelling. It starts with what children learn naturally, the sounds of their own language, and teaches them to represent those sounds in writing. Sounds-Write is a complete phonics curriculum that teaches the skills, concepts, and code knowledge necessary for children to read and spell.

Students are taught **four key concepts**:

1. Letters are symbols that represent sounds
2. Sounds can be spelled using 1, 2, 3 or 4 letters (dog, street, night, dough)
3. The same sound can be spelled in different ways (rain, break, stay, gate)
4. The same spelling can represent different sounds (head, seat, break)



Students are taught to master **three key skills**:

1. Segmenting - the ability to pull apart the individual sounds in words
2. Blending - the ability to push sounds together to build words
3. Phoneme manipulation - the ability to insert sounds into and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.



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### Writing

#### Year 2

##### Transcription:

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Apply spelling rules and guidance, as listed in English Appendix 1

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

##### Handwriting:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

##### Composition:

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

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### Year 2 Vocabulary, grammar & punctuation

Develop their understanding of the concepts set out in English Appendix 2

By:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

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Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

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### Handwriting

At All Saints', we believe legible and fluent handwriting is an essential and beneficial skill, even in the age of keyboard and messaging! We use Nelson Handwriting style, It classifies the letters into 5 sets.

Set 1 Lower case letters which have hooks at the bottom of the a height.

a c d e h i k l m n t u

Set 2 Lower case letters which commence at the top of the a height.

a c d e g i j m n o p q r s u v w x y

Set 3 Lower case letters which commence at the top of the ascender.

b f h k l t

Set 4 Lower case letters which conclude at the top of the a height

f o r v w

Set 5 Lower case letters after which no join is ever made.

b g j p q s x y z

Nelson defines the joins between letters using these sets. Only four types of Join are needed.

Basic Join Set 1 to Set 2

in ma ki

Second Join Set 2 to Set 3

ab if co

Third Join Set 4 to Set 2

oa fo we

Fourth Join Set 4 to Set 3

ob fl wh

Examples of words with break letters

bigger quiz pass table

We expect our children to care for their school books and always endeavour to keep them as neat as possible. This instils a level of respect towards their learning.

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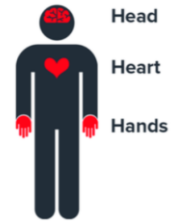
### Project Weeks

At the beginning of every half term, All Saints' children are immersed in a project week, which aligns with the United Nations Sustainable Development Goals. This gives all the children opportunities to understand and apply their knowledge and thinking skills; to be Change- Makers. Links are made between what they know, their values and the actions that they can take within their school, local community and the wider world.

We would love you to become involved in these Project Weeks in any way you can. Please keep up to date with our Newsletter for any upcoming projects.

**change-makers**

**Head:** Informed and curious, able to find things out.  
**Heart:** Having a strong sense of right and wrong, good values.  
**Hands:** Be courageous and willing to be a change-maker.



### Religious Education

As a Church of England primary school, Christianity takes precedence in our RE Curriculum.

This is the Year 2 overview for RE this year;

Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Christianity	Christianity	World Faith	Christianity	World Faith	Christianity

2	Why did Jesus teach the Lord's prayer as the way to pray?  (6 sessions)	How does the symbol of light help us to understand the meaning of Christmas for Christians? (4 sessions)	Judaism  Why are they having a party?  (6 sessions)	How do the symbols of Easter help us to understand the meaning of Easter for Christians?  (4 sessions)	Islam  How do the five pillars of Islam help a Muslim to show commitment to God -Allah? (6 sessions)	Why do Christians make and keep promises before God?  (6 sessions)
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## **Year 2 Curriculum Information Leaflet**

### **Worship**

At All Saints', children take part in an act of worship daily. There is plenty of flexibility in the provision of collective worship to enable all pupils to benefit without compromising their beliefs.

Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.

We visit All Saints' church half termly, and we hope that you can join us there.

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### Physical Education

Year 2 will be doing PE on Monday and Thursday. Please ensure that your child brings in the (correct) PE kit for those days.

Here is an overview of Year 2 PE curriculum this year;

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Locomotion: Dodging	Ball Skills Hands 1	Gymnastics: High, Low, Over and Under	Ball Skills Hands 2	Jumping	Attack v Defence: Games for Understanding

### Parents Evening

Our Parents' Evenings this term are on the 21<sup>st</sup> and 22<sup>nd</sup> of October. Please keep an eye out for the opening of the Booking System.

We have an open door policy here at All Saints' and are always happy to talk to you about your child's learning.