

Year 2 Curriculum Evening

September 2026

Purpose of the evening!

To provide an overview of the planned curriculum this year.

To enable parents to see some of the equipment and manipulatives we use

To provide ideas of how you can support your child at home.

Transition

New start - our expectations for Year 2 are high!

New classes, new teachers – lots of change.

They have a busy timetable, but we work hard to make sure the learning is fun!

This year is all about building confidence and independence (learning and personal development)

Core and Non-core subjects: The National Curriculum

English, Maths and Science – core subjects

Art and Design, Computing, Design and Technology,
Geography, History, Music, PE, PSHE –(Personal, Social,
Health, Emotional, and Relationships Education) and
Religious Education – non-core subjects

Parent Maps

Each half term we upload our overview to the website.

This Term is- Fire! Fire!

You can check what children are learning in all of the areas of the curriculum:

<https://www.groveinfants.co.uk/year-2-1/>

Information meetings and notes – more practical than these slides, but very useful.

Ask questions and work with us in partnership

In order to do our best, we need your co-operation and support.

We are working towards a common goal – parents and teachers form a formidable team and we can achieve great things.

- Happy, well adjusted children who are settled and ready to learn
- A broad curriculum that children enjoy
- The best possible progress for each child

Phonics

Most children are decoding well as they begin Year 2.

The children move on from daily phonics to a spelling programme. This is because while they are confident reading, they still need to make sure that they apply their phonics consistently when writing.

More about the spelling programme later!

If children did not meet the DfE expected standard in Year 1 they will continue their phonics learning and will take the phonics check again in June.

Reading

- Read daily - Find a time that suits you - Find a place that suits you
- Children can read to you, but don't forget it is still really important to read to them. They will be exposed to higher level vocabulary and you can model fluent reading to them – using intonation and expression
- **V**ocabulary: Do you know that word? What could it mean?
- **I**nference: How is that character feeling? How do you know?
- **P**redict: What could this story be about? What might happen next?
- **E**xplain: What do you think about the story? Who is your favourite character? Do you like the story? Would you like to live there?
- **R**etrieval: What happened when...? What did the character say as...?
- **S**equence: Retell the story in order.

Books

- Bug Club has a large reading for pleasure collection – some reluctant readers will read on a tablet because it ‘feels’ different.
- Bug Club can also be particularly useful when children are fluent readers but you need more ‘age appropriate’ books that are not too long and you know they will cope with confidently.
- Try to expose children to a really wide selection of genres: if they don’t want a story then how about a non fiction book or a comic? Don’t forget to listen to stories or even a children’s podcast.
- Reading is reading!

Spellings

- Plausible spellings are fine, but common words need to be correct most of the time.
- Many common words are 'tricky' words – learn them. There are ideas on our website
- Reading records contain High Frequency Words to refer to
- We learn plural spellings, tenses, prefixes, suffixes, spelling patterns such as when to double the consonant
- Homework – on Seesaw starting after half term

Writing

- Children often only write in class, with us! They don't see other people writing, they often have to work hard to develop writing stamina.
- We think it, say it, then we write it + Kung Fu punctuation
- We use a wide variety of stimuli to inspire, enthuse and support.
- Talk for Writing (Actions)
- This year is all about developing our sentences – widening our vocabulary, using conjunctions and using a range of sentence types.
- Writing at length with purpose and cohesion.
- Any opportunity to put pencil to paper should be seized!

Handwriting

- We have discrete handwriting lessons, we have learnt about letter families: for example long ladders, curly caterpillars, long armed robots and zigzag letters.
- Now we move on to joining. If you don't form letters properly, joining is hard.
- 'Penpals' is our scheme to ensure consistent formation.

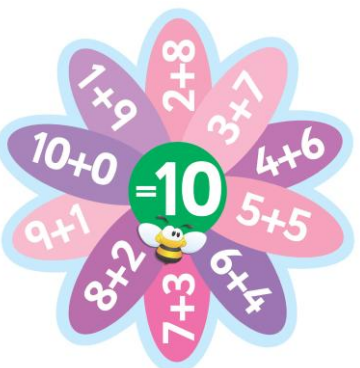
Maths – key principles underpinning our teaching

- Develops the power for children to **think and explain** rather than just do
 - Recognises the value of **very small, cumulative steps** in learning – a spiral approach
 - A growth mind set approach – everyone can do maths!
 - CPA: Use concrete resources, use pictorial representations, use abstract mathematical notation to deepen their understanding
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- The key aims:
 - fluency,
 - reasoning,
 - problem solving

Examples of some of the
Mathematical concepts used.....

Number Magnitude

Number Bonds

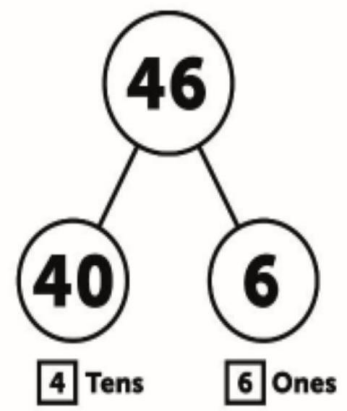
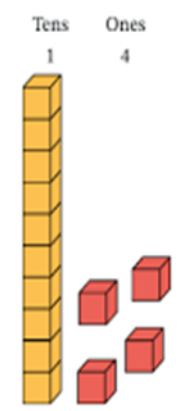


Base 10

Place value

Tens	Ones

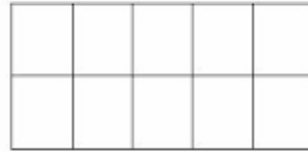
Part Whole Model



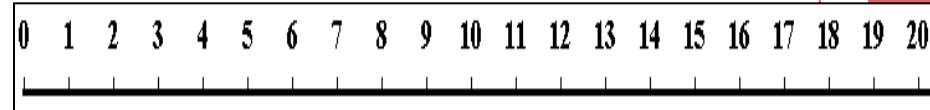
Resources



Numicon



Tens frame



Number line and ENL



money



Counting stick



dice



Playing cards



Base 10



Counters

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

100 square



Place value cards



dominoes



Beadstring

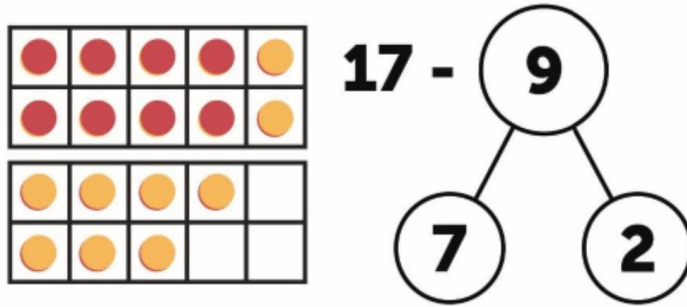
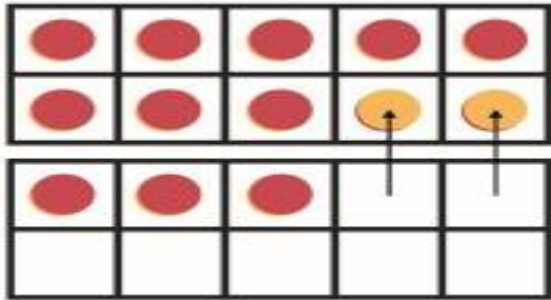
Interactive computer resources

Four main operations

Subtraction

Addition

Think/Make 10

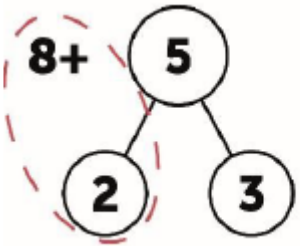


$$\begin{aligned} 17 - 9 &= \\ 17 - 7 - 2 &= \\ 10 - 2 &= 8 \end{aligned}$$

Multiplication

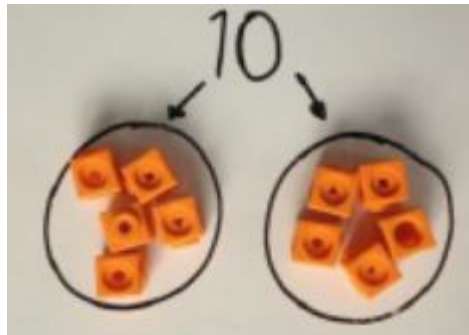
Repeated addition e.g. 3×3 is $3 + 3 + 3$

Division

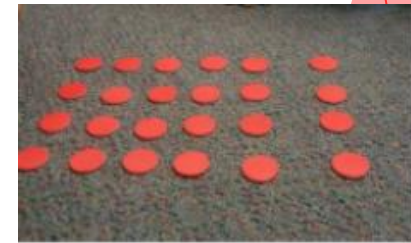
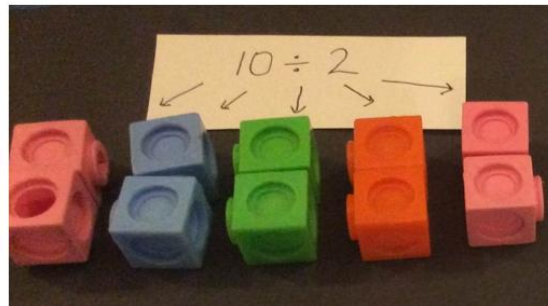


$$\begin{aligned} &= 8 + 2 + 3 \\ &= 10 + 3 \\ &= 13 \end{aligned}$$

Division as sharing



Division as grouping



How You Can Help: Maths

- ▶ Puzzles and games
- ▶ 'Real-life' maths – counting money, telling the time, weighing ingredients, capacity, measuring objects
- ▶ Number bonds to 10, 20, 100;
- ▶ Knowing 2,5 and 10 multiplication and division facts
- ▶ Support your child with their homework – we set practical maths (on seesaw) and mathletics (2 week rotation)
- ▶ Positivity - try not to pass on any 'negativity' about maths
- ▶ Counting – all the time. 2's, 5's and 10's

Science

Scientific Enquiry

We are learning to be a scientist who

1. asks questions
2. uses equipment
3. tests (fairly)
4. uses reference materials
(books/photos/computers)
5. records information
6. observes, measures,
7. sorts, groups and looks for patterns
8. Explains what we find out



Admin

PE Days Ash – Mon/Tues Pine – Tues/Thurs Oak – Tues/Thurs

Forest School Days — Thursday afternoon – all children go once half termly- please refer to newsletter and website

Homework

- SeeSaw Maths (Practical)/Mathletics - to be given on alternate weeks
- Reading as much as possible and sign reading records - Physical books and Bug Club books
- Spellings – set on Seesaw after half term

Trips — History Off the Page 'Great Fire of London' Workshop 9th October .

Volunteers — needed for Great Fire of London Workshop and reading (please sign up!)

Any questions?

Thank you for coming!