



# Welcome to Year 2

2025 - 2026

# Welcome



My name is Miss Sparkes and I am the Year 2 Standards Lead at Cranford Primary School. This means I lead Year 2 on a day to day basis, as well as teaching Yellow Class.

If you have any queries or concerns, please do not hesitate to get in contact with me. You can share any questions/ queries through the school phone number, email or you can speak to your child's class teacher/me at the end of the day.



# The Year 2 team



YELLOW CLASS- Miss Sparkes

PURPLE CLASS – Miss Abdi

GOLD CLASS- Miss Gonzales

TA's for Year 2: Mrs Ray, Mrs Hanafi, Mrs Cheema

# Our timetable



Our school timings are **8:30am** to **3:10pm**.

- Our class PE lesson timetable for each half term is sent out to you via the school newsletter detailing the days which your child will need to arrive at school wearing their PE kits and trainers / plimsolls. **Autumn 1- Yellow Class-Monday and Wednesday Gold Class-Tuesday and Thursday** and **Purple Class- Wednesday and Thursday**
- Reading books are given out on a Tuesday and need to be brought back to school on a following Monday. However if you would like your book changed more often please bring them in and we will change them as and when we can. Children are expected to use Bug Club as part of their reading homework.
- Homework is handed out on **Google Classroom** on a Friday and expected to be completed and sent back by Wednesday.
- Weekly spellings are given out on a Monday so that children can revise them at home and sit a spelling test on the following Friday.

# Curriculum for the year



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans- Health and Hygiene	Materials	Animals (including humans)	Plants	Living things and their habitats (Part 1)	Living things and their habitats (Part 2)
History / Geography	Our Local Area - What is it like to live here?	Great Fire of London	Castles	North and South Pole - Would you prefer to live in a hot or cold place?	Local History	Africa- What is life like in a hot place?
Art / DT	DT- Fruit Smoothie- a child as a healthy snack	Freestanding Structure- Create a house for Great Fire of London	Art- Imagined compositions Salvador Dhali and Taskashi Murakami	Art- Still life. Printing- Georges Braque and Stephanie Shih	Art- Landscapes- Mixed Media- Albert Bierstadt and April Gornick	DT- Wheels and Mechanisms- A cart to carry a toy
R.E	What did Jesus teach? (Christianity) Link to Buddhism (Kindness/Friendship)	Why do Christians believe God gave Jesus to the world? (Christianity)	Passover How important is it for Jewish people to do what God asked them to do? (Judaism)	Easter- Salvation- Resurrection (Christianity) How important is it to Christians that Jesus came back to life after his crucifixion? Links to Hinduism Reincarnation	Does going to the mosque give Muslims a sense of belonging? (Islam) Link to Sikhism- comparison	Rites of Passage and Good Works What is the best way for a Jew to show commitment to God? (Judaism) Link to Islam with Hajj
PE	Yoga	Fitness	Dance	Striking and fielding	Net and Wall	Gymnastics



# Year 2 Curriculum- English



## **SPaG- Spelling, Punctuation and Grammar-**

- ❖ Using punctuation within sentences correctly
- ❖ Correcting spellings in sentences.
- ❖ Encouraging the children to check their own writing as they go along so that they are able to pinpoint any mistakes they have made to correct them and to improve their writing.

## **SUPPORTING YOUR CHILD AT HOME...**

Talk to your child about what they have been doing in English that day.

When reading at home, talk to your child about the importance of checking their own work.

Support your child with their English homework.

# English- Writing



## In lessons:

- ▶ We have selected particular texts which we use in English lessons.
- ▶ Children will be: Retelling the story, diary writing, understanding character's feelings, describing settings, writing letters and creating instructions.
- ▶ Pupils will have a chance to collect new vocabulary from texts.
- ▶ They will also write for a range of different purposes- descriptions, non-fiction text and poetry.
- ▶ Throughout the year we will be practising to write different types of writing for different purposes as well as practising their handwriting.

# Year 2 Writing

What we look for in the children's writing in Year 2.

We support children to be able to do the following through explicit teaching as well as lots of writing practice.

## WORKING AT THE AGE EXPECTED STANDARD

The pupil can write a narrative about their own and others' experiences (read & fiction), after discussion with the teacher:

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Use present and past tense mostly correctly and consistently

Use coordination (or / and / but)

Use some subordination (when / if / that / because)

Segmenting spoken words into phonemes & representing these by graphemes, spelling many correctly and making phonetically- plausible attempts at others

Spelling many common exception words\*

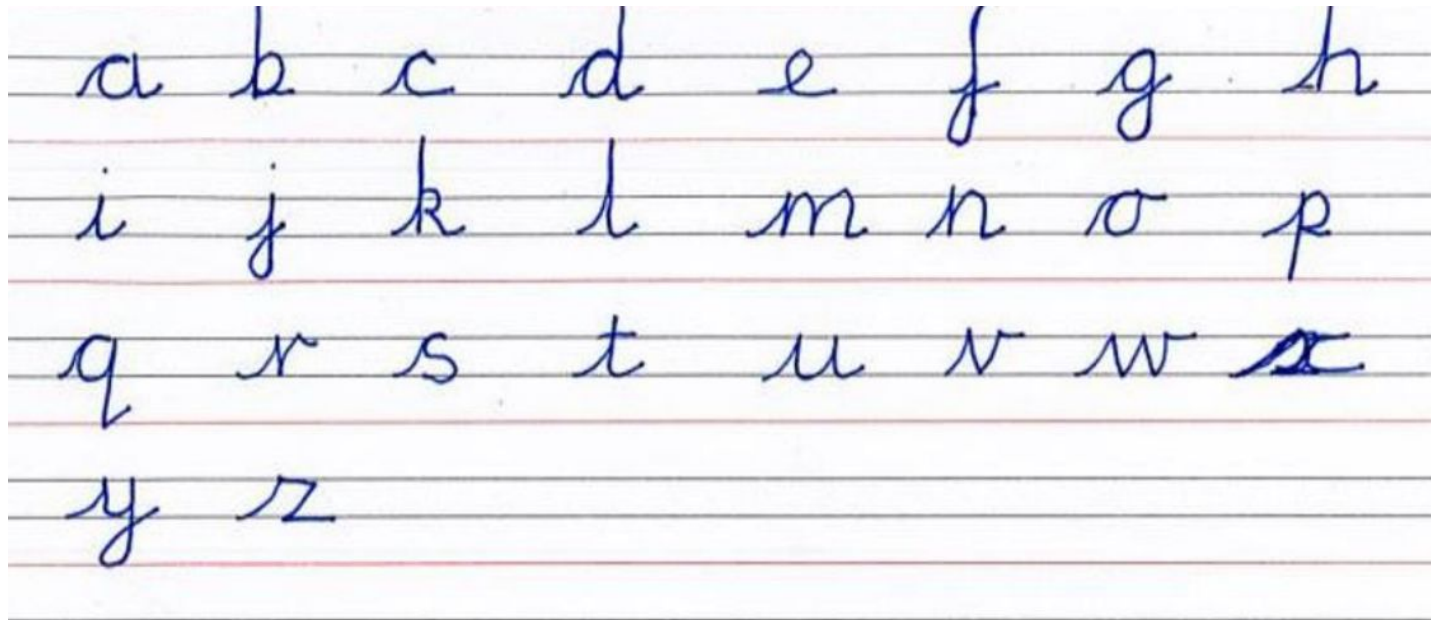
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Using spacing between words that reflects the size of the letters

# Handwriting

Please encourage neat, cursive handwriting using the lines as follows.

It is important that children are forming letters of relative size to one another and that their letters are not too big or too small. Capital letters must touch the red line above.



# Reading- lessons



In Year 2, we do daily Guided Reading Sessions which involves reading a text and reading/answering questions about a piece of text as well as discussing a range of vocabulary to support the children's comprehension skills.

Looking Question 

= 1a, 1b

We can find answers in the text

Clue Question 

= 1c, 1d

We can find clues in the text to help us find the answer

Thinking Question 

= 1e

We have to think and use what we know to help us answer the question

**Retrieval**- find it and write it down

**Inference** - thinking and asking how and why

**Prediction**- What will happen next?

 Steps to  Success

Use Phonics  
To sound out any words I am unsure of

  
Phonics

  
Retrieval

Use retrieval skills to find answers in the text

Underline key words used in my answers

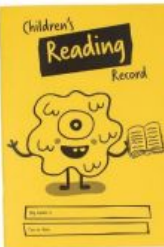
U  
Underline

# Reading at home



## Reading:

- ▶ Your child will be given a levelled book to bring home and read to you (please let your child's teacher know if they are not bringing their book home regularly and please ensure that you **sign your child's Reading Record every week**).
- ▶ The children should be receiving their Bug Club logins soon to bring home and use.
  - ▶ **SUPPORTING YOUR CHILD AT HOME BY...**
    - Talking to them about the school book
    - Reading with your child and listening to them read regularly, questioning them on what they have read to assess understanding.



# Reading- Supporting your children



## Questions you can ask your children when reading with them:

What does this word/sentence tell you about.... (fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you... /shows you... /backs up what you have said about...?

Why did the author use the word.... to describe...?

How does this word/description make you feel?

What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word... here?

How do you think the author feels about...? Find words to back this up.

Where/when is the story/poem set?

Is this character a good/bad character? How can you tell?

Is there a dilemma in the story? What is it? How is the dilemma resolved?

Find your favourite description of the..

What do you think will happen next?

Where do you think.... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?

How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order that they happened in.

# Reading Expectations



Year 2 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> <li>decide how useful a non-fiction text is for a particular purpose</li> </ul>	If I wanted to learn about..., would this be useful? Why?
<ul style="list-style-type: none"> <li>be aware that books are set in different times and places</li> </ul>	Do you think this book was set whilst you were alive? What about whilst I was alive? Why?
<ul style="list-style-type: none"> <li>relate what they have read to their own experiences</li> </ul>	Do you remember when we went to... and saw...? This story reminds me of that.
<ul style="list-style-type: none"> <li>continue to build up a repertoire of poems learnt by heart</li> </ul>	Could you teach your little brother the words to Twinkle, Twinkle Little Star?
<ul style="list-style-type: none"> <li>recognise key themes and ideas within a text</li> </ul>	So, it seems like this story says you should always be honest. Do you know any other stories about honesty?
<ul style="list-style-type: none"> <li>make simple inferences about thoughts and feelings of characters and reasons for their actions</li> </ul>	What do you think... is feeling now? What might they do next? What makes you say that?

## National Curriculum Expectations

### Year 2

By year 2, children should have developed pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. Whilst in year 2, they must add to this by learning about cause and effect in both narrative and non-fiction texts, e.g. what has prompted a character's behaviour in a story, or why certain dates are commemorated annually?. This skill requires deep thinking and is easier for some children than others.

### What This Means for Parents

- In everyday life, model explaining why you have made the decisions you have made, e.g. 'I'm going to leave that there so that I remember it later.'
- Continue to model clear reading with fluency and expression.
- Share your opinions about the book and explain why you think that.
- Discuss reasonable national events and why they are celebrated annually.
- Explain why people react the way they do within social situations.

# Phonics- To support reading



Phase 3

## Sound Mat

j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	ow	oi	ear	air	er	ure

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Phase 5

## Sound Mat

wh	ph	ay	ey	ea	ie	oe	ew	ew
ue	ue	aw	au	ir	ou	oy	a-e	e-e
i-e	o-e	u-e	u-e					

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# Year 2 Curriculum- Mathematics



- Pupils are taught key concepts during lessons from Monday- Friday. They also carry out additional activities including key arithmetic tasks and times tables tasks (2s, 5s, 10s to begin with)

## Maths topic areas in Year 2 include:

- Number work involving the four operations.
- Number & Place Value.
- Addition & Subtraction.
- Multiplication & Division.
- Fractions.
- Measurement.
- Geometry- Properties of Shape.
- Using, Applying and Reasoning, e.g. Word and real-life problems/problem solving.
- Statistics- Data Handling.

## Times Tables

2	two	1 x 2 = 2
		2 x 2 = 4
		3 x 2 = 6
		4 x 2 = 8
		5 x 2 = 10
		6 x 2 = 12
		7 x 2 = 14
		8 x 2 = 16
		9 x 2 = 18
		10 x 2 = 20
		11 x 2 = 22
		12 x 2 = 24

5	five	1 x 5 = 5
		2 x 5 = 10
		3 x 5 = 15
		4 x 5 = 20
		5 x 5 = 25
		6 x 5 = 30
		7 x 5 = 35
		8 x 5 = 40
		9 x 5 = 45
		10 x 5 = 50
		11 x 5 = 55
		12 x 5 = 60

10	ten	1 x 10 = 10
		2 x 10 = 20
		3 x 10 = 30
		4 x 10 = 40
		5 x 10 = 50
		6 x 10 = 60
		7 x 10 = 70
		8 x 10 = 80
		9 x 10 = 90
		10 x 10 = 100
		11 x 10 = 110
		12 x 10 = 120



This knowledge organiser shows how the 4 operations are taught in Year 2.

**Year 2**

**7 + 5 = 12**

12	
7	5

**Addition:**

combined altogether sum more and total

+

add plus

Tens	Ones
80	3
10	

The ones digit stays the same.

Number	10 more
11	21
44	54

**Add 2-digit and 1-digit**

$27 + 6 = 33$

Tens	Ones
30	3

**Subtraction:**

**Subtract 1-digit from 2 digit**

$33 - 6 = 27$

Tens	Ones
20	7

take away minus reduce how many more? fewer less

How many remain? difference subtract

$20 - 5 = 15$   
 $20 - 15 = 5$

$15 - 7 = 8$

10 less	Number
1	11
34	44

**Multiplication:**

$2 \times 5 = 10$   
 $5 \times 2 = 10$   
10 cookies

**Repeated Addition**

$5 + 5 + 5 = 15$

6 lines  
 $6 \times 3$

**Array**

**Equal Groups**

5 equal groups with 3 in each group

product multiply array

repeated addition

times times by

groups of sets of lots of

**Division:**

Make 4 equal groups.

equally grouped

half halves

divided by

shared by equally shared

16			
4	4	4	4

0 3 6 9 12 15 18

# Behaviour



Children will be given praise and rewards in class include:

- Tokens
- Merits
- Table points
- Star of the Day
- Stickers



We also encourage children to reflect on any choices they make and discuss these with an adult.

# Uniform

- Purple school jumper or cardigan.
- School trousers or skirt.
- CPS polo shirt for PE (available from the CPS uniform shop which is now available online)- Come into school in PE kit on PE days shared via the newsletter.
- Black shoes



# Website

- Please take some time to look at our website.
- Please use it to find information:

**<http://www.cranfordprimary.com>**

Photos and work will be uploaded onto the gallery page and knowledge organisers/holiday homework for each term.

