

Welcome to Year Two

2025 - 2026



Abbey Farm
Educate Together Primary

Meet the teachers:



Chloe



Liz



Debbie

(Thurs PM)



Caroline

(Friday all day)

Our wonderful support staff in KS1:

Steph

Zarvi

Eleanor

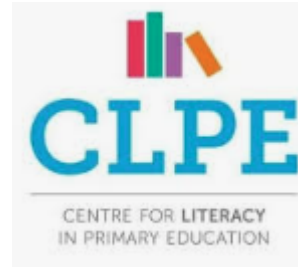
Natalia

Natalie

Building on Year 1

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		



Where we have come from in year 1 and where we are going in year 2



Year 2 Writing Checklist

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing 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		

“Where they have come from is as important to consider as where they are going to.”

Building on Year 1

Working at the Expected Standard:

The pupil(s) can:	
The pupil can read scales in divisions of ones, twos, fives and tens.	
The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	
The pupil can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).	
The pupil can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).	
The pupil can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	
The pupil can identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number or shape, and know that all parts must be equal parts of the whole.	
The pupil can use different coins to make the same amount.	
The pupil can read the time on a clock to the nearest 15 minutes.	
The pupil can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	

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Where we have
come from in year
1 and where we
are going in year 2



write simple fractions, for example $1/2$ of 6 = 3 and recognise the equivalence of $2/4$ and $1/2$.
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
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
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
compare and sequence 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.
know the number of minutes in an hour and the number of hours in a day
identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
Identify 2-D shapes on the surface of 3-D shapes
compare and sort common 2-D and 3-D shapes and everyday objects.
order and arrange combinations of mathematical objects in patterns and sequences
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).
interpret and construct simple pictograms, tally charts, block diagrams and tables
ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
ask and answer questions about totalling and comparing categorical data.

count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward

recognise the place value of each digit in a two-digit number (10s, 1s)

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

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

read and write numbers to at least 100 in numerals and in words

use place value and number facts to solve problems.

solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures

solve problems with addition and subtraction applying their increasing knowledge of mental and written methods

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

add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers

show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot

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

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

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

show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

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

recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity



“Where they have come from is as important to consider as where they are going to.”

Our Curriculum

In Year Two, we have discrete lessons for;

Phonics

English

Mathematics

Learn Together

Geography

History

Computing

DT/Art

Music

PE

Science

We have additional short sessions for;

Handwriting

NumberSense

Catchup phonics

TOPICS

Autumn 1 Dinosaurs

The children will learn about dinosaurs and in history will look at events beyond living memory focusing on Mary Anning and why she was so significant. In DT, children will design a puppet and will learn how to sew using a running stitch to join their material together.

Autumn 2 Wonderful Weather

This term, the children will explore a range of exciting topics across different subjects. In art, they will experiment with printing techniques, while in computing, they will develop their creativity through digital painting. Their science lessons will focus on observing seasonal changes, and in geography, they will learn about different types of weather around the world.

Spring 1 Just add water

This term, the children will explore the past through the story of Grace Darling in history. In science, they will learn about plants, and in art, they will develop their skills in painting. As part of their design and technology work, they will enjoy designing and creating moving pictures.

Spring 2 All creatures great and small

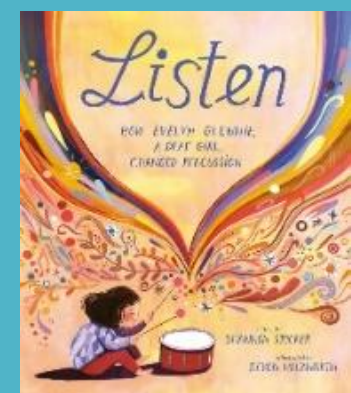
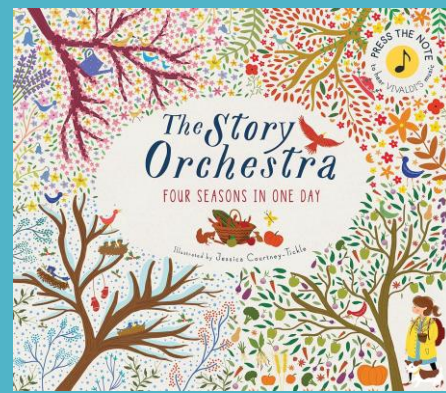
This term, the children will explore their place in the wider world. In geography, they will learn about the similarities and differences between the UK and a non-European country. In science, they will study animals and their habitats, while in computing, they will develop skills in grouping and organising data.

Summer 1 Inventors

The children will be learning about famous inventors who changed the way we live our lives. We will spend some time focusing on the work of Isambard Kingdom Brunel and the impact his work had on Swindon and the surrounding areas. We will have a go at building our own bridges in DT.

Summer 2 Bright lights, big city

This term, the children will learn all about London. In history, they will explore the events of the Great Fire of London, while in design and technology, they will try baking bread, just like in the bakery on Pudding Lane. Their geography lessons will focus on learning more about the United Kingdom.



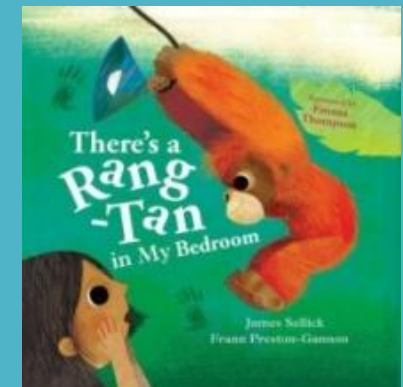
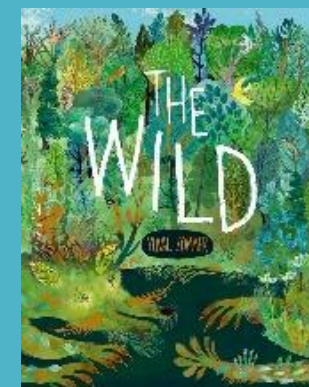
Moral & Spiritual Development

Equality & Justice




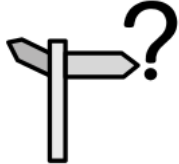

Learn Together





Belief Systems






Ethics and the Environment



We are Reflective

	Plan
	Who will you discover with?
	What will you do?
	Where is the best place to do this?
	How are you feeling about it?

	Do
	Who can help with your learning?
	What can help with your learning?
	How are you feeling about your learning so far?

	Review
	Who do you want to share your learning with?
	How do you feel about the end result?
	What went well?
	What will I change next time?

Our Timetable Term One

Lemur class (Basic timetable)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:35					
8:50	Morning task per group	Morning task per group	Morning task per group	Morning task per group	Morning task per group
9:00	Register	Register	Register	Register	Register
9:05	Phonics	Phonics	Phonics	Phonics	Phonics
:40	English Cold	English	English	English	English
10:20/10:30	break	Break	Break	Break	break
10:50	Maths:	Maths	Maths	Maths:	Maths:
11:45:12:15	Outside play	Outside play	Outside	Outside	Outside
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
13:00	Register	Register	Register	Register	Register
	Calming activity	Calming activity	Calming activity	Calming activity	Calming activity
13:05	<u>Science</u>	Art	History	Computing	Learn together
2:00	<u>Provision</u>	PE	Provision	Music	PE
14:40	Number sense	Number sense	Number sense	Number sense	Number sense
15:10	Home time	Home time	Home time	Home time	Home time



“The more that you
READ,
the more things you will
KNOW.
The more that you
LEARN,
the more places you’ll
GO.”

- Dr. Seuss

Year 2

Phonics, spelling and reading



When ready, pupils will move onto the Little Wandle Spelling programme.

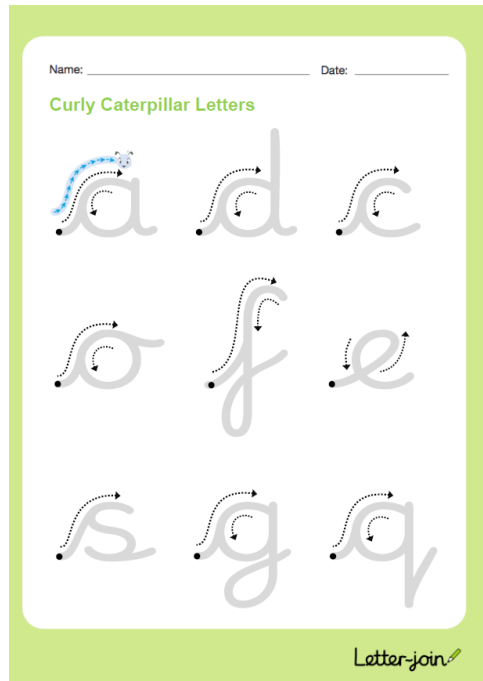
Little Wandle Spelling builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence.

The programme provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2.

Children continue to read their Little Wandle books until they have completed the programme. Staff continue to regularly assess to ensure that books are matched appropriately.



Our school is using *Little Wandle Rapid Catch-up Programme* to support pupils not currently reading at age-related expectations in Year 2 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.



Key Stage 1 handwriting:

Precursive handwriting is taught in year 1 as children continue to learn forming precursive letters correctly.


Diagonal and horizontal joins are introduced and practiced regularly with children all using neat, cursive handwriting by year 2.

Letter-join 

We have daily handwriting practice and are currently assessing handwriting. We will begin to move children onto cursive in small groups to ensure that they are ready and their writing is legible.




Updates from Lemur Class

Termly Overviews - emailed home and on the class page on the website

Year Two: Term One	Dinosaur Discovery
	<p>In Years 1 and 2, we will be journeying back in time to the fascinating age of the dinosaurs!</p> <p>Our adventure will take us through the incredible world of these prehistoric creatures, allowing us to learn about the different types of dinosaurs and what they needed to survive. We'll be comparing their needs with those of animals and humans today. We'll explore questions such as: Which dinosaurs were herbivores and which were carnivores? How do we know this? And how do these ancient animals compare to the wildlife we see around us now?</p> <p>We will also delve into the remarkable work of palaeontologists, learning how they uncover the secrets of the past through fossils, revealing what life was like on Earth millions of years ago. One of the highlights will be discovering the inspiring story of Mary Anning, a pioneering palaeontologist who made significant contributions to our understanding of these magnificent creatures.</p> <p>Our dinosaur journey won't stop there; we will also be designing and crafting our very own dinosaur puppets that replicate our favourite dinosaurs!</p> <p>We are so excited to share our roar-some learning experience with you!</p> <p>The children already have plenty of questions and we look forward to us all becoming dino-experts and using this knowledge and interest to inspire further learning.</p>

PE DAY:	Tuesday and Friday
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READING BOOK CHANGE:	EVERY MONDAY
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Learn Together	
<p>In Learn Together, we will be exploring the themes of values and communication and the democratic process.</p> <p>We will be learning to:</p> <ul style="list-style-type: none"> Recognise our school values in the classroom, stories and scenarios (compassion, curiosity, justice, respect, perseverance and honesty). Practice respectful communications with our peers and adults, engaging in age appropriate debates. <p>Our RSHE learning will link to our science learning about the needs of humans. We will be reflecting on the following:</p> <ul style="list-style-type: none"> The importance of sleep and rest Our responsibility to reduce infection e.g. hand washing. Purposes of medicines The importance of good dental hygiene. 	<p>We will also be reflecting upon the following rights:</p> <div>    </div>

Weekly Newsletter via SWAY



Key Reminders

Every day, your child needs to bring their:

- water bottle
(labelled)
- book bag
- waterproof coat
(labelled)
 - Weather appropriate hat
(labelled)

PE is on **Tuesday** and **Friday**.

Children need to **wear their PE kits** to school.

Please avoid shoelaces unless your child can tie them independently.

Reading books and library books are changed every Monday.

Your child needs their reading book in school every day.

Handwriting continues to be a focus in Year 2.

You should have access to Letterjoin to support at home.

Any problems please talk to your child's teacher.

Please clearly **label all clothes**.

Your child will still get **messy** so please continue to send them to school in **suitable clothing**.

Please read with your child as regularly as you can.



Years 1 and 2

COMMON EXCEPTION WORDS

Year 1			Year 2			
the	you	where	door	cold	grass	whole
a	your	love	floor	gold	pass	any
do	they	come	poor	hold	plant	many
to	be	some	because	told	path	clothes
today	he	one	find	every	bath	busy
of	me	once	kind	great	hour	people
said	she	ask	mind	break	move	water
says	we	friend	behind	steak	prove	again
are	no	school	child	pretty	improve	half
were	go	put	children	beautiful	sure	money
was	so	push	wild	after	sugar	Mr
is	by	pull	climb	fast	eye	Mrs
his	my	full	most	last	could	parents
has	here	house	only	past	should	Christmas
I	there	our	both	father	would	everybody
			old	class	who	even