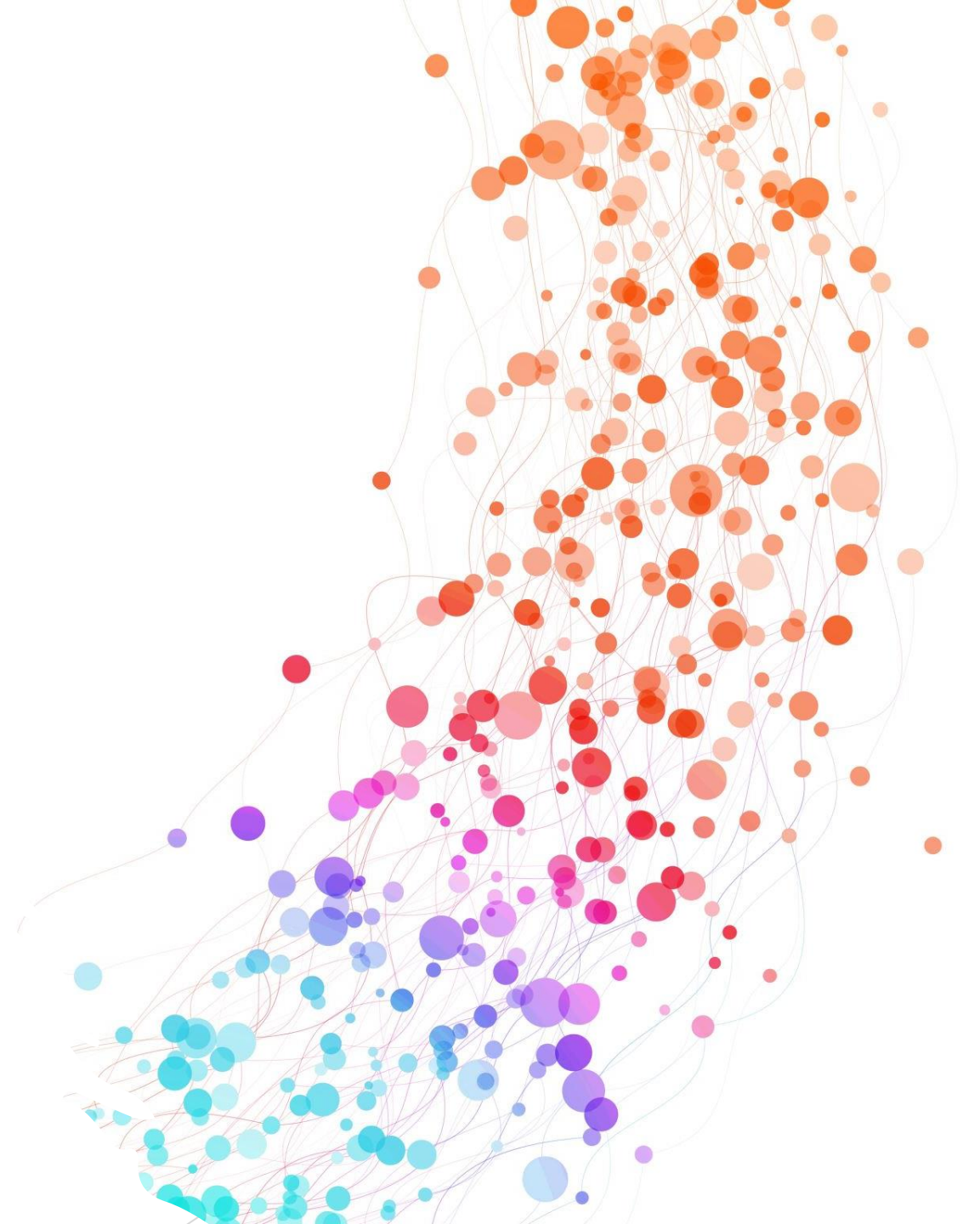


Year 2 Curriculum Meeting



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Why does it matter?

- ▶ Children who attend regularly, keep up with lessons
- ▶ Regular attendance is linked to higher achievement
- ▶ Helps build and maintain friendships
- ▶ Boosts self-esteem and a sense of belonging
- ▶ Teaches the importance of punctuality and commitment
- ▶ Helps teachers plan to meet the needs of your child
- ▶ Helps us identify and address learning needs or emotional challenges
- ▶ Legally responsibility
- ▶ Poor attendance can lead to warnings, fines and other legal consequences
- ▶ We are all ready, respectful and safe

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Your child's attendance available on:

- Arbor App
- Newsletters
- Parents' evening
- End of year report

**0 days off in a year
0 lessons missed**

100%

**2 days off in a year
10 lessons missed**

99%

**5 days off in a year
25 lessons missed**

97%

**10 days off in a year
50 lessons missed**

95%

**14 days off in a year
70 lessons missed**

93%

**20 days off in a year
100 lessons missed**

90%

Poor attendance

- absent 5 days = £160 fixed penalty fine per parent, per child.
- irregular attendance (miss 10 sessions within 10 weeks) = £160 fixed penalty fine per parent, per child.
- if repeat within 3 years = £160 fine with no reduction for early payment.
- if further repeat within 3 years = prosecution, magistrate court, £2500 fine.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Offence	Timeline	Cost (per parent, per child)
First Offence	Paid within 21 days	£80
First Offence	Paid between 22-28 days	£160
Second Offence	Within 3 years of the first	£160 (no discounted rate)
Third Offence	Within 3 years	Legal action (Prosecution/Education Supervision Order)

How can we help?

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Our attendance in = %



MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Name: _____ Class: _____

Weekly Attendance Tracker

☐☐☐☐☐

Monday Tuesday Wednesday Thursday Friday



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Staff

2L

- ▶ Miss Lewarne - class teacher
- ▶ Sandra (Monday- Wednesday) and Mrs Wilson (Thursday and Friday)

2FJ

- ▶ Mrs James (Monday and Tuesday) and Mrs Foley (Wednesday -Friday)
- ▶ Miss Kavangh - teaching assistant



Our Behaviour Ethos: Ready, Respectful & Safe

At Abbey, our ethos is for our children will be Ready, Respectful & Safe.

At Abbey we are...

Be on time

Have correct uniform

Ready

Have your resources

Show your positive attitude

Toilet at break time

At Abbey we are...

Be kind

listen

Be polite

Respectful

give people time

look after each other

accept

At Abbey we are...

Have a go!

Good EFFORT

Try new things

Safe

Make mistakes

Walk in corridors

Sit Safely

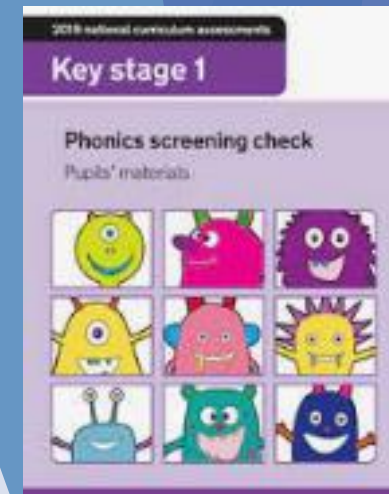


Bronze 100 points
Silver 200 points
Gold 300 points
Platinum 500 points

Reflection
 RELIGION

Phonics

- ▶ Phonics screening check - June 2027
- ▶ 40 words and non words (alien/nonsense) words
- ▶ Daily intervention



SATS

- ▶ No longer statutory
- ▶ Assessment termly in line with the rest of the school

A school day in Year 2

Morning

- Phonics/spelling, English, WCR and Maths

Afternoon

- Foundation subjects (science, geography, history, PE, RE, PSHE, computing, art and music).
- Handwriting and Mastering Number



Abbey Primary School

Year 2



		8:40-9:10	9.15. – 10.15		10:30-11.00	11:00 – 12:00		1.00	1.15 – 1.30	1:30-2:00		2:00-3:00	
Monday	Registration	Phonics/ spelling	English	Break	WCR	Maths	Lunch	Handwriting	MN	RE	Break	PE	Home
Tuesday	Registration	Assembly	English	Break	Phonics / spelling	Maths	Lunch	Handwriting	MN	PSHE	Break	Computing/ Music	Home
Wednesday	Registration	Phonics/ spelling	English	Break	WCR	Maths	Lunch	Handwriting	MN	Science	Break	Science	Home
Thursday	Registration	Phonics/ spelling	English	Break	WCR	Maths	Lunch	Handwriting	Art		Break	Art	Home
Friday	Registration	Assembly	English	Break	Phase 5	Maths	Lunch	Library	Humanities		Break	Humanities	Home

Foundation Subjects

Science -

Materials, Plants, Animals including humans & Living things and their habitats

Geography -

Kenya and Planet Earth

History -

Great Fire of London, Kings and Queens, Significant People

DT

Fairground Wheel, Baby Bear's Chair & Moving Monsters

Art

Map it Out, Life in Colour & Clay Houses

Trips/Workshops 2026-2027

Autumn Term

- ▶ GFOL Workshop
- ▶ Visit to North Cheam Baptist Church

Spring Term

- ▶ A visit to the Horniman Museum for an **Around Africa** Workshop. Children will explore the diversity of Africa in this exciting hands-on workshop, with incredible objects for children to explore, try on, and play with.

Summer Term

- ▶ Polka Theatre in Wimbledon.

Phonics/spelling

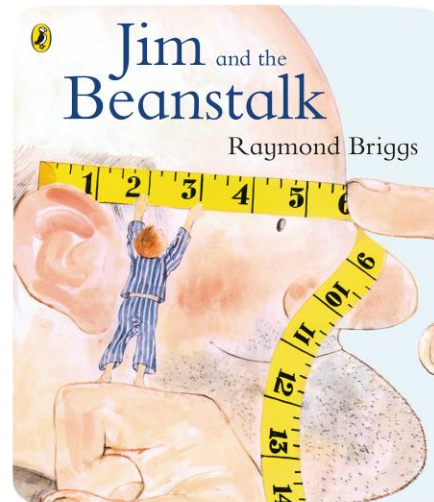
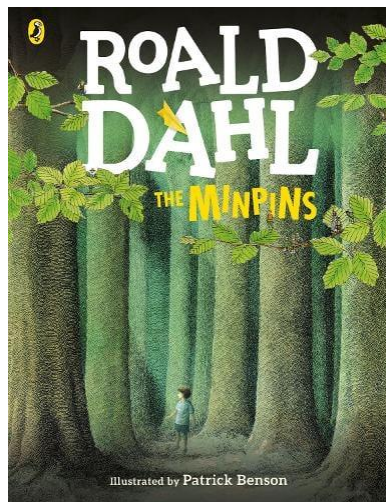
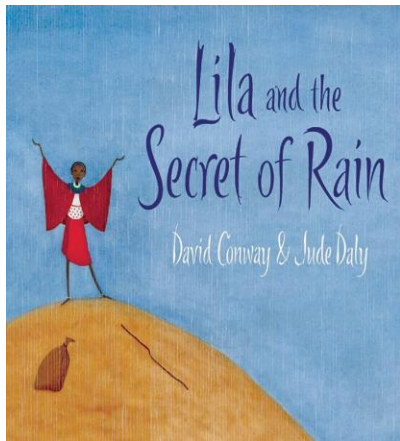
Little Wandle

Term	Weeks of teaching	Programme focus
Year 2 Autumn 1	5 weeks	Phase 5 review
Year 2 Autumn 2	5 weeks	Bridge to spelling
Year 2 Spring and Summer	20 weeks	Spelling

Writing

English is broken down into 2-week units.

The range of genres covered include chronological and non-chronological writing, poetry, non-fiction and fiction writing, diary writing, letter writing, descriptive writing.



LJ Handwriting

a b c d e f g h i j k l m n
o p q r s t u v w x y z

Handwriting

Letter Families Progression

Straight line letters:

i, t, l, u, y, j.

Over, round and back letters:

c, a, g, d, o, q, f, s.

Down up and over letters:

r, n, m, b, h, k, p.

Diagonal letters:

v, w, e

Anomaly:

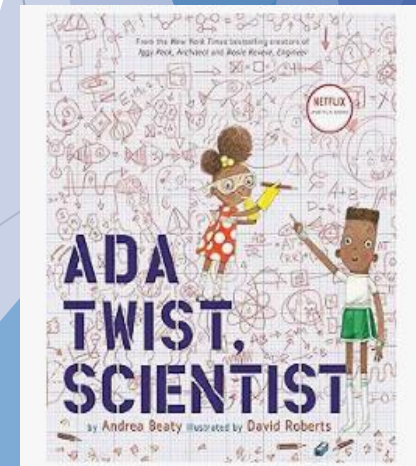
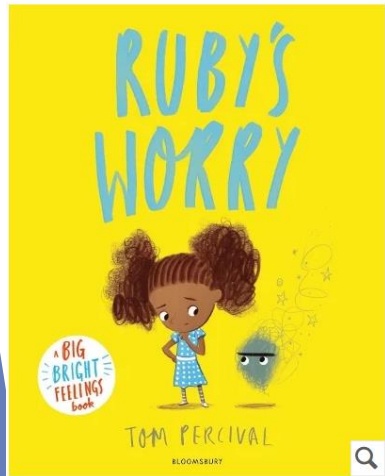
x, z.

Little Wandle Lower Case Letter Formation Rhyme

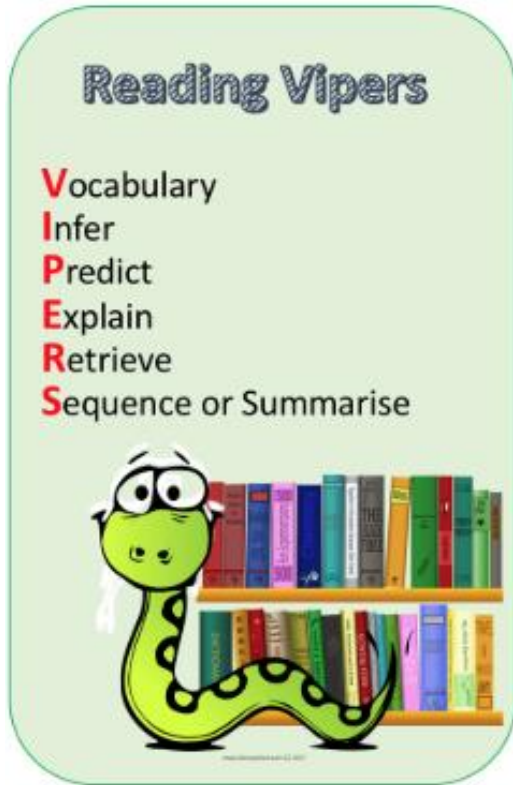
<i>a</i>	Lead in, around the astronaut's helmet and down and out into space.	<i>n</i>	Lead in up, down, up then over the net and lead out.
<i>b</i>	Lead in, up, down bears back, up and around his big tummy and lead out.	<i>o</i>	Lead in, all around the octopus and lead out.
<i>c</i>	Lead in, curl around the cat and lead out.	<i>p</i>	Lead in, up then down the penguin's back, up and around its head and lead out.
<i>d</i>	Lead in, round the duck's body, up to its head and down to its feet and lead out.	<i>q</i>	Lead in and round the queen's face, up to her crown, down her robe with a flick at the end.
<i>e</i>	Lead in, around the elephant's eye and down its trunk.	<i>r</i>	Lead in, from the cloud to the ground and over the rainbow.
<i>f</i>	Lead in, down the flamingo to its foot and across its wings.	<i>s</i>	Lead in, down the snake from head to its tail.
<i>g</i>	Lead in, round the goat's face, under his chin and lead out.	<i>t</i>	Lead in, down the tiger and across its neck.
<i>h</i>	Lead in, up, down and over the helicopter and lead out.	<i>u</i>	Lead in, up, down and around the umbrella and back to the ground.
<i>i</i>	Lead in and down the iguana and dot the leaf.	<i>v</i>	Lead in, up to the top of the volcano back down then up to the top and lead out.
<i>j</i>	Lead in, all the way down the jellyfish and curl out.	<i>w</i>	Lead in, up and down, then up and down the wave then lead out.
<i>k</i>	Lead in and jump up and down, round his body and flick out his tail.	<i>x</i>	Lead in and curl it to the left and curl it to the right and out.
<i>l</i>	Lead in, up, all the way down the lollipop and lead out.	<i>y</i>	Lead in, up, down and around the yo-yo, then follow the string round and lead out.
<i>m</i>	Lead in up, down, up, over the mouse's ears and lead out.	<i>z</i>	Lead in and zig, zag, loop it round and out.

Whole Class Reading (WCR)

Whole Class Reading is when the whole class shares and studies the same text together. Instead of children being split into small groups with different books, everyone reads and discusses the same story, poem, or piece of information.



The children then answer a range of questions on what they have read. The questions are based around VIPERS.



V - Vocabulary

- What does *worry* mean in this story?

I - Inference

- How do you think Ruby feels when the worry grows?

P - Prediction

- What do you think will happen when Ruby talks to the boy?

E - Explanation

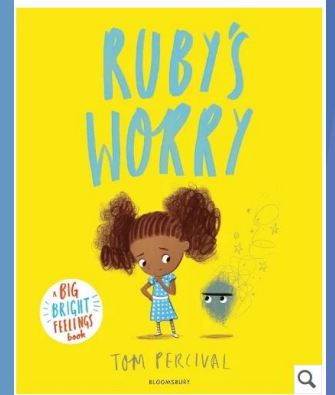
- Why did the author draw the worry like a scribble?

R - Retrieval

- Where was Ruby when she first noticed the worry?

S - Sequence/Summarise

- What happens to Ruby's worry at the end?



Maths



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

We follow **NCTEM**

Mastery approach: small steps to consolidate learning

Focus on depths of learning not rote learning

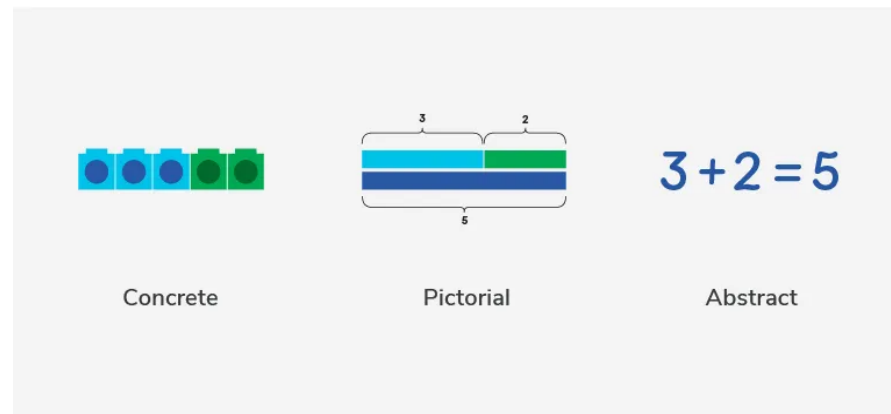
Keep up, not catch-up approach

Maths



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

Focuses on concrete-pictorial- abstract (CPA) approach.
Regularly making use of different manipulatives and representations to help support children in their learning.



Maths

	Unit	Unit name
Autumn 1	1	Numbers 10 to 100
	2	Calculations within 20
Autumn 2	3	Fluently add and subtract within 10
	4	Addition and subtraction of two-digit numbers (1)
	5	Introduction to multiplication
Spring 1	6	Introduction to division structures
	7	Shape
Spring 2	8	Addition and subtraction of two-digit numbers (2)
	9	Money
Summer 1	10	Fractions
	11	Time
	12	Position and direction
Summer 2	13	Multiplication and division – doubling, halving, quotitive and partitive division
	14	Sense of measure – capacity, volume, mass

- Number and place value
- Number facts
- Addition and subtraction
- Multiplication and division
- Geometry
- Other

Year 2 Curriculum map

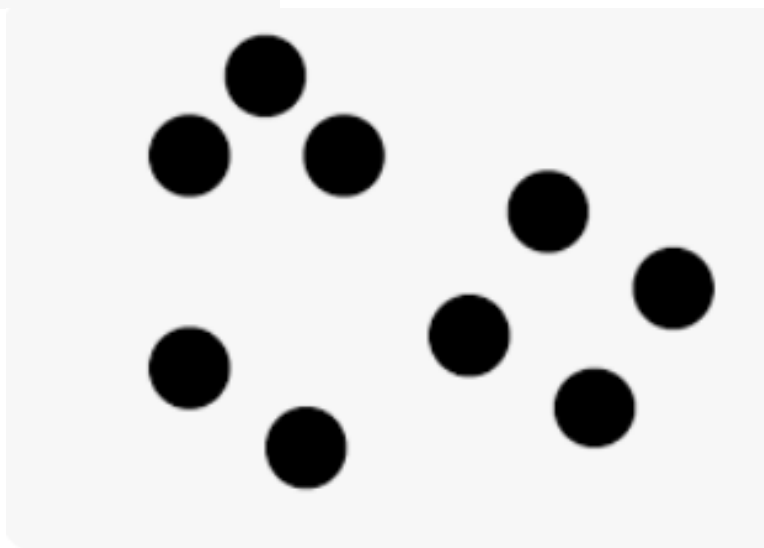
Maths



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Ready-to-progress criteria	Unit
2NPV–1 Recognise the place value of each digit in two-digit numbers and compose and decompose two-digit numbers using standard and non-standard partitioning.	1
2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	1
2AS–1 Add and subtract across 10.	2
2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	2
2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice (<i>there is no written assessment for this criterion</i>).	3
2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	4
2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	5
2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).	6
2G–1 Use precise language to describe the properties of 2D and 3D shapes and compare shapes by reasoning about similarities and differences in properties.	7
2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	8

Mastering Number Programme



Home Learning

- ▶ Weekly spellings (given Friday and review on Friday).
- ▶ TTRS -3-4 times a week with the focus being on the 2-, 5- and 10-times tables.
- ▶ Reading - every day 10-15 minutes.
- ▶ Governors are reviewing home learning for KS1 next term.



What can you do to help us?

- ▶ Encourage independence and a 'can do' attitude.
- ▶ Labelling all pieces of uniform (jumpers, coats, PE tops).
- ▶ If someone else is picking up your child, **please tell us** by email (before 1pm if possible) or in person.
- ▶ Please ensure your child has a small bookbag and a water bottle everyday.
- ▶ Keep books in children's bags.
- ▶ Velcro straps please and not laces.
- ▶ Please attend Parents' Evening.







Oracy at Abbey

Why teach it?

- Build on ideas
- Question others' thinking
- Acquire more vocab
- Boost confidence
- Participate more

What is Oracy?

"The ability to articulate ideas, develop understanding and engage with others through speaking, listening and communication."

Oracy Education Commission, 2024.



