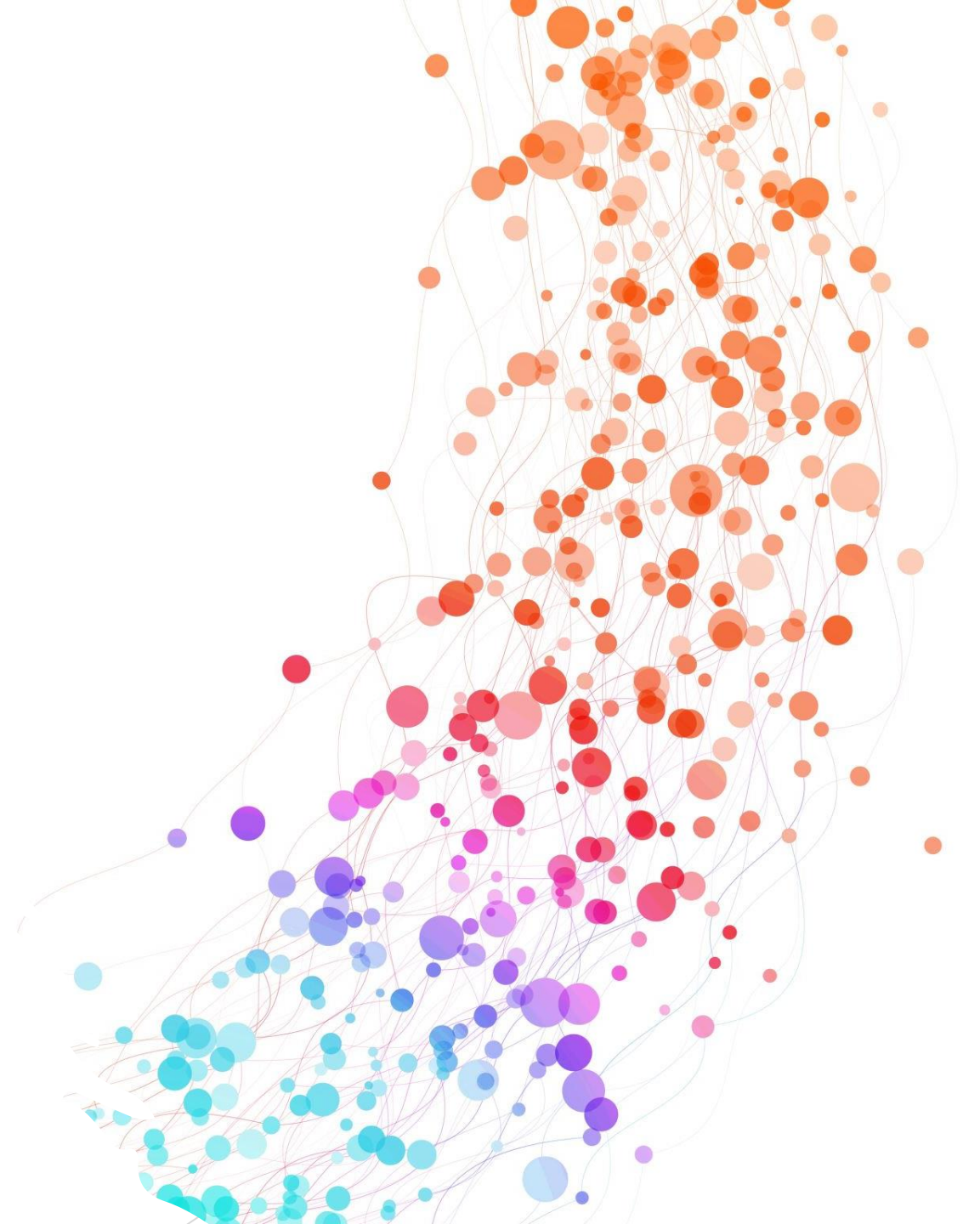


Year 2 Curriculum Meeting





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
K6L16C110U

Staff

2M

- ▶ Miss Millar - class teacher
- ▶ Miss Charlotte - teaching assistant
- ▶ Mrs Wilson- teaching assistant

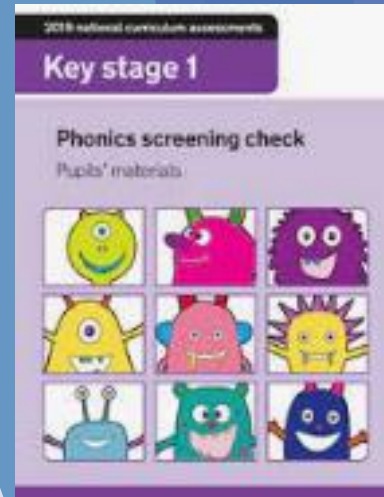
- ▶ Miss Kent covers both classes on Thursdays

2F

- ▶ Mrs Foley - class teacher
- ▶ Miss Agnes (Mondays only)
- ▶ Mrs Ruhoman - teaching assistant

Phonics

- ▶ Phonics screening check - June 2026
- ▶ 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 2025-2026

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

Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

Phonics/spelling

Little Wandle

Bridge to spelling

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Spelling units

Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
	Week 5	7	Why do some words end -le, -al, -il or -el?	Review	to/too/two

Phonics/spelling

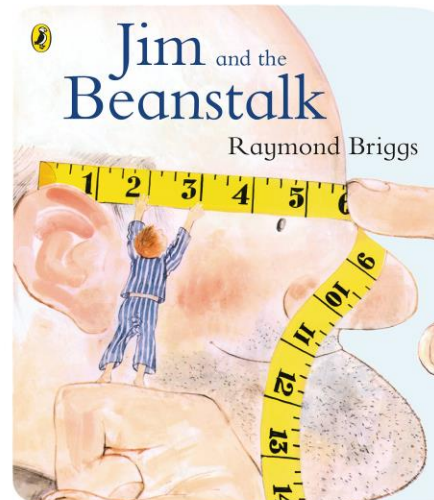
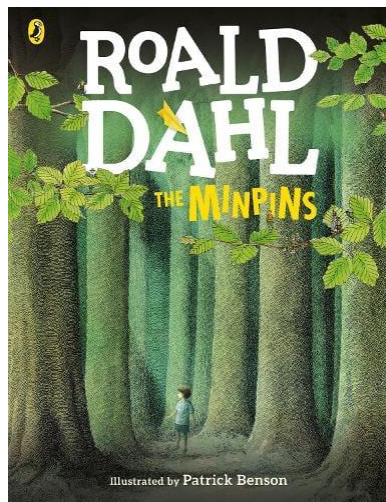
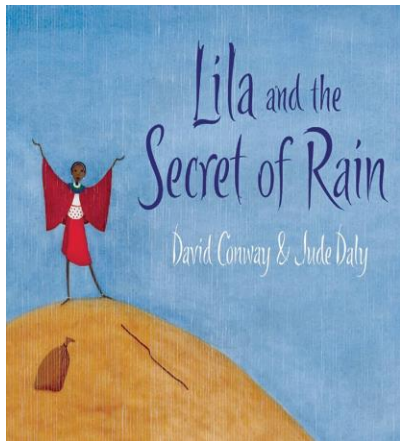
Little Wandle

Term		Unit	Coverage	Prickly spellings	Homophones
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
	Week 4				
	Week 5	11	How can I show missing letters in a word?	Review	there/their/they're
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
	Week 5				

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.



► Writing Expectations

<u>Year 2 Writing - Working at</u>								
write simple, coherent narratives about personal experiences and those of others (real or fictional)								
write about real events, recording these simply and clearly								
demarkate 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 co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses								
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making <u>phonically-plausible</u> attempts at others								
spell many common exception words*								
form 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.								

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:

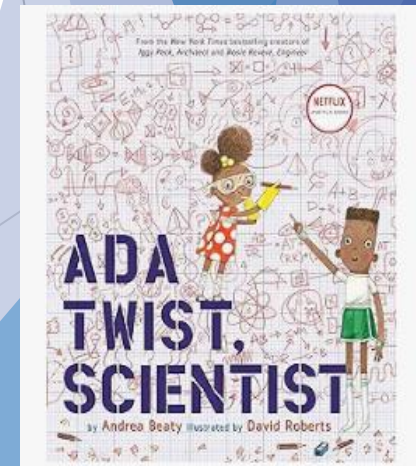
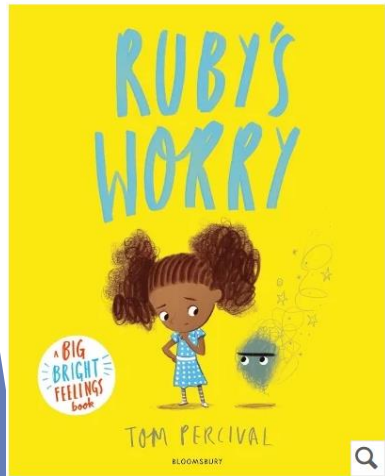
x, z.

Little Wandle Lower Case Letter Formation Rhyme

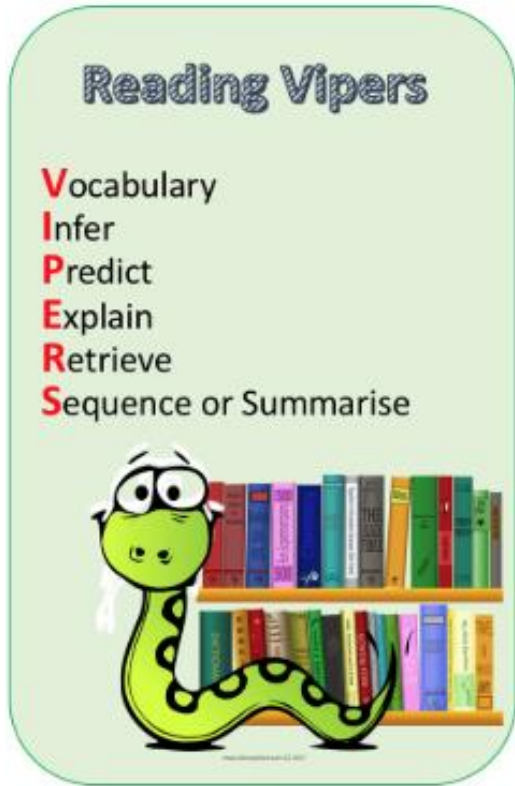
<i>a</i>	Lead in, around the astronaut's helmet and down and out into space.	<i>n</i>	Lead in up, down, up then over the net and lead out.
<i>b</i>	Lead in, up, down bears back, up and around his big tummy and lead out.	<i>o</i>	Lead in, all around the octopus and lead out.
<i>c</i>	Lead in, curl around 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

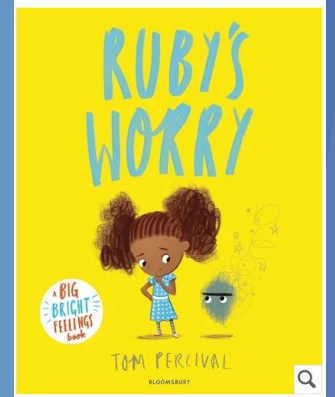
- Why did the author draw the worry like a scribble?

R - Retrieval

- Where was Ruby when she first noticed the worry?

S - Sequence/Summarise

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





We follow **NCTEM**

Mastery approach: small steps to consolidate learning

Focus on depths of learning not rote learning

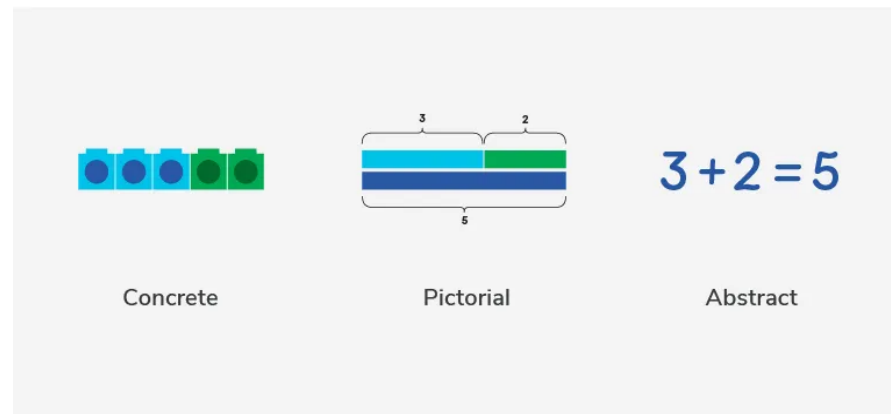
Keep up, not catch-up approach

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

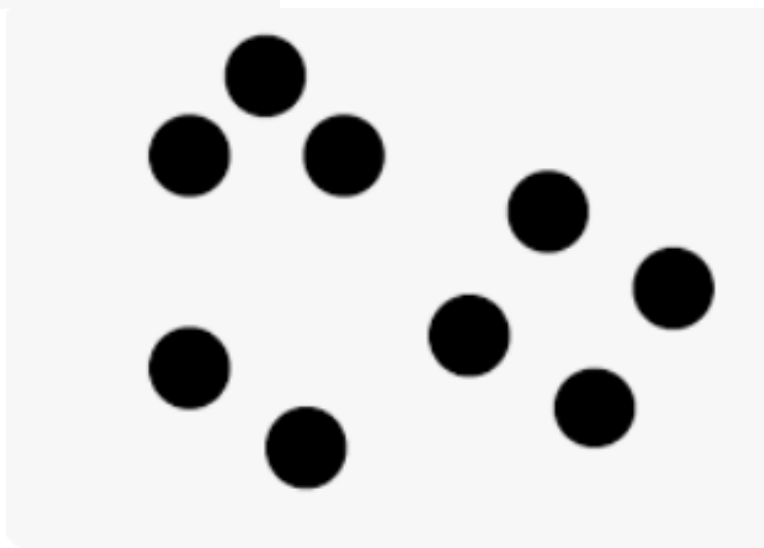


NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

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 Monday 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.
- ▶ 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 bookbag and a water bottle everyday.
- ▶ Keep books in children's bags



We are proud to share that our school has achieved the **Silver Rights Respecting Schools Award**, recognising the way we place children's rights at the heart of our policies, curriculum, and daily practice. Pupils learn about the United Nations Convention on the Rights of the Child and, more importantly, how to respect and value those rights for themselves and others. Achieving Silver shows that our whole school community is committed to creating a safe, inclusive, and respectful environment where every child's voice is heard and celebrated and we are now working towards our **Gold Award**.





Oracy at Abbey

Why teach it?

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

Find out more about ...

- Talk rules
- Talk moves
- Talk groups
- Talk roles

Friday 19th September
8:30 – 9:30
Library

**YOU'RE
INVITED!**

What is Oracy?

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

Oracy Education Commission, 2024.



**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%

How can you help?

- Make sure your child is on time.
- Ring/email the office if your child is unwell.
- Dentist/doctors - bring your child back.
- Below 92% (Arbor) you must provide medical evidence.
- Ask for help.
- Leave of absence request. No holidays in term time will be authorised *except in exceptional circumstances.*

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

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.**


Department
for Education






**PARENT FINES FOR MISSING SCHOOL:
WHAT YOU NEED TO KNOW**

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.**

