



WELCOME TO
YEAR 2

Aims

- Curriculum Overview
- End of Year Two expectations
- Trips
- Assessment
- Ways to support your child at home
- *Meet your child's teacher*



The Year Two Team



2Y – Mrs Sidoli

Miss Hall - Mon/Tues/Thurs/Fri

Mrs Perry - Tues/Weds



2R – Miss Harris



2B - Miss Goodwin
Mon/Tues/Weds



2B – Mr Staines
Thurs/Fri

Mrs Egginton and Mrs Hudson - Weds

Mrs Smart - everyday (Interventions)



Leadership Team



Mrs Smith
Headteacher,
Designated Leader
for Mental Health



Mr Staines
Deputy Head,
Designated Safeguarding
Lead, Key Stage 1 Lead



Mrs Allchurch
SENCO, Designated
Leader for LAC and
Post LAC



Mrs Cole
Early Years Lead



Curriculum Overview



"Do all things with love"

1 Corinthians 16:14

love

for

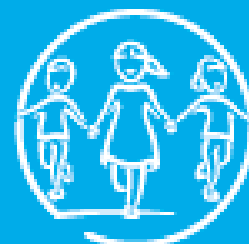
Learning,

Life

and

Each Other

St Laurence Church Infant School



RIGHTS
RESPECTING
SCHOOLS

unicef



UNITED KINGDOM

SILVER – RIGHTS AWARE



Year Two Curriculum - Reading

- Daily [Twinkl] Phonics- Level 6 sounds and tricky words
- Rhino Reader Books once every two weeks
- Reading books will be changed each week matched to *your child's phonic level*
- Shared reading lessons - comprehension focus
- Class librarians, library cards, book fair, visits



Year Two Curriculum - Writing

Talk 4 Writing

- Story and text maps
- Drama
- Vocabulary development
- Short burst writing
- Grammar and punctuation
- Checking and editing



Year Two Curriculum - Writing

Learning Opportunities

- Little Red Riding Hood / How to trap a wolf
- Recount from our school trip
- Greek Myth – Icarus
- Birmingham leaflets
- George Cadbury
- The Titanic



Handwriting and Spelling

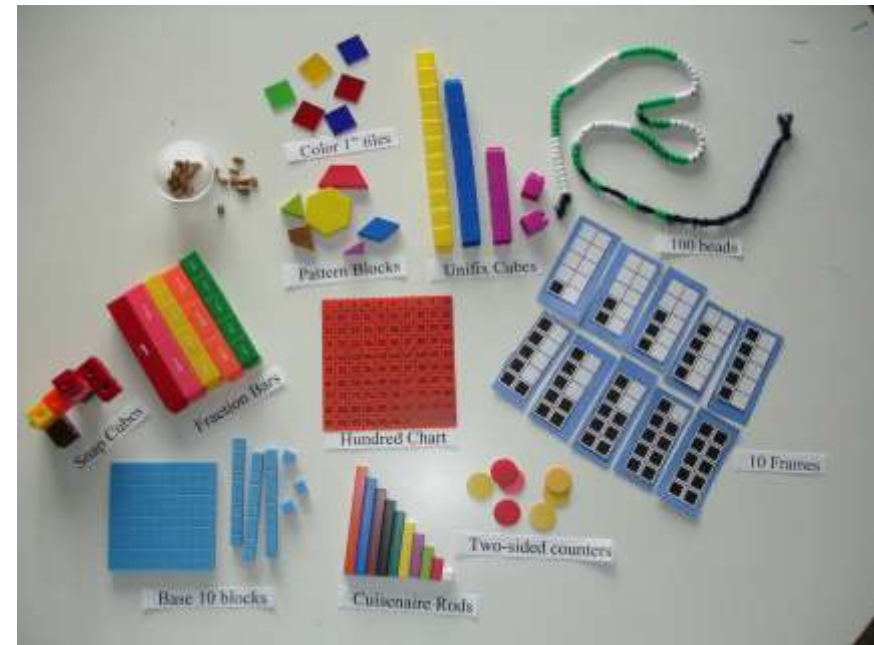
- Penpals - joining
- Handwriting lines
- Common Exception Words
- Applying spelling rules



Year Two Curriculum - Maths

White Rose Maths

- Mastery Approach
- Models and Images
- Concrete Pictorial Abstract
- Small steps for learning



Year Two Curriculum - Maths

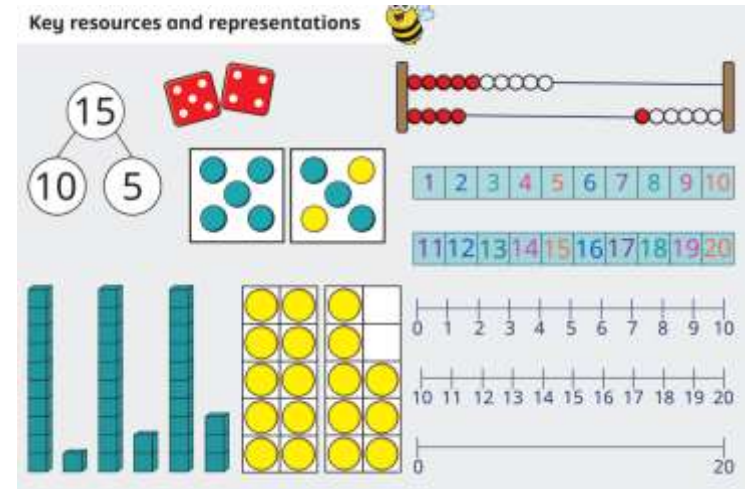
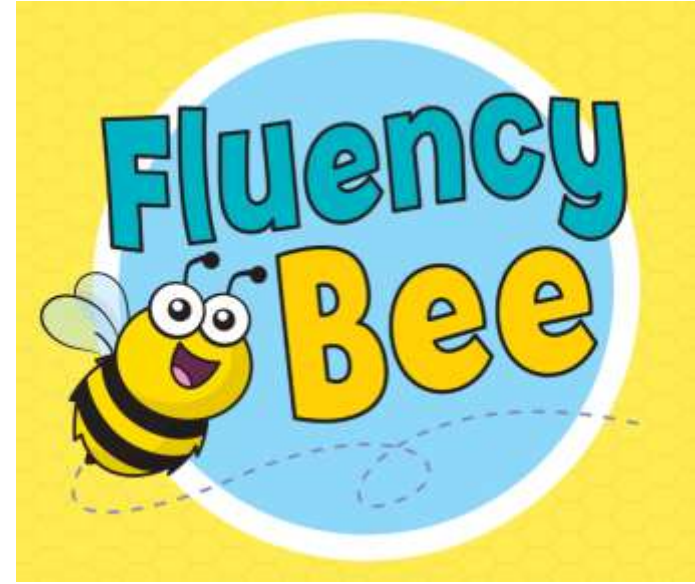
- Partitioning 2-digit numbers into tens and ones
- Using efficient addition and subtraction strategies
- Multiplying and dividing with 2's, 5's and 10's
- Recognising and finding halves, quarters and thirds
- Naming and describing common 2D and 3D shapes
- Recognising notes and coins and calculating money
- Telling the time to 5 minutes on an analogue clock



Year Two Curriculum - Maths

Fluency Bee

- Daily number practice
- Key to instant recall and efficiency
- Consistent models and images



End of Year Two Expectations (reading, writing and maths)

Government expectations for when a child reaches the end of Year Two

English - Reading
Can read accurately most words of two or more syllables.
Can read most words containing common suffixes.
Can read most common exception words (tricky words that cannot be sounded out).
Can, in age-appropriate books, read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
Can, in age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.
Can check, in a book they can already read fluently, that it makes sense to them, correcting any inaccurate reading.
Can answer questions and make some inferences in a book they can already read fluently.
Can explain what has happened so far in what they have read in a book they can already read fluently.
English - Writing
Can write simple, coherent narratives about personal experiences and those of others (real and fictional) and write about real events, after discussion with the teacher.
Can demarcate most sentences with capital letters and full stops and use question marks correctly when required.
Can use present and past tense mostly correctly and consistently.
Can use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.
Can segment spoken words into sounds and represent these by letters, spelling many correctly and making phonetically plausible attempts at others.
Can spell many common exception words.
Can add suffixes to spell some words correctly in their writing e.g. -ful, -less, -ly.
Can form capital and lower-case letters and digits correctly and use spacing between words that reflects the size of the letters.
Mathematics
Can read scales in divisions of ones, twos, fives, and tens.
Can partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
Can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus.
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 $17+3=20$.
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 e.g. $2 \times 5 = 10$ so $5 \times 2 = 10$.
Can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape and know that all parts must be equal parts of the whole.
Can use different coins to make the same amount.
Can read the time on the clock to the nearest 15 minutes.
Can name and describe properties of 2-D and 3-D shapes including number of sides, vertices, edges, faces and lines of symmetry.



Learning Focus - Topics

Autumn 1

Tales with a twist

Spring 1

Bostin' Birmingham
Landmarks

Summer 1

Our Great World

Autumn 2

Castles

Spring 2

Bostin' Birmingham
Cadbury

Summer 2

Our Great World



Year Two Curriculum – Science

- Animals including humans
 - Living things and their habitats
 - Everyday materials
 - Plants
-
- Working scientifically



Year Two Curriculum – Religious Education

- What do Christians believe God is like?
- Judaism - Hanukkah / Christmas
- Islam - Mosque
- Easter
- Who made the world? / Judaism - Shabbat
- What is the Good News Jesus brings?



Year Two Curriculum – Art and Design

- Optical art work – Bridget Riley
- Sculpture – Birmingham landmarks
- Painting – Famous Artists



Year Two Curriculum – Computing

- E-safety
- Algorithms and coding
- Creating an E-book
- Animations
- Data collection and presentation



Year Two Curriculum – Design and Technology

- Moving mechanisms – Castles
- Textiles – *Mother's Day craft*
- Food technology – Pasta salad



Year Two Curriculum – Geography

- UK
- Human and physical features
- Town and countryside
- Compare Birmingham and Ghana
- Continents and oceans



Year Two Curriculum – History

- Castles
- George Cadbury
- The Titanic



Year Two Curriculum – Music

- Pitch and musical expression
- Dynamics and tempo
- Feelings and emotions in music
- Music creation and production
- Musical heritage from around the world



Year Two Curriculum – Physical Education

- Fundamental skills, competitive elements, healthy lifestyle/diet
- Tennis
- Basketball/Netball
- Rounders
- Football
- Gymnastics
- Dance
- Athletics



Year Two Curriculum – PSHE

Personal, Social, Health and Economic education

- Relationships - resolving conflicts
- Respect – playing and working cooperatively
- What it means to be British – diversity
- Keeping money safe / wants and needs
- Road and sun safety
- Scientific names for body parts / Transition work



Assessment

End of Key Stage One Assessments

- *'SATs' have now become non statutory*
- Assessments can still be used by schools
- Administered Summer 2025



Assessment

End of Key Stage One Assessments

- Reading Paper 1
- Reading Paper 2
- Maths – Arithmetic
- Maths - Reasoning

Further details to follow



Assessment

Year Two Phonics Screening Check

- All children who did not pass in Year One
- Year Two phonics screening check - **week beginning 9th June 2025**
- The check will consist of 40 words, that include 20 real words and 20 nonwords (alien/pseudo words)
- Administered 1:1, no time limit and designed not to be stressful



Assessment

Teacher Assessment

- Reading, Writing and Maths
- Wider curriculum subjects
- Personal comment
- Parent meetings

English - Reading
Can read accurately most words of two or more syllables.
Can read most words containing common suffixes.
Can read most common exception words (tricky words that cannot be sounded out).
Can, in age-appropriate books, read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
Can, in age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.
Can check, in a book they can already read fluently, that it makes sense to them, correcting any inaccurate reading.
Can answer questions and make some inferences in a book they can already read fluently.
Can explain what has happened so far in what they have read in a book they can already read fluently.
English - Writing
Can write simple, coherent narratives about personal experiences and those of others (real and fictional) and write about real events, after discussion with the teacher.
Can demarcate most sentences with capital letters and full stops and use question marks correctly when required.
Can use present and past tense mostly correctly and consistently.
Can use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.
Can segment spoken words into sounds and represent these by letters, spelling many correctly and making phonetically plausible attempts at others.
Can spell many common exception words.
Can add suffixes to spell some words correctly in their writing e.g. -ful, -less, -ly.
Can form capital and lower-case letters and digits correctly and use spacing between words that reflects the size of the letters.
Mathematics
Can read scales in divisions of ones, twos, fives, and tens.
Can partition two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
Can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus.
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 $17+3=20$.
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 e.g. $2 \times 5 = 10$ so $5 \times 2 = 10$.
Can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape and know that all parts must be equal parts of the whole.
Can use different coins to make the same amount.
Can read the time on the clock to the nearest 15 minutes.
Can name and describe properties of 2-D and 3-D shapes including number of sides, vertices, edges, faces and lines of symmetry.



School Trips and Experiences

Autumn

Tamworth Castle
Parent Workshop

Spring

Cadbury World
Parent Workshop

Summer

Explorer Dome
Leavers Service



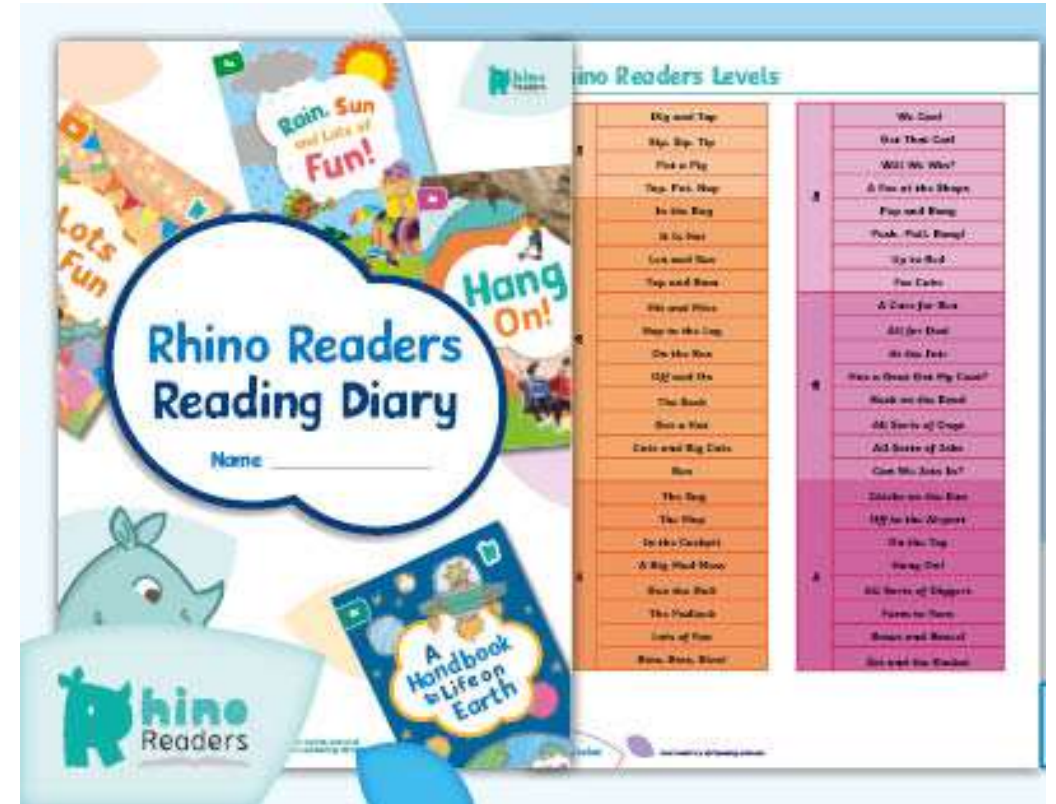
Ways to support your child at home

- Support and reassurance
- Attendance
- Talk to your child
- Weekly newsletter
- Good sleep
- Healthy breakfast



Reading at home

- Reading every day
- Enjoy stories together
- Talk about the story before, during and afterwards
- 5 W questions
- Try to read a range of texts
- Visit the local library
- Use the Rhino Reader and Twinkl Originals to share new texts



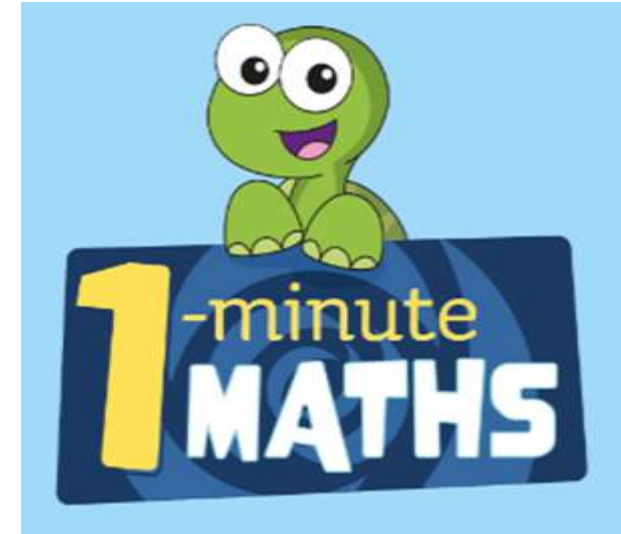
Writing at home

- Encourage opportunities for writing
- Write together – modelling
- Remember that good readers become good writers!
- Spelling rules



Maths at home

- Recall of number facts
- Noticing and spotting patterns
- Play games
- 1 minute maths
- Twinkl Mental Maths App



Home School Agreement

	As a school we will do our best to...	As a parent or carer I will do my best to ...	As a child I will do my best to ...
School Ethos	Provide a secure, happy and stimulating learning environment where Christian faith leads our way.	Having chosen St Laurence Church Infant School for your child, accept the school's aims and Christian values, positively supporting the school.	Be proud of being a member of St Laurence Church Infant School.
Attendance and Punctuality	Encourage good attendance and punctuality. Support you if your child is absent more than 5 days per term.	Ensure that my child attends school every day unless ill. Inform school on first day of absence. Not take holidays during term time. Ensure that my child arrives at school by 8:45am and is collected at 3:15pm.	Go into my classroom quickly and sensibly. Wash my hands to kill the germs.
Being Ready for School	Encourage the wearing of school uniform at all times.	Send my child to school in correct uniform or PE kit.	Always wear my school uniform and keep myself tidy.
Encouragement and Motivation	Encourage and motivate children to do their best and feel a valued member of the school.	Encourage and motivate my child to do his/her best and value all of their achievements.	Listen carefully, work hard and take a pride in all I do.
Good Behaviour	Have a clear Behaviour Regulation Policy and support children to follow the rules. Take bullying seriously and act to keep children safe.	Encourage my child to follow the standards of behaviour expected by the school. Be a role model to my child by being courteous to school staff.	Be ready, be respectful and be safe.

Children sign

Parents/carers to read, sign and return to school



Thank you for listening!

Meet your child's class teacher(s)!



2Y – Mrs Sidoli



2B - Miss Goodwin
Mon/Tues/Weds



2B – Mr Staines
Thurs/Fri



2R – Miss Harris

