



**Welcome to Year 2!**

# Staff



## Blake Class

Teacher: Mrs Barber

Teaching Assistant: Mrs Godden



## Dahl Class

Teachers: Mrs Pearce & Mrs Nicola

Teaching Assistant: Mrs Crooks

# Curriculum

- ☐ National Curriculum for Year 2
- ☐ Long term curriculum map is on the website
- ☐ Split into individual subjects
- ☐ We still make cross-curricular links where possible but we refer to each subject individually



# ST GEORGE'S LEARNING ARMOURY

Every knight needs their tools - these are the special ones we use to let our light shine!

## WISE LANTERN

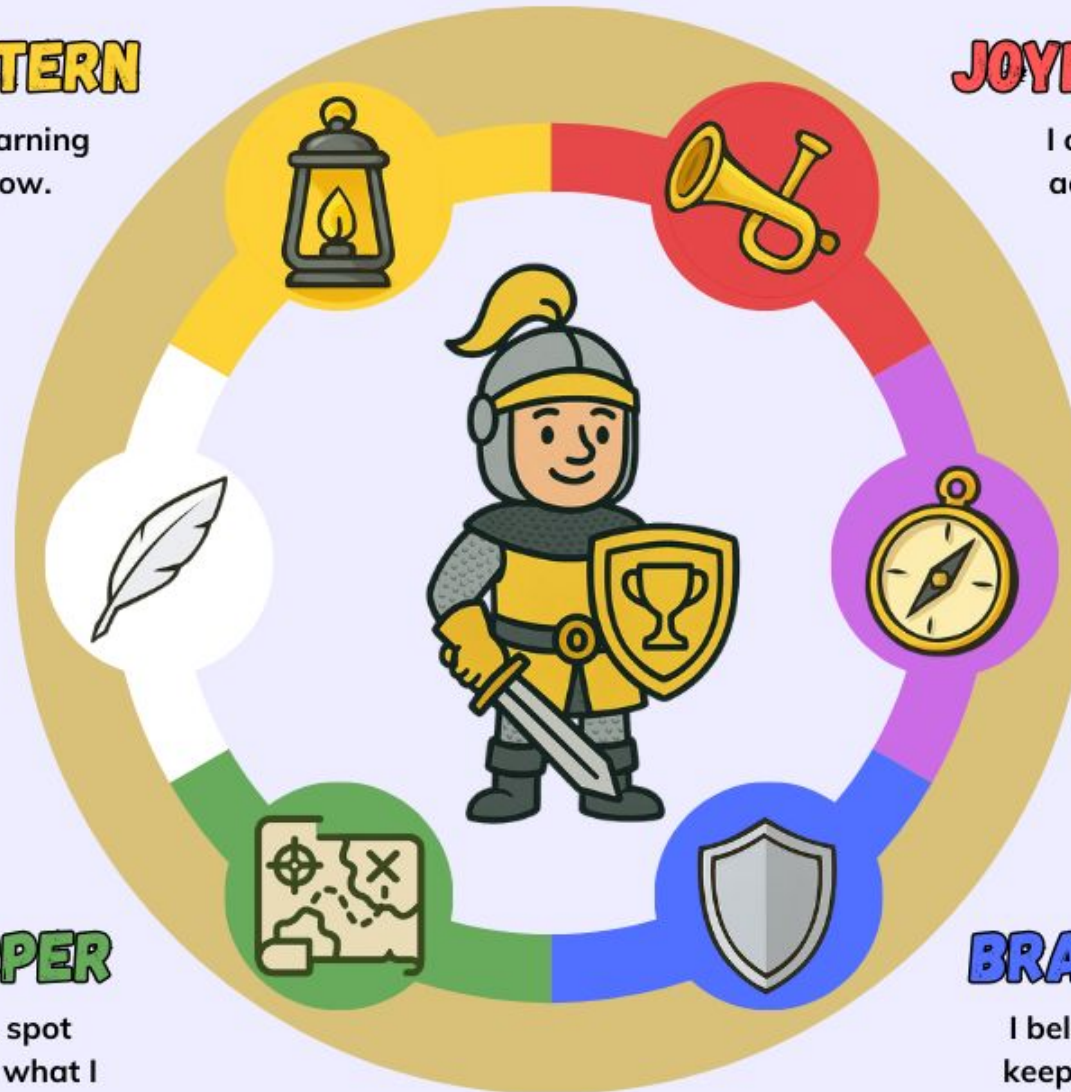
I reflect on my learning  
and how to grow.

## CREATIVE QUILL

I imagine, invent and  
express.

## MIND MAPPER

I connect ideas, spot  
patterns and use what I  
know to learn more.



## JOYFUL TRUMPET

I celebrate effort and  
achievements - mine  
and others'.

## CURIOUS COMPASS

I ask questions and  
explore new learning.

## BRAVE SHIELD

I believe in myself and  
keep going, even when  
it's challenging.



# Example timetable



2026-2027

Autumn Term 1

Dahl Class

|       | 8:30-8.50                   | 8.50-9.10 | 9.10 - 9.50 | 9:50-10.50 | 10:50-11.15  | 11.15-12.15 | 12:15-1:15 | 1.15 - 2.30        | 2.30 -3.00 |
|-------|-----------------------------|-----------|-------------|------------|--------------|-------------|------------|--------------------|------------|
| Mon   | Register<br>Hand<br>writing | CW        | Phonics     | Maths      | Play<br>time | English     | Lunch      | Topic<br>Geography | Music      |
| Tues  | Register<br>Hand<br>writing | CW        | Phonics     | Maths      | Play<br>time | English     | Lunch      | PE<br>Gymnastics   |            |
| Wed   | Register<br>Hand<br>writing | CW        | Phonics     | Maths      | Play<br>time | English     | Lunch      | Computing          | Story      |
| Thurs | Register<br>Hand<br>writing | CW        | Phonics     | Maths      | Play<br>time | English     | Lunch      | Topic<br>Art       | Story      |
| Fri   | Register<br>Hand<br>writing | CW        | Phonics     | R.E.       | Play<br>time | PSHE        | Lunch      | Science            | Story      |

# Example timetable



| Blake Year 2 | 8.30- 8.50  | 8.50-9.10 | 9.10-9.50       | 9.50-10.50 |  | 11.15 – 12.15 |  | 1.15-2.00 | 2.00 – 2.40 | 2.45-2.55 |
|--------------|-------------|-----------|-----------------|------------|--|---------------|--|-----------|-------------|-----------|
|              | Handwriting |           |                 |            |  |               |  |           |             |           |
| Mon          | Handwriting | CW        | Phonics<br>SPaG | English    |  | Maths         |  | Topic     |             | Story     |
| Tues         | Handwriting | CW        | Phonics<br>SPaG | English    |  | Maths         |  | PSHE      | Music       | Story     |
| Wed          | Handwriting | CW        | Phonics<br>SPaG | English    |  | Maths         |  | Topic     |             | Story     |
| Thur         | Handwriting | CW        | Phonics<br>SPaG | English    |  | Maths         |  | PE        |             | Story     |
| Friday       | Handwriting | CW        | Phonics<br>SPaG | Science    |  | RE            |  | Computing |             | Story     |

Break 10.50-11.15

Lunch 12.15-1.15pm

# Phonics, SPAG and reading



## Read, Write, Inc Phonics (RWI)

- 40 minute lesson daily
- Learn new sounds, read and write new sounds, read sounds within words and build reading fluency.
- Children who have completed the phonics scheme move onto Spelling, Grammar and Punctuation (SPAG) and reading comprehension lessons.



## Books

- Children will receive 2 home reading books (Friday) and a library book each week (Thursday). These will be changed weekly.
- The children will also bring home the book they've been reading in phonics lessons which will be changed every 3 days depending on the cycle in their phonics group.
- Please read at home daily to build your child's fluency - daily reading at home is rewarded in school.

# Writing Expectations for the End of Year 2



- To write simple, coherent narratives about personal experiences and those of others (real or fictional)
- To 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
- To use present and past tense mostly correctly and consistently
- To use words such as; or, and, but, when, if, that to join clauses
- To phonetically plausible spellings
- To spell many common exception words
- To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- To use spacing between words that reflects the size of the letters.

# High Frequency Words and Common Exception Words

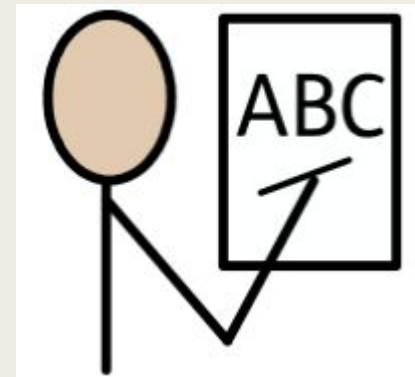


## **High - Frequency Words**

- Words that appear most often e.g. and, it,
- These words are easily sounded out using phonics rules
- They are important words for building reading fluency

## **Common Exception Words**

- These are high frequency words that are tricky to spell because they do not follow the expected phonics patterns e.g. said, people, was
- Children learn to recognise these words by sight



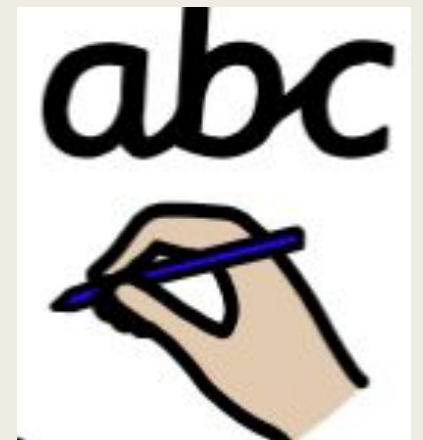
# 100 High Frequency Words

|      |       |        |        |          |        |
|------|-------|--------|--------|----------|--------|
| the  | his   | be     | do     | into     | house  |
| and  | but   | like   | me     | back     | old    |
| a    | that  | some   | down   | from     | too    |
| to   | with  | so     | dad    | children | by     |
| said | all   | not    | big    | him      | day    |
| in   | we    | then   | when   | Mr       | made   |
| he   | can   | were   | it's   | get      | time   |
| I    | are   | go     | see    | just     | I'm    |
| of   | up    | little | looked | now      | if     |
| it   | had   | as     | very   | came     | help   |
| was  | my    | no     | look   | oh       | Mrs    |
| you  | her   | mum    | don't  | about    | called |
| they | what  | one    | come   | got      | here   |
| on   | there | them   | will   | their    | off    |
| she  | out   |        |        | people   | asked  |
| is   | this  |        |        | your     | saw    |
| for  | have  |        |        | put      | make   |
| at   | went  |        |        | could    | an     |

# 200 High Frequency Words

|         |           |          |         |         |          |        |           |         |        |
|---------|-----------|----------|---------|---------|----------|--------|-----------|---------|--------|
| across  | birds     | each     | fun     | how     | looks    | next   | river     | tell    | want   |
| after   | boat      | eat      | garden  | I'll    | lots     | night  | room      | than    | wanted |
| again   | book      | eggs     | gave    | I've    | magic    | one    | round     | that's  | water  |
| air     | box       | end      | giant   | inside  | man      | only   | run       | there's | way    |
| along   | boy       | even     | girl    | its     | many     | or     | sat       | these   | well   |
| am      | can't     | ever     | going   | jumped  | may      | other  | say       | thing   | we're  |
| animals | car       | every    | gone    | keep    | miss     | our    | school    | things  | where  |
| another | cat       | everyone | good    | key     | more     | over   | sea       | think   | which  |
| any     | clothes   | eyes     | gran    | king    | morning  | park   | shouted   | thought | white  |
| around  | cold      | fast     | grandad | know    | most     | place  | sleep     | three   | who    |
| away    | coming    | feet     | great   | last    | mother   | plants | small     | through | why    |
| baby    | couldn't  | fell     | green   | laughed | mouse    | play   | snow      | told    | wind   |
| bad     | cried     | find     | grow    | let     | much     | please | something | took    | window |
| bear    | dark      | first    | hard    | let's   | must     | pulled | soon      | top     | wish   |
| because | did       | fish     | has     | liked   | narrator | queen  | still     | town    | work   |
| bed     | didn't    | floppy   | hat     | live    | need     | rabbit | stop      | tree    | would  |
| been    | different | fly      | he's    | lived   | never    | ran    | stopped   | trees   | yes    |
| before  | dog       | food     | head    | long    | new      | really | suddenly  | two     |        |
| began   | door      | found    | home    | looking |          | red    | sun       | under   |        |
| best    | dragon    | fox      | horse   |         |          | right  | take      | us      |        |
| better  | duck      | friends  | hot     |         |          |        | tea       | use     |        |

# Handwriting expectations



# Maths

We use White Rose Maths to deliver our daily Maths lessons



|        | Week 1                                                                         | Week 2                                                                   | Week 3 | Week 4                                                 | Week 5                                                                | Week 6                                | Week 7                                                              | Week 8                                                                           | Week 9                                               | Week 10                              | Week 11 | Week 12 |
|--------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------|--------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------|---------|---------|
| Autumn | <div>Number</div> <div>Place value</div> <div>Free trial</div> <div>VIEW</div> |                                                                          |        |                                                        | <div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div> |                                       |                                                                     |                                                                                  | <div>Geometry</div> <div>Shape</div> <div>VIEW</div> |                                      |         |         |
|        | <div>Measurement</div> <div>Money</div> <div>VIEW</div>                        | <div>Number</div> <div>Multiplication and division</div> <div>VIEW</div> |        |                                                        |                                                                       |                                       | <div>Measurement</div> <div>Length and height</div> <div>VIEW</div> | <div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div> |                                                      |                                      |         |         |
| Spring | <div>Number</div> <div>Fractions</div> <div>VIEW</div>                         |                                                                          |        | <div>Measurement</div> <div>Time</div> <div>VIEW</div> |                                                                       | <div>Statistics</div> <div>VIEW</div> |                                                                     | <div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>            |                                                      | <div>Consolidation</div> <div></div> |         |         |
|        |                                                                                |                                                                          |        |                                                        |                                                                       |                                       |                                                                     |                                                                                  |                                                      |                                      |         |         |

# Maths Expectations for the end of Year Two

- Read scales in divisions of ones, twos, fives and tens - either on a number line or a practical measuring situation
- Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus – for example:  $48 + 35$ ,  $72 - 17$
- 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 – for example: 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  $17 - 3 = 14$
- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems,
- Identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a number or shape, and know that all parts must be equal parts of the whole
- Use different coins to make the same amount
- Read the time on a clock to the nearest 15 minutes
- Name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

# Science

## Autumn term

- ☐ Materials
- ☐ Animals including humans

## Spring term

- ☐ Forest School
- ☐ Plants

## Summer term

- Plants
- Living things and their habitats



# Topic

Each half term a new 'topic' is taught which comprises of either History or Geography and either Art or DT

## Autumn term

- ☐ Geography 'Would you prefer to live in a hot or cold place?'
- ☐ Art - Painting and mixed media: Colour mixing
- ☐ History 'How was school different in the past?'
- ☐ D&T - Structures: A chair for a bear

## Spring term

- ☐ Geography 'Why is our world wonderful?'
- ☐ Art - Drawing: Exploring tone and texture
- ☐ History 'How did we learn to fly?'
- ☐ D&T - Textiles: Pouches

## Summer term

- ☐ Geography 'What is it like to live by the coast?'
- ☐ Art - Sculpture and 3D: Clay houses
- ☐ History 'What is a monarch?'
- ☐ D&T - Mechanisms: Fairground ride



# PE

PE is taught by the class teachers and coaches from Club Sport.

## PE days:

Blake - Thursday

Dahl - Tuesday

Children should come to school in their PE kit on their assigned PE day.



# Worship

Worship is a time when we come together as a school community.

- Monday - Weekly theme / Rev Vick
- Tuesday - Open the Book
- Wednesday - Singing
- Thursday - Wellbeing
- Friday - Celebration



One of our many celebrations on a Friday is our Golden Box. Children can bring in any achievements from outside of school including certificates and medals. Examples include sports, music, drama and fundraising achievements. These need to be put in the Golden Box before Friday each week.



# Arrival and pick up

## Arrival

- ☐ Gates open at 8.25am
- ☐ Whistle is blown at 8.30am.
- ☐ Handwriting lessons begin swiftly after the register is taken.
- ☐ The gate will be locked at 8.35 ready for a prompt start to the day.
- ☐ Please ensure children are on time to school.

## Pick up

- ☐ School finishes at 3pm.
- ☐ Children attending All Kids Active after school club will be taken there and registered.
- ☐ Parents collect from the playground.
- ☐ Change of collection arrangements should be communicated via contact books. Last minute changes, please phone the office.



# Communication

## Day-to-day

- ☐ Contact books for day-to-day communication including change of collection arrangements
- ☐ Formal messages for teachers should be emailed to the office - [office@st-georges.bucks.sch.uk](mailto:office@st-georges.bucks.sch.uk)

## Additional communication

- ☐ Half termly curriculum newsletter
- ☐ Autumn term and Spring term parent consultations
- ☐ School newsletter



# Home learning

- Complete the activities at your leisure and hand it in on **Wednesday 14th October.**
- This can also be found on the school website.



Learning in class.

| Subject | Learning Task                                                                        |                                                                                                                                                                                                                                        | Completed |
|---------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Maths   |   | <b>Money around the world</b><br>Find out about the different money (currencies) used in different countries around the world e.g. <i>What is it called? What does it look like?</i>                                                   |           |
| Writing |   | <b>Diary entry</b><br>Write a diary entry from someone living in a hot or cold country.                                                                                                                                                |           |
| Reading |  | <b>Cities around the world</b><br>Read a story set in a capital city.<br>Talk to your grown up about the story; did you like the story? Why? Who were your favourite characters? Why? Would you like to visit that city in the future? |           |



# Parent partnership



- ☐ Volunteer readers welcome in school, in your child's class or another area of the school. Must be a weekly commitment and a DBS check will be needed.
- ☐ School trips
- ☐ [Amazon wish list](#) updated termly
- ☐ PTA - sign up via [Classlist](#)
- ☐ Keep an eye out for more parent workshops in the future



# Questions and feedback

- Feel free to ask any questions you may have.
- When leaving the school, please leave your feedback about this meet the teacher event.

