Year 2

Curriculum Information - HT2 2026

Dear parents/carers,

Another exciting half term ahead for Year 2.
We are starting the term off with a **trip to the Wallace Collection** in Marylebone on **Wednesday 11th November 2026.**

The Year 2 team are:

2 Jade: Miss Weis
2 Olive: Ms Ricketts
Working between both classes will be : Ms Christine, Ms Jusna, Ms Diana

What the children will be learning this term:

English

This half term, we will continue writing instructions, inspired by Rebecca Green's *How to Make Friends with a Ghost*. The children will write their own set of instructions on how to be a good friend. Following this, we will explore a short poetry unit, focusing on list poems inspired by the sights, sounds and colours of autumn. Finally, we will write a narrative inspired by *Last Stop on Market Street* by Matt de la Peña, exploring themes of community, kindness and seeing the world from different perspectives.

Mathematics
Within this unit children will progress to addition and subtraction involving two 2-digit numbers, again representing the steps within these calculations visually with different resources. Children continue to use known number facts within mental calculations and use their understanding of the inverse as a way to check their calculations. The final stage of children's learning allows the bar model to be used to represent a word problem, to allow children to self-identify the operation needed to complete the calculation. Children will also learn about 2D and 3D shapes and everyday objects.

Number Sense
To help pupils improve their mental arithmetic calculation, we will be teaching daily 'Number Sense' lessons to help them become more confident mathematicians. The sessions will focus on memorisation and practice. They will look for rules and then apply this, and with regular practice, will become quicker at recalling their key facts.

Science
This term we are learning about animals and survival. We will learn what animals need to survive and how they change as they grow. We will consider the importance of a healthy lifestyle, including exercise, a balanced diet and good hygiene.

D.T. (Design and Technology)
We have a new DT scheme of work and the children will be completing 3 projects this year. This term our topic is textiles. The children will learn how to sew using fabric and child-friendly needles to design and make their own puppets.

History
This term we will be learning about Kings and Queens. We will learn what a monarch is and find out about different British monarchs. We will think about how their job has changed throughout history.

Music
This term we will be completing two units. The first unit is focussed on listening and responding to music and we will be studying different movements from the Carnival of the Animals. In the second unit, the children become composers and conductors! We will create a class piece of music linked to birdsong using a range of percussion instruments.

Computing
Through the lessons in this unit, the children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

Physical Education
In our games sessions, we will be looking at hand ball games. We will learn to combine our developing dribbling, passing and receiving skills in order to keep possession and score a point. In PE we will be continuing to develop our gymnastics skills. We will build sequences, keeping control of our bodies and focussing on being an athlete.

Religious Education
We will be learning how light is used as a symbol, starting with a concept that children will be familiar with: birthdays! We will then move on to look at how the Jewish and Christian faiths use light to mark special occasions, such as Hanukkah and Advent.

Personal Social Health and Citizenship Education
This term we will be developing our communication skills in order to help us work better together. We will celebrate our gifts and talents and identify the various jobs and their importance around the classroom. We will look at rules and how they benefit us and keep us safe and learn how to better take part in group work and group discussions. This is all part of the Gateway value co-operation.

Homework
Children get a piece of Literacy and Maths homework each week to support their learning at home. Homework is handed out on Wednesdays and must be returned by the following Monday.

Spellings
New spellings are given out each Wednesday and tested the following Wednesday.
Please make sure your child practises their spellings every day and brings their spelling book to school on Wednesdays.

Reading Books:
The children will continue their guided reading lessons this term. There are 3 reading lessons per week (decoding, prosody and comprehension).
Your child will take home their reading book **Wednesday.**
The book **must be returned** by the following **Monday.**
In your child's **reading record,** there is a section where you are able to make a comment about your child's reading.
Please listen to your child read, ask them questions about their reading and **write a short comment as this will help the teacher to better support your child. This is a very important part of their learning**.

Online Learning
All children have been given **QR codes** to access online Maths games like NumBots and TimesTablesRockstars. Visit MyLogin.com, click on 'Login' and select the Magic Badge log-in option. Hold up the QR code to the camera.If you need any help or can no longer find the QR code please contact your child's teacher.

PE Kit
Your child needs to wear a PE kit to school on the following days:
Games – Thursday for all classes**.**
P.E. – Tuesday for all classes**.**

Please make sure they are wearing the correct PE kit:
- Black Jumper
- White Gateway PE t-shirt
- Black shorts or tracksuit bottoms (no leggings, no logos)
- Plain black trainers

Weekly Overview

	Monday	Tuesday	Wednesday	Thursday
What's happening in school ...	**Children hand in:** ○ Homework ○ Reading Record ○ Reading book ○ Library book **Children take home:** ○ new library book.	**P.E. lesson**	**Spelling Test** **Children take home new...** ○ Spellings ○ Homework ○ Reading book	**Games lesson**
Send your child to school with...	○ **Completed homework** in their homework folder ○ **Reading record and reading book** in their zip wallet ○ **Library book**	○ **P.E. Kit.**	○ **Spelling book**	○ **P.E. Kit.**

Ways to help your child excel at school

- Bring them to school every day.
- Get them to school on time: **8:40am.**
- Make sure they are in bed at a reasonable hour and have a good night's sleep.
- Encourage them to eat breakfast. It is essential for concentration.
- Make sure your child is wearing the correct uniform and P.E. kit.
- Visit museums and galleries that relate to class projects.
- Offer encouragement and praise.
- Book a time to come and see us if you are worried about **anything**.

Ways to help at home

1. Practise phonics with your child as much as possible – all your child's English skills are underpinned by their reading skills. Make sure you pronounce the sounds correctly.

2. Read to your child as often as you can, or listen to books read aloud. This will increase your child's vocabulary and comprehension skills, particularly if you talk about the book. Get your child to follow a story you are reading with their eyes - this will help them to absorb grammar, punctuation and spelling rules without realising it.

3. Encourage your child to read as much as possible - seeing words in print really helps children to absorb correct spelling and grammar. Try to read their school reading book as well as other books they have chosen for themselves such as their library book.

4. Practise spellings. Play games with your child to help them learn their weekly spelling words. You could play hangman, make up silly sentences for your child to write, 'hide' the spelling words in a string of letters, play pairs using two word cards for each word, or make a set of bingo cards for the words.

5. Create writing opportunities, such as writing notes or lists. Make up stories orally together. Draw stories with captions. Get your child to write their own simple stories, such as cartoons, and information books.

6. Encourage your child to talk to you. Gently correct any grammar mistakes, and help them to extend what they say with conjunctions such as 'because'. Challenge them to use new vocabulary and to retell stories to you or tell you anecdotes about their life.

7. Use interesting vocabulary when talking to your child. Try to use precise nouns and descriptive adjectives.

8. Keep practising handwriting - create lots of opportunities to get good habits in place.

Phonics - Overview of graphemes (letters) that make each phoneme (sound)

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

					yoo		
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	ue u u-e ew	**oo** u* oul	ar a* al*
						zh	
or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	su si	

*depending on regional accent

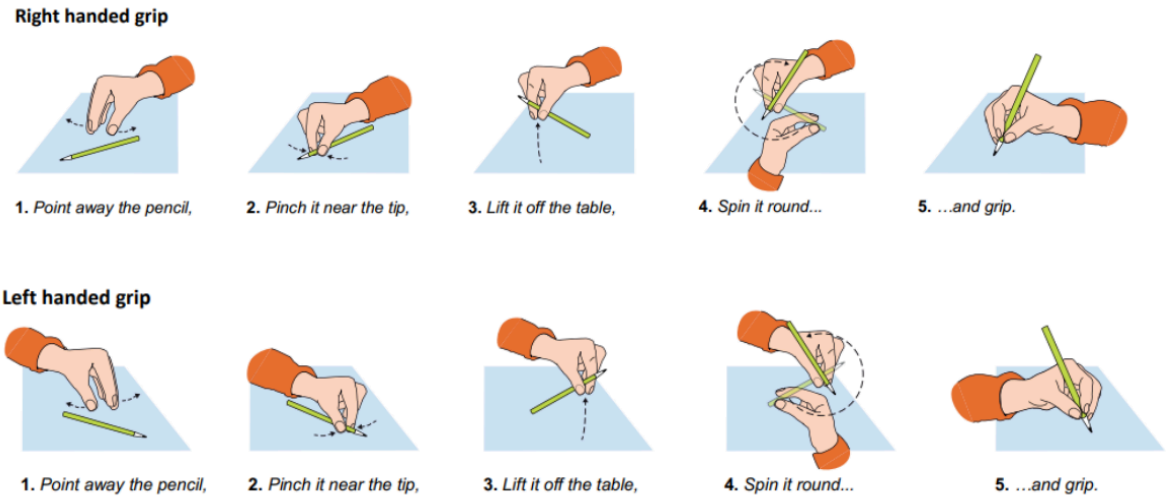
Literacy (Writing) - HT2 unit overviews

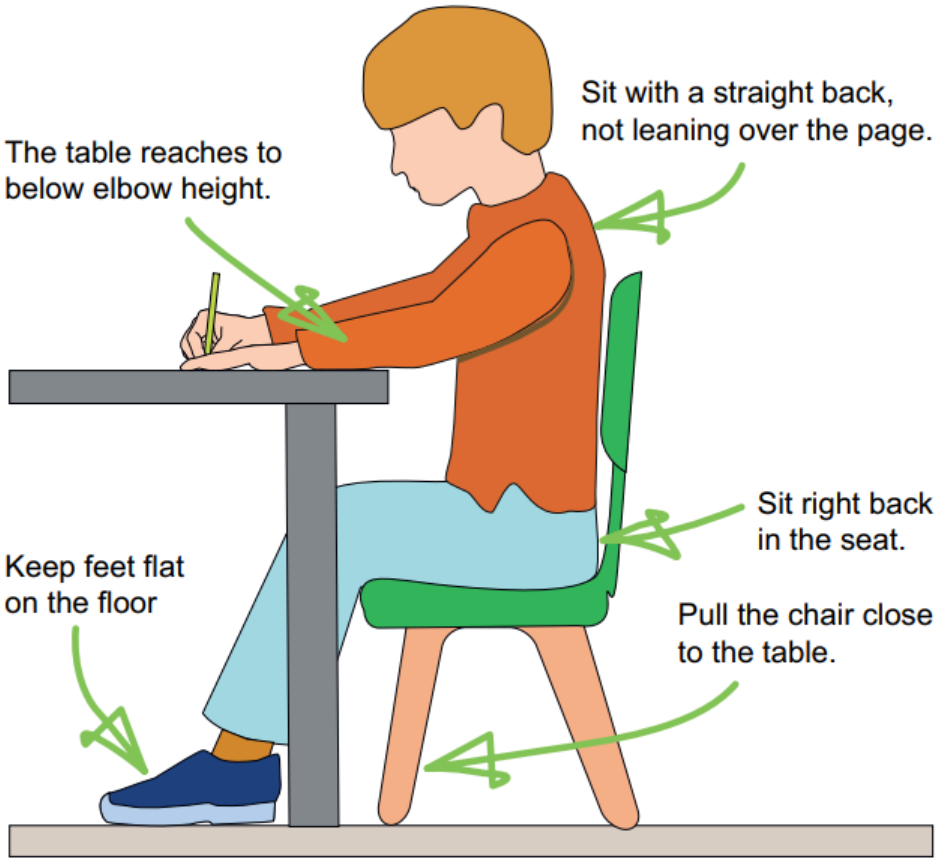
	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform **10 steps** **Instructions** *How to Make Friends with a Ghost*	**Instructions:** Use **easy to follow, simple steps** or sentences for the reader to understand – these might be numbered Written in **time (or chronological) order** so that the reader acts in the correct sequence or order Can includes a **list of 'things/ ingredients/ items'** that the reader will need before acting upon the instructions	• Some information (such as instructions) needs to be in the **correct time (chronological) order** if the reader needs to follow clear steps or learn about something that happened in the past • You could **speak to the reader directly, using 'you'** if you need to tell them or ask them to do something	Sometimes we might need to tell our reader to do something – these are **command** sentences and they start with a verb Writers join sentences together with other **coordinating conjunctions* including and, or, but** – these conjunctions all carry different meanings for the reader to understand how the ideas are connected Writers can also join sentences together with **subordinating conjunctions* including when, if, that, because** – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought	A reader needs a **full stop** at the end and **capital letter** at the beginning of each sentence so that they know where one idea ends and another begins **(Y1)** **Commas can be used to separate items in a list**, so that the reader can identify each separate item more clearly with a short pause in between	**letter, capital letter, word, sentence punctuation, full stop (Y1)** **comma** **command** ***conjunction** – not statutory until Y3, instead can use the term 'linking word'

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain **5 steps** **Poetry: List poems** *The Puffin Book of Fantastic First Poems*	**Poetry:** A genre of poetry is **list poetry**, which lists words or phrases that represent a certain topic	• Writers usually select and stay in the **same (consistent) tense** to avoid confusing the reader – usually **present tense** or **past tense**	Writers join sentences together with other **coordinating conjunctions including and, or, but** – these conjunctions all carry different meanings for the reader to understand how the ideas are connected Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind	**Commas can be used to separate items in a list**, so that the reader can identify each separate item more clearly with a short pause in between Instead of a full stop, a **question mark** at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something **(Y1)**	**letter, capital letter, word, sentence punctuation, question mark (Y1)** **verb, noun, noun phrase, tense, present tense, past tense adjective, comma** ***conjunction** – not statutory until Y3, instead can use the term 'linking word'

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain **12 steps** **Narrative** *Last Stop on Market Street*	**Narrative:** Stories usually have a main **character** and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the **plot** of the story Introduce fall-rise **story shape** for basic narrative structure	• Writers usually select and stay in the **same (consistent) tense** to avoid confusing the reader – often using **past tense** in a narrative • Use of **sound and other senses** to develop clear picture for reader to develop mood **(show not tell)**	Writers can also join sentences together with **subordinating conjunctions* including when, if, that, because** – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought. Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader Including **adjectives** to describe a noun (**expanded noun phrases**) helps the reader to create a more specific picture in their mind	A reader needs a **full stop** at the end and **capital letter** at the beginning of each sentence so that they know where one idea ends and another begins **(Y1)** **Capital letters for names of people** (characters) help the reader to understand that this is a **proper noun (Y1)**	**letter, capital letter, word, sentence punctuation, full stop (Y1)** **verb, tense, past tense adjective, noun, noun phrase, comma** ***conjunction** – not statutory until Y3, instead can use the term 'linking word'

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

History

Year 2 Unit 2: Kings and Queens — Knowledge organiser

History Mastery

- Monarchs are kings and queens.
- The UK has been ruled by kings and queens for many years. It has a hereditary monarchy.

King William I
ruled from 1066 to 1087



- William I won the Battle of Hastings.
- He became the King of England in 1066.
- He was known as 'William the Conqueror' because he took over England.

King John I
ruled from 1199 to 1216



- John I was one of the worst kings in English history.
- He taxed the barons and made them angry.
- The barons forced him to sign Magna Carta.

Queen Elizabeth I
ruled from 1558 to 1603



- Elizabeth I won the Spanish Armada.
- She proved that women could be powerful monarchs.
- Her time in power was the 'Golden Age'.

King Charles I
ruled from 1625 to 1649



- Parliament and the Roundheads beat Charles I and the Cavaliers in the English Civil War.
- Parliament asked Oliver Cromwell to rule.
- The UK did not have a monarch for 11 years.

King Charles III
has ruled from 2022



- Charles III is the monarch today.
- Today, we have a constitutional monarchy.
- The Prime Minister is in charge and the King does not have much power.

Year 2 Unit 2: Kings and Queens — Useful vocabulary

History Mastery

Word	Definition
army	A large number of people trained to fight on land.
baron	A member of the lowest rank of nobility.
battle	A fight between two armies.
civil war	Wars between groups of people of the same country.
conquer	To defeat and take control of a country and its people.
constitutional monarchy	A political system where the king or queen acts on advice from the government.
coronation	The ceremony of crowning a king or queen.
defeated	Losing in a game or battle.
government	A group of people who are in charge of a country.
hereditary monarchy	A political system led by a monarch whose title is passed down to a child from a parent.
invade	To attack and enter a country or place.

Word	Definition
Magna Carta	An official document listing basic laws for running the country.
monarch	A king, queen, emperor, or empress ruling a country.
parliament	A group of people who make a country's laws.
portrait	A picture of a person.
power	Political control over a country.
powerful	Having great power, strength, or influence.
Prime Minister	The leader of a government.
role	Someone or something's function or purpose.
rule	To govern or reign.
supporters	Someone who supports something, like a sports team or political party.
throne	A special chair for a king or queen at ceremonies.

Science

Year 2 Unit 2: Animals and survival — Knowledge organiser

Science Mastery

To survive, animals (including humans) need:

- water
- food
- air

Hygiene is about keeping you and your environment clean, to stay healthy.

Germs (tiny living things) can enter your body and make you unwell.

You can stop germs spreading by washing your hands often.

Animals have offspring (babies) which grow into adults.

Offspring are similar to their parents, but not exactly the same.



Shelter is essential for humans. If something is essential, then we need it to survive.

Most animal babies need to be fed and cared for by their parents.

Exercise keeps you healthy and can make you happy.

It also makes your bones and muscles stronger.

You need food to survive. Food gives your body nutrients.

Food can be sorted into different groups.

You need the right amount of different groups of food to be healthy.

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Year 2 Unit 2: Animals and survival — Useful vocabulary

Science Mastery

Word	Definition
adult	A fully grown person or animal.
baby	A baby is a very young child.
bones	A bone is one of the hard pieces of a skeleton.
essential	Something that is very important and we need it to survive.
exercise	When you move your body to keep fit and healthy.
germs	Germs are tiny living things that can make us ill.
hygiene	Hygiene is keeping clean and healthy and free of germs.
muscles	Strong parts of your body that you use to make your body move.
non-essential	Something you don't need for survival.
offspring	Offspring are the young of an animal.
shelter	A place that protects people from bad weather or from danger.
spread	To spread something means to open it out to its full size.
survive	To survive is to stay alive.