



South Gosforth First School

'Roots to grow and wings to fly'

Y2 Curriculum Information Meeting
Thursday 24th September



Welcome



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Whales' Song Sentence Level Unit Big Blue Whale Information Text (T4W)	Range of Firework Poetry Poetry Great Fires Recount (T4W)	Bad Nana Character Study (T4W) Oceans and Continents Sentence Level Unit	Katie in London 3-part narrative (T4W)	The Comet Sentence Level Unit Fantastical Instructions Instructions	LPBD Sally Ride / Amelia Earhart Biography The Owl and the Pussycat Classic Poetry
Maths	Number Place Value Number Addition and Subtraction	Number Addition and Subtraction Measurement Money Geometry Shape	Number Multiplication and Division Measurement Measurement Time	Measurement Length and Height Measurement Mass, Capacity and Temperature	Number Fractions Measurement Time Statistics	Geometry Position and Direction Measurement Time Statistics
Science	Living things and their Habitats Working scientifically	Living things and their Habitats Working scientifically	Animals including Humans Working scientifically	Everyday Materials Working scientifically	Plants Working scientifically	Plants Working scientifically
History Geography	History The Great Fires London and Gateshead	Geography Coastal Regions	History Explorers Columbus and Battuta	Geography Oceans and Continents	History Wings to Fly History of Flight	Geography London and Nairobi
Art Design Technology	Art Painting: Colour Mixing	8984Art Take One Picture DT Structures: Chairs	Art Drawing: Understanding Tone and Texture	Art Gallery Project DT Textiles: Pouches	Art Craft and Design: Map it out.	Art Sculpture: Clay Houses DT Cooking and Nutrition: Healthy Wraps
Computing	Programming Scratch Jnr	Digital Presentation and Media Book Creator	Digital Presentation and Media Digital Photography	Programming Code.org Course C	Data and Systems Pictograms	Digital Presentation and Media Making Music
RE	Expressions of Belonging: Islam Introducing the Bible through characters and stories Christmas and Hanukkah		Teaching through Stories and Parables Easter		Judaism – Beliefs and Practices	
PE	Fundamentals Ball skills	Target Games Sending and Receiving	Gymnastics Invasion Games	Fitness Striking and Fielding	Dance Net and Wall Games	Athletics Yoga
PSHE	Relationships Zones of Regulation Families and people who care Respectful, kind relationships	Relationships Respectful, kind relationships	Keeping Safe Safety on and offline What is fire safety? Being Safe	Understanding the Law The Internet Careers	Health and Wellbeing Change Healthy Lifestyle Dental Health	Economic Wellbeing My money and me
Music	Pulse Rhythm and Pitch	Djembe Drumming	Playing in an Orchestra	Playing in an Orchestra	Inventing a Musical Story	KS1 Musical



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Art

Colour Mixing

In our new unit we will be exploring colour and texture! We will refine our colour mixing skills and explore how to add texture to artworks, inspired by artists such as Romare Bearden.

P.E

Fundamentals

We will be focussing on running and dodging skills.

Ball Skills

We will be honing our skills of throwing and catching, with different types and sizes of balls.

Maths

Place Value: We will start the term with Place Value - focussing on reading numbers to 100. We will compare, sort, order and partition 2-digit numbers into different ways such as by tens and ones.

Addition and Subtraction: We will begin this unit by exploring addition and subtraction number facts.

English

Reading: Our reading text will be 'Meerkat Mail'. We will also explore poetry and non-fiction texts.

Writing: This half term, we will focus on consolidating basic sentence structure including grammar and punctuation. We will create short narratives based on our text 'The Whales' Song' story.

History

The Great Fires

We will explore the significance and impact of the Great Fire of London and the Great Fire of Gateshead. We will look at London before and after the fire using a range of evidence.

Year 2



The Great Fires



Habitats

Science

Living Things and their Habitats

This term we will investigate microhabitats within the school grounds and will carry out a range of experiments to explore why particular animals live in those habitats. We will look at dependency and food chains later on.

Computing

Scratch Jr

We will be learning about e-safety and how to stay safe online. We will then explore Scratch Jr.

PSHE

Families and people who care for us

The children will learn about different types of families and what a family is.

Zones of Regulation

We will recap the Zones of Regulation and discuss how to 'get back to green'.

Music

"Pulse, pitch and rhythm"

This half term we will be appraising a range of music, including traditional songs from South Africa. We will learn and perform a song with actions and movements.

Religious Education

Expressions of belonging: Islam

This half term we will be learning at what it means to belong and think about how religion leads to a sense of belonging for many people, particularly muslims.



**Character
Culture
Creativity
Challenge**

Enrichments, Hooks & Pupil Engagements: History: Visit to Discovery Museum for Great Fires Workshops. Habitats parent workshops.

'The Big Picture' Task: In EYFS, the children were introduced to our local area and in Year 1 they learned about the Newcastle bridges. In Year 2 we will explore the Great Fires of London and Gateshead. Children were introduced to habitats in Science in Year 1 and we now deepen their knowledge.

'Stunning Start' & 'Fantastic Finish' ('Mantle of the Expert'): History workshop at the Discovery Museum to develop and deepen our knowledge of these significant events. Building Bug Hotels with our grown ups to look after our school habitats!



Home / School Reading

Home Reading Books

- Children will bring home two reading books per week at their reading level. Children need to be able to read these fluently and showing understanding of the text before moving to the next level
- They should have these books and their reading record in school every day so we can read with them as much as possible.

Library Book

- The children can choose a book from the library of their choice - no restrictions as to what they choose are put on this as this is a book to be shared with your child. They may not be able to read it independently but it is a book they showed interest in.
- Both classes visit the library on Thursdays. The children can keep their book more than a week but they will not be able to take out another book until their current library book is returned.



Whole Class Reading

- We move from group guided reading as taught in Year 1 to whole class reading using extracts from a class text.
- Our class texts this term are Traction Man, Meerkat Mail and a selection of poetry and non fiction related to the wider curriculum.
- Every week follows the same structure which builds on Reception and Year 1 but moving to a greater emphasis on understanding of text e,g:
 - - Prosody - reading with fluency and expression
 - - Vocabulary - identifying and understanding new words
 - - Inference / retrieval - Showing understanding of the intentions of the author
 - - Comprehension - Showing understanding of what the text is about /telling us.



Whole Class Reading

Examples of Whole Class Reading Tasks

11.9.24
Day 3- Inference

Traction Man



Task: Imagine the conversation between these two characters.
What could they be seeing each other?



10.9.24
Day 2- Vocabulary

Traction Man



Traction Man is **guarding** some toast. He has volunteered for a special mission.
Traction Man is **diving** in the foamy waters of the Sink (wearing his Sub-Aqua Suit, **Fluorescent** Flippers and Infra-Red Mask). He is **searching** for the Lost Wreck.
Oh no! This poisonous Dishcloth will **envelop** Traction Man and suffocate him! But what's this?
Traction Man has been saved by this little scrubbing brush!
"Well done, Scrubbing Brush! You can be my pet!"

Task: Replace the words in red with your own words.

Traction Man is _____ some toast. He has volunteered for a special mission.
Traction Man is _____ in the foamy waters of the Sink (wearing his Sub-Aqua Suit, _____ Flippers and Infra-Red Mask). He is _____ for the Lost Wreck.
Oh no! This poisonous Dishcloth will _____ Traction Man and suffocate him! But what's this?
Traction Man has been saved by this little scrubbing brush!
"Well done, Scrubbing Brush! You can be my pet!"



Phonics to Spelling

- As we progress through Year 2 we move from a focus on using phonics to read to using phonics to spell as the majority of children are now 'readers'.
- We continue to use Little Wandle and begin by reviewing all of the Phase 5 phonics and spelling patterns in Autumn 1 e.g. different ways of spelling 'e'.
- We then progress to 'Bridge to Spelling' in Autumn 2 where we apply 'growing the code' phonics knowledge to the different graphemes for spelling the same sounds.
- Then from Spring onwards we are solely focused on spelling through the Little Wandle Spelling Programme, which teaches the patterns and rules which are statutory in the Year 2 English Curriculum.



Phonics to Spelling

Example Weekly Phonics and Spelling Coverage in Autumn 1

Weekly grid Phase 5 review

Week 1

Lesson focus	Common graphemes	Unusual graphemes	Unusual graphemes but useful words	Where in the word?	Tricky words	Read/write the sentence	Spell
/ai/	a-e ai ay a	eigh ea ey aigh	eight break great they grey straight	shake plate claim drain spray astray apron apricot		Drain the apricots and put eight on a plate.	straight great they
/ee/	y ea ee e	ie ey e-e	brief believe key valley these theme	happy family treat dream speech steep secret meteor	people	People say that keeping secrets makes you unhappy.	family people believe
/igh/	igh i-e i y	ie	lie/lie tied/tied (cry)/cried (fry)/fried	bright moonlight time smile tiger behind why reply	eye	Why do tiger eyes shine in moonlight?	time bright eye
/oa/	ow o o-e oa	oe ou	goes toes tomatoes volcanoes shoulder	snow shadow most bonus those alone float croak	although	My toes got cold when I played in the snow.	most alone although
Review	All graphemes: a-e ai ay a eigh ea ey aigh y ee e ie e-e igh i-e i ow o o-e oa oe ou	Sort it out /ee/ or /igh/: tiger why smile behind reply secret treat family speech theme		Best bets /ai/: spray plate apricot drain eight straight break grey /oa/: bonus alone croak shadow shoulder goes	Review tricky words: people eye although	You cannot trust a tiger that smiles in the shadows.	show grey reply happy

Notes for these lessons

- When you are teaching spelling, the children should be sitting at tables. All words spelled and sentences dictated should be written in a spelling exercise book.
- You may wish to print two copies of the word cards. Use one copy for sorting and the other for reading.
- Use your Assessment for Learning (AfL) to choose at least five additional graphemes that children need to review to slot into your grapheme pack.
- Refer to the Best bets guide for notes and additional information about spelling patterns. You can print off and display the Best bets posters.
- Choose to read or write the sentence each day based on the needs of your class. A shorter version of the sentences can be found in the Phase 5 review: Weekly spellings.
- Always model the first spelling but reduce the scaffolds for children based on your AfL.
- Lesson 3: In the unusual spelling activity, show the full word. In these notes, we have also included the root word.
- Lesson 5: Download the pictures /ee/ 'sheep in a jeep' and /igh/ 'a light in the night' to sort the words.



Writing

We continue with writing for different purposes using a high quality text as our stimulus.

Term Autumn 1	Autumn 1 (First Unit)	Autumn 1 (Second Unit)
Writing Outcome	Narrative (Finding Tale)	Information Text (Blue Whale)
Suggested Texts	The Whales' Song by Dyan Sheldon	Model information text
Reading Comprehension Learning Outcomes	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently. • Discussing the sequence of events in books. • Recognising simple recurring literary language in stories. • Making inferences on the basis of what is being said and done, answering and asking questions. • Participating in discussions about books and other works that are read to them and those that they can read for themselves.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently. • Discussing how items of information are related. • Being introduced to non-fiction books that are structured in different ways. • Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. • Participating in discussions about books and other works that are read to them and those that they can read for themselves.
Writing Learning Outcomes	• Develop positive attitudes towards writing. • Write for different purposes. • Consider what they are going to write before beginning by saying out loud what they are going to write about. • Re-read their writing to check it makes sense. • Revise how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and question marks. • Form lower case letters of the correct size relative to one another. • Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.	• Develop positive attitudes towards writing. • Write for different purposes. • Consider what they are going to write before beginning by saying out loud what they are going to write about. • Encapsulate what they want to say, sentence by sentence. • Re-read their writing to check it makes sense. • Use spacing between words that reflects the size of the letters. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few homophones.
Talk for Writing Tool Kit Progression of Skills	• Make sure the story has a beginning, middle and end. • Use a plan to help to write the story: storyboard, story map, story mountain. • Use a list of three to build a picture, e.g. blue curtains, red carpet, and a blazing fire. • Increase the range of adverbial openers.	• Learn and re-tell simple information texts with a three-part structure in sentences or short paragraphs: ◦ an opening that introduces the reader to the topic ◦ a number of chunks of information about the topic ◦ a conclusion with an amazing fact • Use this framework to create new texts by simple substitution and addition. • Collect and use known facts or invent facts. • Organise facts into a sequence for writing following the three-stage framework.

Activ

Grammar and Punctuation is embedded throughout the English curriculum and specific skills are discretely taught as part of a unit



South Gosforth First School Mathematics Overview – Year 2 – 2026-27



Week:	1	2	3	4	5	6	7	8
Term:								
Autumn 1	Place Value						Addition and subtraction	
	Shape							
Autumn 2	Addition and subtraction				Money		Consolidation	
	Shape							
Spring 1	Money		Multiplication and division					
	Time							
Spring 2	Multiplication and division							
	Position and direction							
Summer 1	Consolidation	Fractions						
	Length and height				Mass, capacity and temperature			
Summer 2	Consolidation	Statistics			Consolidation			
	Mass, capacity and temperature							

This overview is based on the White Rose scheme of work and may be adapted by teachers to meet the needs of the cohort and the school year.
1 session per week will be spent on Geometry or Measure units.

Supporting your child at home

Reading

We encourage the children to read to an adult at home regularly throughout the week to build confidence, stamina and fluency. Parents and carers are encouraged to make a note in the reading diary to celebrate the children's successes or to highlight any areas where they feel they may need more support. Books may not be changed if children do not have a comment/signature in their reading record to indicate they have read their books. We also love to share books in school and children are welcome to bring in books to share with the class e.g. a book by the same author we have read in school or about a topic we are looking at. Reading books and records should be in school every day so we can take every opportunity to read together.

Supporting your child at home

Spelling

This half term in our phonics and spelling lessons we are revisiting Phase 5 Phonics so will be doing more than one sound / spelling pattern per week. Dictated sentences will be used to assess the children's understanding of how to apply the spelling rules they have learned. The Year

Number Facts

This half-term we are continuing to focus on fluency in Maths, so we can recall facts speedily and apply them in new Maths learning. Our homework facts to practise link to our Number Sense work and will help us calculate more efficiently. Quizzes will be used to assess children's understanding.

Week	Week commencing	Spellings	Number Facts
1	Wednesday 3rd September	<u>No homework this week</u>	
2	Monday 7 th September	<u>Revising Y1 Common Exception words</u> In class	<u>Number Bonds to 10</u> In class
3	Monday 14th September Quiz date: Friday 18th September	<u>Phase 5 Sounds</u> eight great <u>break</u> know sign thumb crumb <u>Tricky Words</u> busy beautiful pretty	<u>Subitising to 5</u> Ways of making 5 at speed
4	Monday 21 st September Quiz date: Friday 25 th September	<u>Phase 5 Sounds</u> cheer steer usual treasure badge bridge dodge <u>Tricky Words</u> hour move improve	<u>Subitising to 10</u> Ways of making 10 at speed
5	Monday 28 th September Quiz date: Friday 2nd October	<u>Phase 5 Sounds</u> crystal myth large change station action motion <u>Tricky Words</u> friend <u>parents</u> shoe	<u>Subitising on tens frames</u> Recognising 10s and 1s at speed.
6	Monday 5 th October Quiz date: Friday 9 th October	<u>Phase 5 Sounds</u> mission mansion session special social precious delicious cautious magician electrician	<u>Make and break 6, 7, 8</u> Addition and subtraction within 6 7 and 8
7	Monday 12 th October Quiz date: Friday 16th October	<u>Phase 5 Sounds</u> daughter naughty before sneeze chance worse knocking knocked climbed climbing	<u>One more and one less</u> One more and one less than numbers to 100
8	Monday 19th October Quiz date: Friday 23rd October	<u>Phase 5 Sounds</u> plunge energy gym wrapping wriggle wrinkle whine where whispering emotion	<u>Two more and two less</u> <u>Two more</u> and two less than numbers to 100
		End of half - term. Happy Holidays!	

Year 2 Fun!

- Great Fires Workshops - Autumn 1
- Whitley Bay Field Trip - Autumn 2
- Maths Week England - Autumn 2
- Y2 Theatre trip - December
- Centre for Life - Spring 1
- Visit to the Synagogue- Spring 2
- Sunderland Winter Garden - Summer 1
- Aspirations Week - Summer 1
- KSI Production - Summer 2



