

Year 2
Curriculum
Meeting

Autumn
2025

Pegasus Academy Trust



Welcome!

Since welcoming the children back we have been working on:

- Re-adjusting to routines and expectations of being back at school
- Ensuring our children feel safe and secure
- Teaching skills to ensure good learning skills are embedded
- Encouraging independence
- Ensuring time is given for revision of key skills before moving on

Assessment

National Curriculum

Teacher assessment

The children are judged to be either

- ‘**Working Towards**’ the expected standard
- ‘**Working At**’ the expected standard
- ‘**Working at Greater Depth**’ at the end of the academic year

Reading Assessment



- **Pace and fluency** – 90 wpm by end of Year 2
- **Vocabulary**- children should be able to **understand the language** used in the books they are reading or having read to them
- **Predicting**- think about what might happen next based on what they have read
- **Comprehension** - talk about the story and answer questions based on what has happened
- **Inference** – infer meaning from pictures or what they have read
- Little Wandle Books

Phonics — children who did not pass the phonics screening will retake in June 2026



Words you may hear your child use and what they mean!

Phoneme – A phoneme is the smallest unit of sound in speech and represents a single sound. For example the word ‘hat’ has three phonemes – ‘h’ ‘a’ and ‘t’.

Digraph – A combination of two letters representing a single speech sound. For example the ‘sh’ in ‘shape’ or the ‘ee’ in ‘tree’.

Trigraph – A group of three letters representing a single speech sound. For example the ‘igh’ in ‘light’ or the ‘ear’ in ‘near’.

Split digraph – This is where another letter comes in between the two letters of the grapheme, changing the sound of the vowel. An example is ‘a-e’ which when used in such words as make or take; the k letter separates the digraph resulting in an ‘ai’ sound being formed.

Grapheme – A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. An example of a one letter grapheme is the ‘s’ sound in sat is represented by the letter s, for a two letter grapheme the ‘ee’ sound in leaf is represented by the letters ea.

Reading and spelling

ea

each /ee/
head /e/
break /ai/

Look at all the different ways to write the phoneme sh:

shell

captshion

chef

mansshion

speshial

passshion



Further support for parents



- Little Wandle provides excellent support to parents via the parents page.
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- There are videos on how to support with the pronunciation of the sounds and how to support with blending.



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1

Phonics

- All children will be taught phonics in the Autumn term, finishing and reviewing phase 5
- We will continue to use the Little Wandle scheme that children used in Reception and Year 1
- Children who did not pass the phonics screening check at the end of Year 1 will receive daily phonics interventions run by a trained teaching assistant



Grow the code grapheme mat Phase 2, 3 and 5

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

Grow the code grapheme mat Phase 2, 3 and 5

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

*depending on regional accent

Reading

- By the end of the year, children should be able to read all of the Year 2 common exception words (these can be found in children's reading diaries)



Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

Reading in school

- Reading practice 3 times a week

Session 1: decoding

Session 2: prosody

Session 3: comprehension

1 fluency lesson a week

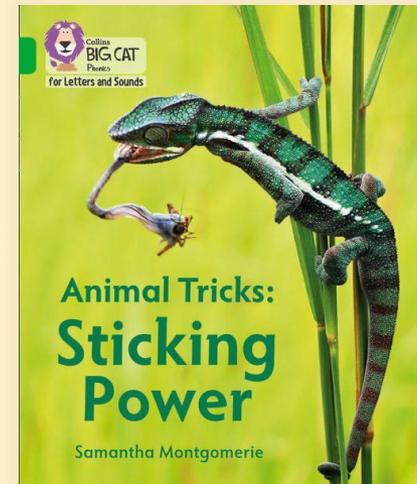
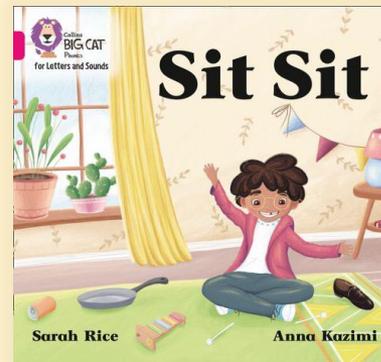
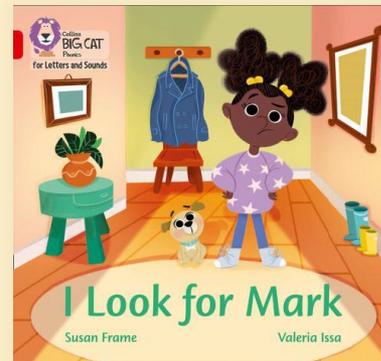
Reading for pleasure (We love reading)

1 Whole Class Reading lesson a week



Reading practice sessions are:

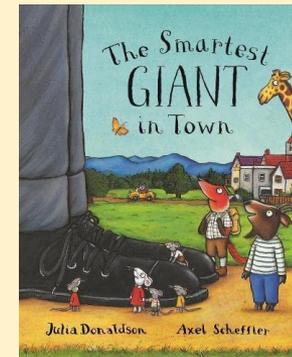
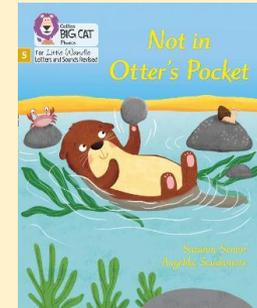
- timetabled three times a week
 - taught by a trained teacher/teaching assistant
 - taught in small groups
 - Focus on re-reading the same text to develop fluency
-
- Books will go home on Wednesdays and must be returned on the following Monday



Reading at home



- Teacher Choice Books (from Reading Practice)
- Shared Books (Child's choice)



Reading at home



Do

- **find a quiet time**
- **practise frequently for short periods**
- **use lots of praise**
- **read to your child**
- ask lots of questions
- go to the library
- write in the reading diary every time you read with your child

Don't

- read when your child is tired
- keep going if your child has lost interest
- get stressed when they get it wrong

Writing

Understanding GRAMMAR



- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Expanded noun phrases for description and specification [for example, the beautiful, blue butterfly or a **pretty, pink flower**]
- Learn how to use the 4 main sentence types - statements, questions, exclamations and commands

Statement: I have brown hair.

Question: What colour is your hair?

Exclamation: What lovely, brown hair you have!

Command: Wash your hair.

Understanding GRAMMAR



- Use the past and present tense correctly and consistently in their writing.

jump → jumped

shout → shouted

run → ran

swim → swam

Understanding GRAMMAR



- Formation of nouns using suffixes such as –ness, –er (e.g. sad – sadness, weak – weaker)
- Formation of adjectives using suffixes such as –ful, –less (e.g. pain – painful, power – powerless)
- Use of the suffixes –er, –est in adjectives to make comparisons (e.g. big - bigger, small - smallest)
- Use of –ly in standard English to turn adjectives into adverbs (e.g. dangerous – dangerously, beautiful - beautifully)

Understanding PUNCTUATION

Learning how to use both familiar and new punctuation correctly including:

- Full stops, capital letters, question marks and exclamation marks,
- Commas to separate items in a list,
- Apostrophes to mark where letters are missing in spelling for contractions [e.g. can't, wouldn't] and to mark singular possession in nouns [e.g. the girl's name].

Understanding SPELLING

- After October half term, most children will be taught spelling using the Little Wandle spelling scheme. This follows on from their phonics learning, using the same mantras and routines that children will already be familiar with.

- Examples of the words your child will need to be able to spell by the end of the year;

- faster

- sunny

- thanked / hurried

- Saturday

- knew / whale

- teddies / sweets

- Tricky words will become known as prickly spellings



Maths



- Children in year 2 will be continuing with the maths mastery approaching to learning as they have done since reception
- This involves lots of practical opportunities for the children to solve problems
- Centres around talk and reasoning



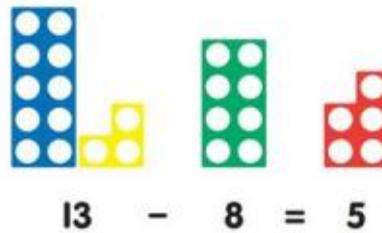
Maths Mastery

- It involves breaking down larger, complex learning goals into smaller steps
- It ensures all children are provided with opportunities to develop a deep and secure knowledge and understanding of mathematics



Concrete, Visual, Abstract

The principle of the CVA approach is that for children to have a true understanding of a mathematical concept there are three phases they need to master: concrete, pictorial and abstract. Reinforcement is achieved by going back and forth between these representations.



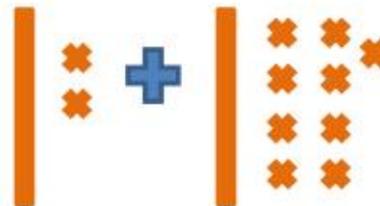
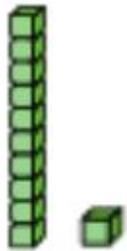
$$13 - 8$$

Active/concrete



Building visual images

Abstract



$$12 + 19$$



Strategies

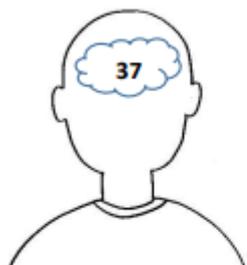
- Remind children to be practical and draw things to help them
- Children learn different strategies e.g. an empty number line, arrays, grouping, partitioning and recombining and drawing Dienes
- Children are encouraged to use and draw one of the strategies even if it is to check their answer



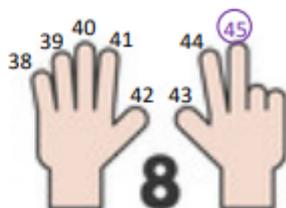
Strategies: Addition

When adding 10 or less...

$$37 + 8 = 45$$



bigger number in your head



count on in ones (use your fingers!)

When adding 11 or more...

*** partition and recombine ***

$$\begin{array}{r} 32 + 24 = 56 \\ \begin{array}{l} / \quad \backslash \\ 30 \quad 2 \end{array} \quad \begin{array}{l} / \quad \backslash \\ 20 \quad 4 \end{array} \end{array}$$

First, partition both numbers into their **tens** and **ones**

Next, add the **tens**...

$$\text{T: } 30 + 20 = 50$$

Then, add the **ones**...

$$\text{O: } 2 + 4 = 6$$

Finally, 'recombine' the tens and ones...

$$\text{T+O: } 50 + 6 = 56$$



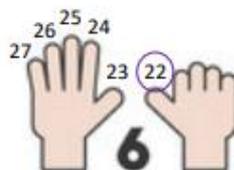
Strategies: Subtraction

When subtracting 10 or less...

$$28 - 6 = 22$$



starting number in your head



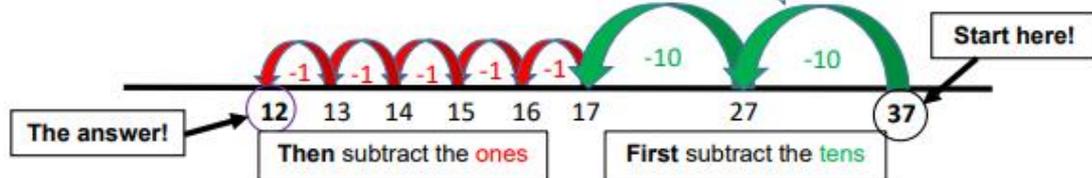
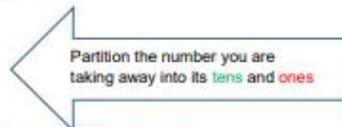
count back in ones (use your fingers!)

When subtracting 11 or more...

$$37 - 25 =$$

jump back in tens and ones on a blank number line

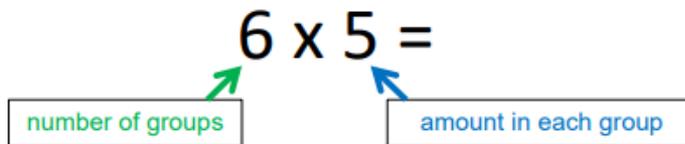
$$37 - 25 = 12$$





Strategies: Multiplication

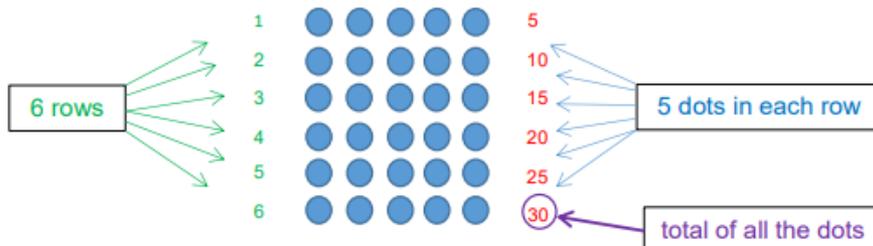
Example:



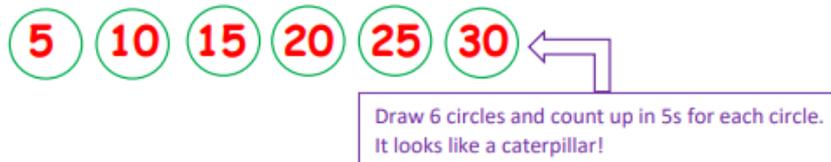
This is the same as...



You can draw an array...



Or use your number facts...



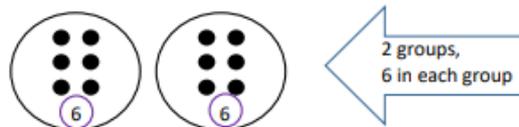


Strategies: Division

- **Sharing**

$$12 \div 2 = 6$$

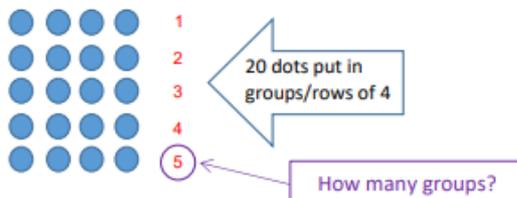
“What is 12 shared equally between 2 groups/people?”



- **Grouping**

$$20 \div 4 = 5$$

“How many groups of 4 are there in 20?”



- **Number facts (grouping, but quicker!)**

$$80 \div 10 = 8$$

“How many 10s are there in 80?”



Thematic



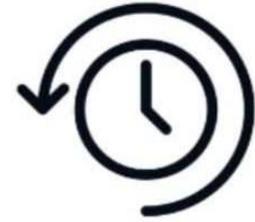
Drawing, painting and sculpting with imagination and skill



Designing, making and evaluating products that solve problems



Geography is the study of places on planet Earth and how people live in them



History is the study of the past

- The Terrible Tudors
- Looking at London
- Oh I do like to be beside the Seaside

Science

- Animals including humans (builds on Year 1)
- Materials (builds on Year 1)
- Plants (builds on Year 1)
- Living things and their habitats (NEW)

Computing

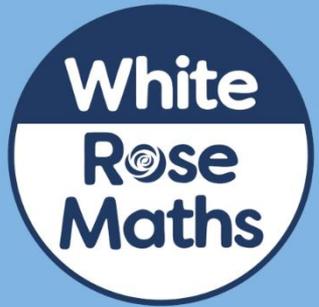
PSHE

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Resources



1-minute MATHS
for KS1!

- Subitising
- Addition
- Subtraction

Have you heard about our amazing new app?

It's 1-Minute Maths

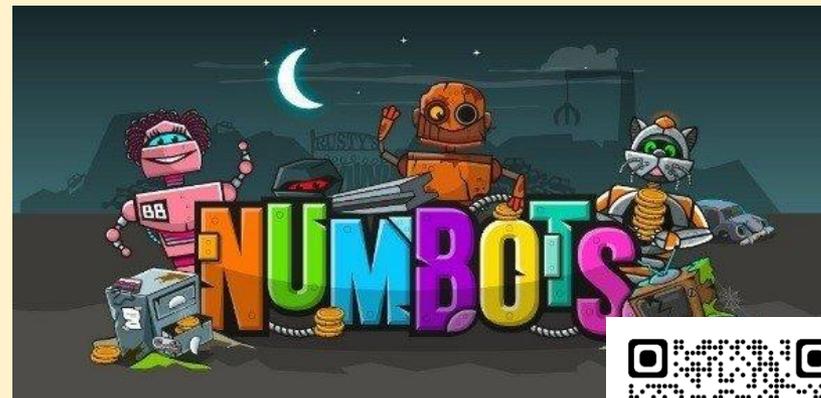
Designed for use both in class and at home, our new 1-Minute Maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!

Download on the App Store | GET IT ON Google Play

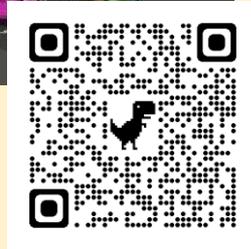
This first version of the app is aimed at Key Stage 1 pupils, and focuses on adding and subtracting — and on 'Subitising'. The free mobile app is available for Apple/iOS, Android and Kindle.



White Rose 1-minute maths



Numbots www.numbots.com



Topmarks Search | Whiteboard Resources | Learning Games | Topmarks Apps | Topmarks Blog

Find great educational resources

Browse by subject and age group

Maths | Select Age Group... | Go

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Hit the Button

Number bonds, doubling, halving, times tables, division problems against the clock. Brilliant for improving mental math skills, but particularly times tables either up to 10 or up to 20.

6-11 year olds

Hit the Button App

- Times Tables
- Number Bonds
- Doubles
- Halving
- Division
- Square Numbers

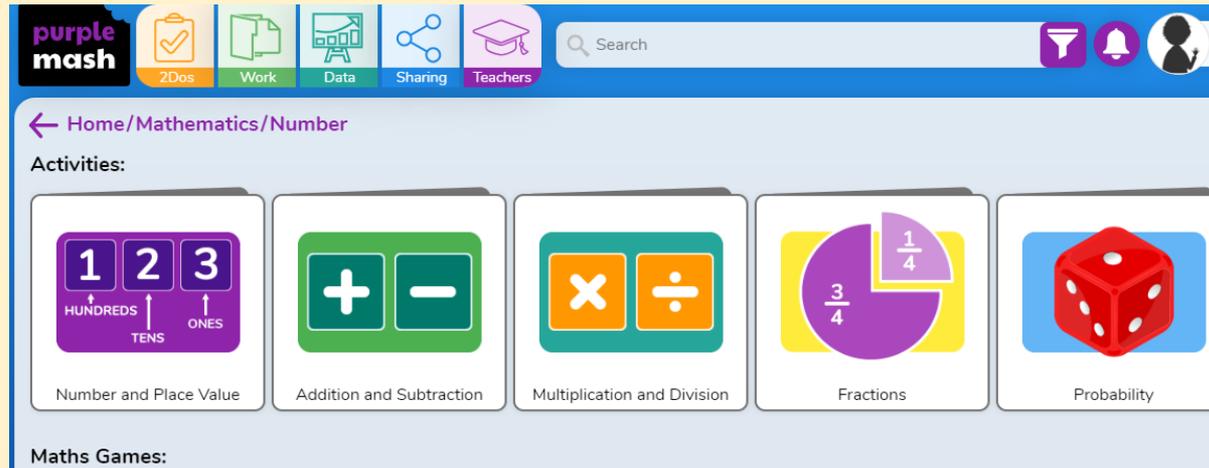
Available for iPad, Android, Windows & Mac



www.topmarks.co.uk

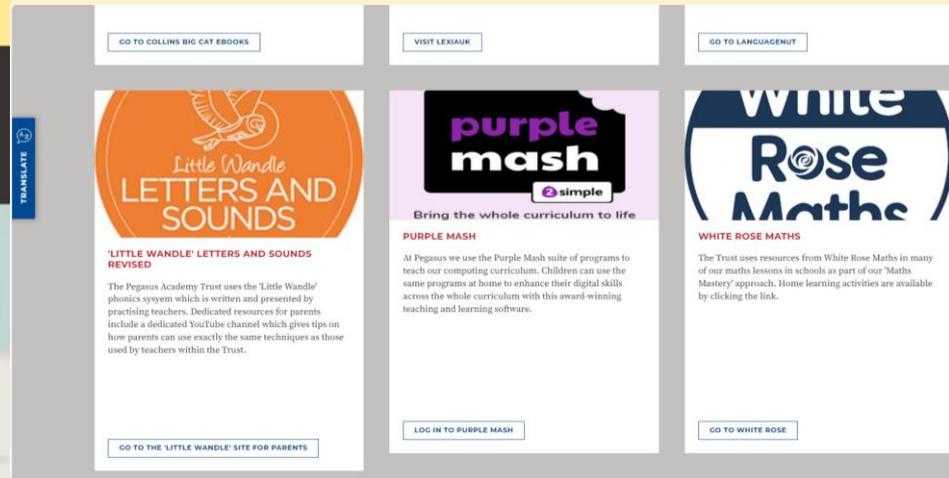


Children can log onto Purple Mash using their lgfl log in.



The best way to access this is through the school website:

<https://www.pegasusacademytrust.org/online-learning>



HOW YOU CAN HELP



- Encourage your children to discuss their learning.
- Look at our website <http://www.pegasusacademytrust.org/>
- Read a variety of texts **to and with** your children – not just school books.
- Use incidental opportunities to read e.g. road signs, cooking instructions.
- Continue to practise areas of difficulty that your child may be experiencing.

HOW YOU CAN HELP

- Make each learning experience as enjoyable as possible.
- Take time to practise counting (in 1s, 2s, 5s and 10s forwards and backwards) and support number fact knowledge e.g. doubles, number bonds of 10, number bonds of 20
- Support your child with simple grammar, spelling and punctuation.
- Ensure your child knows how to read and spell Year 1 and 2 common exception words.

Trips

Hampton Court Palace

London



Autumn
2025



Spring
2026

Baitul Futuh Mosque



Spring
2026

Science trip

Summer
2026

Study Bugs



- We use Study Bugs as our communication system
- Please download the app on your phone
- All correspondence will be sent out using this app



Any questions?

