



CROWN
STREET
PRIMARY SCHOOL

Year 2 Curriculum Session
September 2026

*‘Education on another level,
where possibilities are endless’*



CROWN STREET
PRIMARY SCHOOL

School Rules

We are respectful
Everybody is valued and respected

We do our best
Everybody takes pride in all that they do

We make good choices
Everybody reflects on their behaviour and learns how to make good choices




CROWN STREET
PRIMARY SCHOOL

Year 2 | Autumn Term



Bravery



Citizenship



Curiosity



Gratitude



Integrity



Kindness

Curriculum Bookshelf			Bookshelf to come ...	Bookshelf to come ...
Rights Respecting Articles	Article 8 (Identity) Article 9 (Keeping Together) Article 13 (Sharing Thoughts) Article 29 (Aims of Education)		Articles to come ...	Articles to come ...
English	Routes to Reading, Jungle Club Spelling & Handwriting Writing to entertain - Character Descriptions, Poetry, Narrative Re-tell, Diary Writing to inform – Non-Chronological Report, Instructions		Routes to Reading, Jungle Club Spelling & Handwriting Writing to entertain - Character Descriptions, Poetry, Narrative Re-tell, Diary Writing to inform – Information Text	Routes to Reading, Jungle Club Spelling & Handwriting Writing to entertain – Innovated Story, Poetry, Writing to inform – Non-Chronological Report, Instructions, Recount
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Geometry: Shape	Measurement: Money Number: Multiplication and Division	Measurement: Length and Height Measurement: Mass, Capacity & Temperature
Science	Animal Need for Survival Humans Materials		Plants (Light and Dark) Living Things and their Habitats	
PSHE	Mental Health and Well-being	Keeping Safe Online	Me, My Body and Staying Safe	Money and Work
PE	Gymnastics – Spinning, Turning and Twisting Games Skills – Net and Walls		Yoga / Dance Invasion Games	
Geography	What are the significant differences across Africa?		How are places on different continents similar and different?	
History	People Who Changed the World		Great Fire of London	
Art	Drawing and Painting – Hundertwasser		Sculpture – Kusama	
Design Technology (D&T)	Textiles – Glove Puppets		Mechanisms – Wheels and Axis	
Computing	Computing Systems	Creating Media	Robot Algorithms	Data and Information – Pictograms
Music	Listening and Beat		Understanding and Composing	
Religious Education (RE)	What does the bible say about God's Promises? (Believing)	How do festivals celebrate the natural world? (Expressing)	What do Hindu stories teach? (Believing / Living)	Do we need rules to live by? (Living)
Enrichment – Oracy	Performance: Winter Performance		Performance: Spring Performance	
			Performance: Class Assembly	

Example Timetable for Year 2

	08:50 – 09:15	09:20 – 09:40	09:45 – 10:30	10:30 – 10:45	10:45 – 11:30	11:30 – 11:55	12:00 – 13:00	13:00 – 13:50	13:50 – 14:40	14:40 – 15:00	15:00 – 15:15
Monday	Morning Activity Writing Arithmetic Handwriting	Jungle Club (Spelling)	Handwriting + English	Snack // Break time	Maths	Routes to Reading	Lunch	PE		Whole School Assembly	Story
Tuesday	Morning Activity Writing Arithmetic Handwriting	Routes to Reading	Handwriting + English	Snack // Break time	Maths	RRSA Assembly	Lunch	PSHE	Computing		Story
Wednesday	Morning Activity Writing Arithmetic Handwriting	Jungle Club (Spelling)	Handwriting + English	Snack // Break time	Maths	Routes to Reading	Lunch	Science	Music	MYSTERY READER	
Thursday	Morning Activity Writing Arithmetic Handwriting	Jungle Club (Spelling)	Handwriting + English	Snack // Break time	Maths	Routes to Reading	Lunch	RE	Art	Singing Assembly	Story
Friday	Morning Activity Writing Arithmetic Handwriting	Jungle Club (Spelling)	Handwriting + English	Snack // Break time	Maths	Routes to Reading	Lunch	Library TT Rockstars	Geography	Story	

Routes to Reading

- Daily reading
- Builds on Phonics and develops reading skills
 - Vocabulary
 - Decoding
 - Fluency
 - Comprehension skills
- Whole class and small-group within lessons
- Wide-range of genres, themes and illustrations
- Re-reading of text
 - 10 maps for each text
- Review >> Teach and Reach >> Apply and Review
- Learning objective will be shared in Reading Record



Reading Strategies

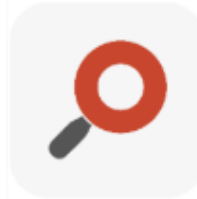
Build Background



Predict



Clarify



Question



Summarise



Question types



Copy Cat



Text Detective



Have Your Say

Reading Support in school

Use 'Reading Assessment Programme' to baseline and track reading progress throughout year

Daily Reading / additional reading

- To practise fluency and / or comprehension
- Done through:
 - small-groups within lessons
 - additional reading opportunities
 - small-group intervention – Reading Quest

Phonics

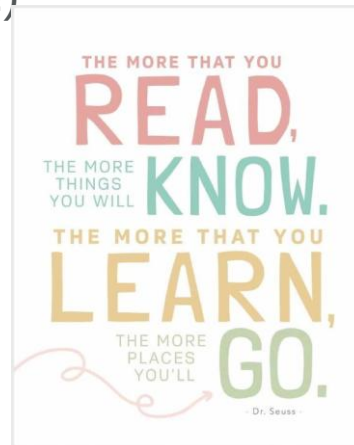
- For some, Phonics teaching will still be needed
- Done through:
 - Phonics lessons across the school
 - Small-group intervention – Lightning Squad

How can you support your child at home?

- Establish a reading routine at the time of day that suits you and your child
- Read little and often, to **and** with your child

	Child A	Child B
Minutes read each day	10 minutes	1 minute
Minutes per school year	1,800	180
Words read per year	800,000	8,000

- Read a variety of texts (re-read!)
- Pre-read:
 - walk through the book
 - look at pictures
 - make predictions
 - discuss characters and settings



Questions for storybooks

- What do you think will happen in this book?
- What has happened in the story so far?
- What will happen next?
- What do you think a specific character is thinking?
- How do you think a particular character is feeling? Why do they feel that way?
- Why did a character act the way they did?
- What was the problem in this story?
- How was the problem solved?
- What happened in the end of the story?
- Did you like the story? Why did you like it? Why did you not like it?

Questions for non-fiction books

- What facts did you learn?
- What did you find most interesting?
- Was there anything you didn't understand?
- What would you like to find out more about?

PENPALS for Handwriting



2

Practice Book

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

Handwriting

Join	Letters in this box	To letters in this box	Joins taught
Diagonal join to ascender	a c e i l t	h k l t	ch, th, ck, al, el, at, il, ill, ok, ot, ob, ol
Diagonal join, no ascender	a c d e i k l n t u	e i n r y	ai, ay, ir, er, ie, ue, ee, le, ar, ur, in, ui, ey, aw, an, ip
		a c d g s (anticlockwise letters)	ea, ig, dg, ng, ed, cc, eg, ic, ad, ug, dd, ag, as, es, os, ns, ds, is, ls, ts, ks
Horizontal join, no ascender	o v w	e i n p r u v w y	ow, ou, oe, ve, ot, oi, oy, on, op, ov
		a c d g o s (anticlockwise letters)	so, oa, wa, wo, ot, og, od, va, vo
Horizontal join, to ascender	o w	h	wh, oh

Break letters

These letters do not join: g j x y z

We do not join from these letters yet: b f p q s r



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Spelling – Jungle Club



Spelling
with the
JUNGLE CLUB

Term 1	Review from Year 1	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Compare: long /a/ (/ai/ay/a_e/a/)	Adding endings to split digraph words	great, break, steak	Contraction: can't
Week 2	Compare: long /e/ (/ee/ea/-y/)	Adding endings to split digraph words	because, again	Homophones: see/sea
Week 3	Compare: long /e/ (/ie/e_e/e/)	Adding endings to split digraph words and other words ending in 'e'	even, people	Homophones: be/bee
Week 4	Compare: long /i/ (/igh/ie/i_e/-y/) Prefix un-	Practise adding endings to split digraph words and other words ending in 'e'	find, kind, mind, wild, child(ren), climb	Contractions: I'll, you'll, we'll
Week 5	Compare: long /o/ (/oa/oe/o_e/ow/)	Adding endings to split digraph words and other words ending in 'e'	old, cold, gold, hold, fold, told	Contraction: don't
Week 6	Compare: long /u/ (/oo/ue/u_e/ew/u/)	Adding endings to split digraph words and other words ending in 'e'	most, only, clothes, both, hello	Homophones: blue/blew
Term 2				
Week 1	'ph' 'wh'	Words beginning 'wr'	who, whole, Mr, Mrs	Homophones: right/write
Week 2	Compare: /ur/ /er/ /ir/	Apostrophes for possession	after*, pass*, grass*, class*	Contraction: won't
Week 3	Compare: /ou/ /ow/	Apostrophes for possession	hour	Homophones: hear/here
Week 4	Compare: /or/ /ore/ /au/ /aw/	Suffix -ful	door, poor, floor, water, beautiful	Homophones: there/their
Week 5	Compare: /ear/ /eer/ /air/ /ear/ /are/	Suffix -less	sure, sugar, Christmas	Homophones: bear/bare
Week 6	Review & Consolidation			



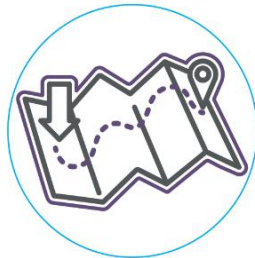
Writing



Immerse



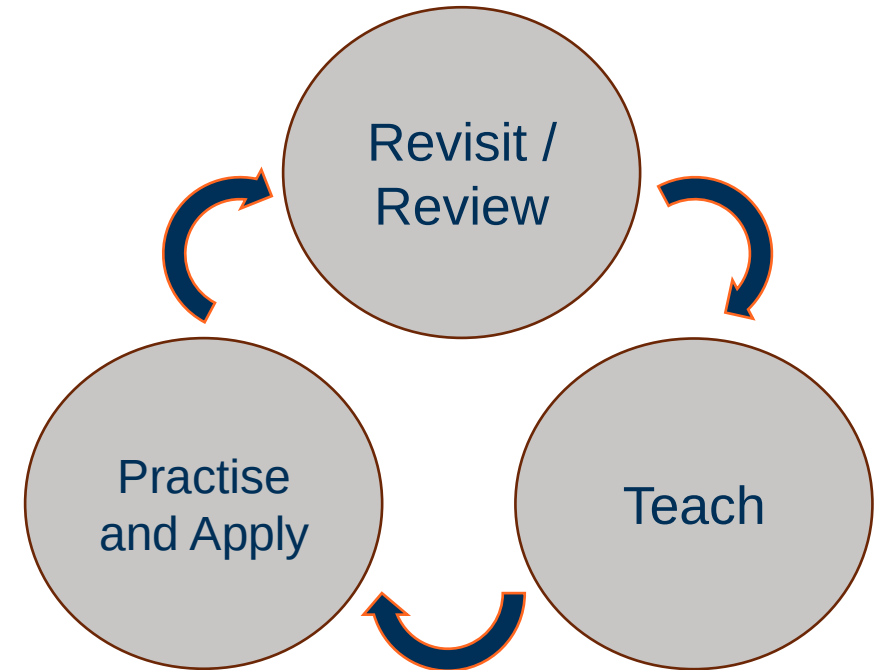
Analyse



Plan

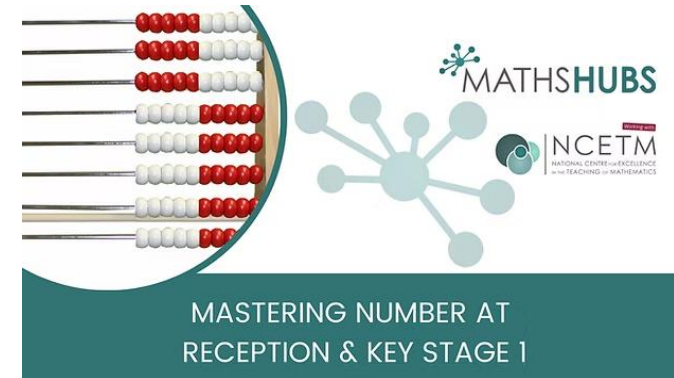


Write

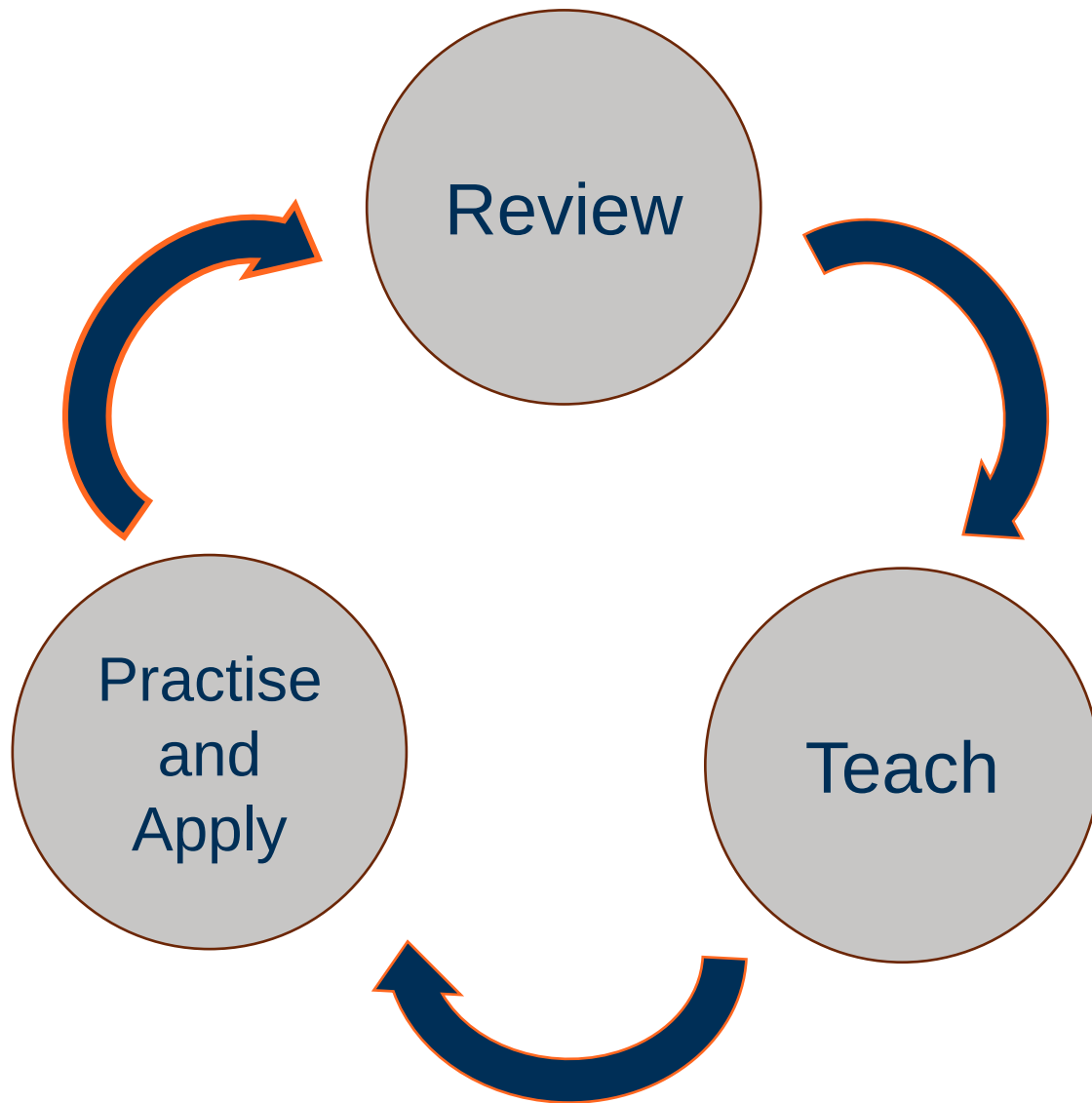




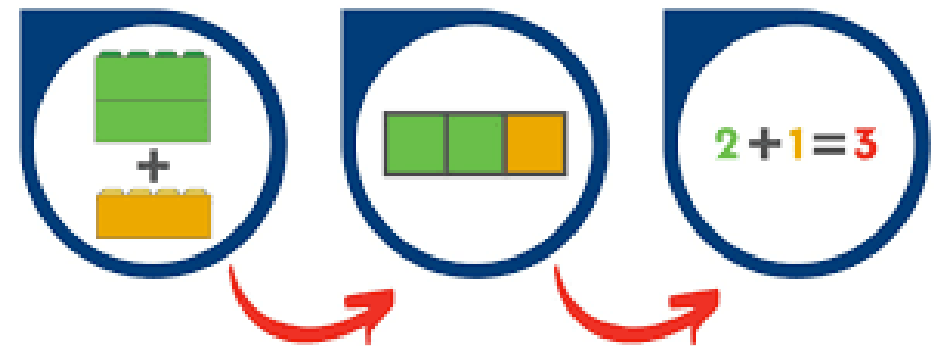
Maths



Year 2	Place value	Addition and subtraction	Money	Length and height	Fractions	Statistics
	Addition and subtraction	Shape	Multiplication and division	Mass, capacity and temperature	Time	Position and direction

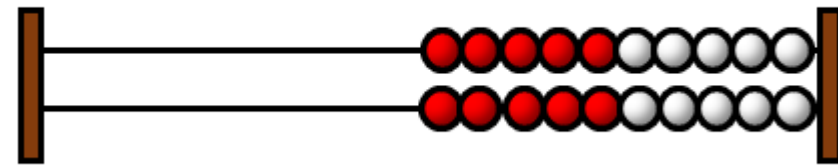


Concrete Pictorial Abstract



- **Understand numbers to 100**, including counting, ordering, comparing numbers and knowing place value.
- **Add and subtract confidently**, using mental methods and written calculations to solve simple problems.
- **Use multiplication and division facts**, including counting in 2s, 5s and 10s and solving simple sharing and grouping problems.
- **Recognise simple fractions**, such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{3}{4}$, and find fractions of shapes or quantities.

Apply maths to real-life situations, including measuring length, mass, capacity and time, working with money, and describing 2D and 3D shapes.



Multiplication

- 2, 5 and 10 times tables.



Name: _____

Times Tables
Rock Stars

3
Times Tables

Week 1 Session 1
2018-19
3s 4s and 8s
3 a week

Learner to Kings Hill School

1	3 x 4 = _____	21	3 x 6 = _____	41	4 x 3 = _____
2	3 x 11 = _____	22	3 x 1 = _____	42	10 x 3 = _____
3	3 x 2 = _____	23	3 x 10 = _____	43	7 x 3 = _____
4	3 x 9 = _____	24	3 x 3 = _____	44	7 x 3 = _____
5	3 x 7 = _____	25	3 x 8 = _____	45	8 x 3 = _____
6	3 x 10 = _____	26	3 x 12 = _____	46	2 x 3 = _____
7	3 x 11 = _____	27	3 x 7 = _____	47	5 x 3 = _____
8	3 x 3 = _____	28	3 x 5 = _____	48	7 x 3 = _____
9	3 x 7 = _____	29	3 x 12 = _____	49	10 x 3 = _____
10	3 x 5 = _____	30	3 x 3 = _____	50	2 x 3 = _____
11	3 x 4 = _____	31	8 x 3 = _____	51	3 x 3 = _____
12	3 x 6 = _____	32	10 x 3 = _____	52	12 x 3 = _____
13	3 x 3 = _____	33	8 x 3 = _____	53	3 x 3 = _____
14	3 x 7 = _____	34	6 x 3 = _____	54	7 x 3 = _____
15	3 x 12 = _____	35	7 x 3 = _____	55	11 x 3 = _____
16	3 x 11 = _____	36	8 x 3 = _____	56	5 x 3 = _____
17	3 x 4 = _____	37	11 x 3 = _____	57	9 x 3 = _____
18	3 x 3 = _____	38	2 x 3 = _____	58	8 x 3 = _____
19	3 x 12 = _____	39	2 x 3 = _____	59	8 x 3 = _____
20	3 x 9 = _____	40	8 x 3 = _____	60	8 x 3 = _____

Time taken

:

3 minute time limit

Score

60

What's your rock status?

THANKS
< 18 correct in 3 mins

BAD ROCK STAR
18-19 correct in 3 mins

BUSHY
20-21 correct in 3 mins

GEEKY
22-24 correct in 3 mins

UNUSUAL ROCK STAR
25-29 correct in 3 mins

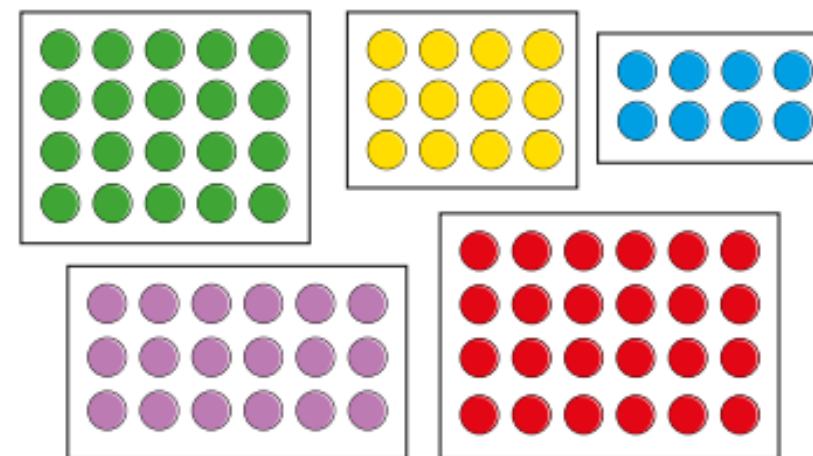
BUTTERFLY ROCK STAR
30-35 correct in 3 mins

HEADBANGER
36-44 correct in 3 mins

ROCK STAR
45-59 correct in 3 mins

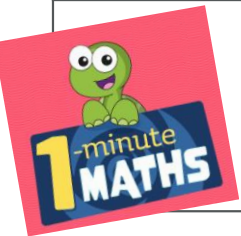
ALL correct in 5 mins
ROCK LEGEND
All correct in 5 mins
ROCK HERO
All correct in 5 mins

THANKS TABLES
ROCK STARS



Supporting your child with Maths at home

Number	Geometry	Measure
Games – dice, board, card	Jigsaws	Telling the time <i>analogue and digital</i>
Counting: <i>Anything / everything</i> <i>Different starting numbers</i> <i>forwards/backwards</i> <i>Counting in 2s, 5s and 10s</i>	Noticing shapes in the environment	Measuring
Aware of numbers in the environment	Designing / creating – <i>origami, nets etc</i>	Go shopping use coins and notes
App: White Rose 1 Minute Maths:	Building/Construction – <i>Lego, magnetic tiles, marble run etc</i>	Baking





Bravery



Citizenship



Curiosity



Gratitude



Integrity



Kindness



Personal Development

PSHE & RSHE

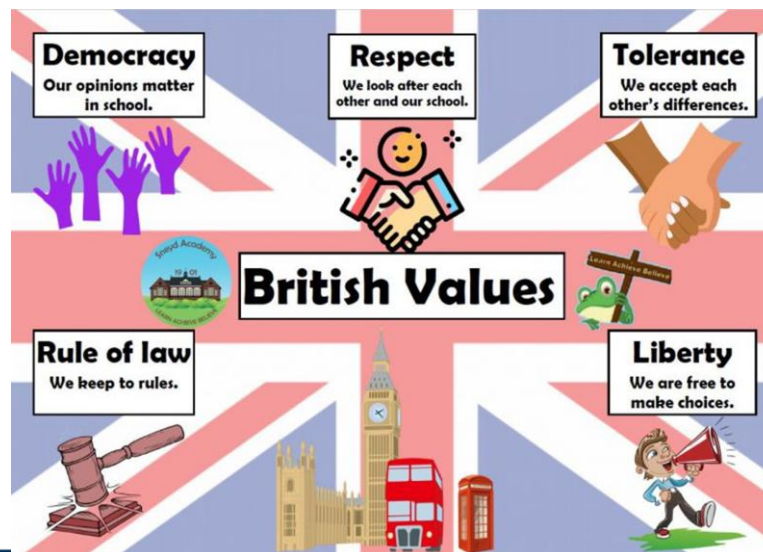
Fundamental
British Values

SMSC

Citizenship

The **ZONES** of Regulation®

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad Sick Tired Bored Moving Slowly		Happy Calm Feeling Okay Focused Ready to Learn		Frustrated Worried Silly/Wiggly Excited Loss of Some Control		Mad/Angry Terrified Yelling/Hitting Elated Out of Control	



PSHE

Rec	Forming Friendships, Exploring Emotions, Staying Safe		Teamwork, People who Help, Introducing the Internet,		Being Healthy, Becoming Independent, Understanding change	
Key Stage 1 Pupils should be taught about: special and important people in their lives; similarities and differences; different families; friendship and fairness; cooperation and teamwork skills; feelings and emotions; communicating effectively with others; consent and bullying behaviours.						
Year 1	Making friends, playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being Healthy	Showing kindness to ourselves and others
Year 2	Mental Health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Key Stage 2 Pupils should extend their learning on the themes covered in KS1 and build on their knowledge about: different types of families and loving relationships; who their support network consists of; unhealthy and healthy relationships, dares, risks and peer pressure; personal boundaries and secrets; techniques for resolving disputes, collaboration, compromise and sharing responsibilities and the consequences for our actions.						

Year 2 PSHE Medium Term Plan - Autumn

Themes: Mental Health and Wellbeing
Keeping Safe Online



Core Substantive Knowledge

Mental Health and Wellbeing

Children learn:

- To recognise and describe a range of feelings and emotions.
- How feelings can vary in strength and change over time.
- Simple strategies to help manage difficult feelings and worries.
- How kindness and self-care can support wellbeing.
- How change and loss can affect thoughts and feelings.
- Who can help when they feel worried, upset or need support.
-

Key Vocabulary

emotion, feeling, wellbeing, kindness, self-care, worry, support, change, loss, resilience

Key Questions

- What different emotions can I experience?
- What can I do when I feel worried?
- How can kindness support wellbeing?
- How do changes make us feel?
- Who can help me if I need support?

Keeping Safe Online

Children learn:

- How online content can affect feelings and emotions.
- How to make safe choices about what they watch, play and share online.
- Why personal information should be kept private.
- How to stay safe when using the internet and digital devices.
- What to do if they see something that makes them feel worried or uncomfortable online.
- Who they can ask for help if they have concerns about something online.

online, internet, device, personal information, private, safe, trusted adult, sharing, feelings, choice

- How can being online affect my feelings?
- What information should I keep private?
- How can I stay safe online?
- What should I do if something online worries me?
- Who can help me with online problems?

ding healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
ning respectful ionships	Money matters and news literacy	Me, my body and growing up	Families and growing together
tively engaging with world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
nges in Puberty (and education)	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

Physical Development (PE)



PE Kit
White polo shirt with school logo
Plain Navy/Dark Blue shorts
Plain Navy/Dark Blue tracksuit bottoms
Plain Navy/Dark Blue Sweatshirt jumper
Trainers (no pumps) and White socks

Home Learning

Set on Friday – handed in by Wednesday

- **Spelling** – 5 words a week (linked to spelling rule)
 - Spelling quiz on a Friday
- **Maths** – alternate White Rose Maths and TT Rockstars
 - Completed in Home Learning book
- **Reading** – daily reading of their Reading book (*Shared Reader / Year 2 book*)
 - Please sign / comment in Reading Record

As year develops ...

- *Written Reading Comprehension*
- *Handwriting*
- *Use of online platforms*



Supporting your child at home

- Reading, reading and more reading!
- Engage with Home Learning – build a routine, make it fun
- Writing – little and often (*diaries, letters, maps, signing their name, speech bubbles...*)
- Experiences inside and outside of the home
(*cooking with the family, your local park, helping with the weekly shop or visiting family and friends*)
- Talking about activities and your child's ideas
- Encourage creativity and designing (*paintings, drawings, designs, modelling, crafts*)
- Playing board games / card games

Your Child's Achievements

- Use of MCAS (My Child at School) - *reports, first aid, messages*
- Parents' Evenings in the Autumn and Spring Terms
 - *Reporting of assessments – Reading, Maths, Writing*
- Additional appointments initiated by teacher / parent
- Bi-Weekly Year Group Newsletter
- Exercise books / outcomes throughout the year
- Achievement Award, House Points, Class Points, Diamond Sticker

Behaviour

To support our children to manage their own behaviour and develop into respectful and empathetic young people



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School Rules

We are respectful

Everybody is valued and respected

We do our best

Everybody takes pride in all that they do

We make good choices

Everybody reflects on their behaviour and learns how to make good choices

- *'Curriculum' - teaching behaviour*
 - *School Rules, Character Traits, Rights Respecting*
 - *Routines, transitions, lessons*
- *Positive praise, rewards and achievements*
- *Scaffolds to support behaviour*
 - *Five stages*
- *Communication with parents/carers*
 - *MCAS Notification*



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Communication and Working Together

- *Bi-weekly Year Group Newsletter*
- *Whole-School Weekly Newsletter*
- *My Child At School (MCAS)*
- www.crownstreetprimary.org.uk
- Social Media – Facebook and Instagram
- Value home-school communication
 - *Updates, changes, different pick-ups ... etc*
 - *Miss Mathews available on the door – drop off/pick-up times*
 - *Available for longer conversations if needed*



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Your involvement ...

- Mystery Readers
- 'Watch me Teach'
- Coffee Mornings
- Sharing your experiences:
 - Religions and Celebrations*
 - Careers*
 - Linked to world-events*
 - Awareness days*
- PTA



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