

WELCOME TO THE YEAR 2 TEAM

Class 5

Teacher - Mrs. Woods

Teaching Assistants - Miss Molloy
& Miss Nelson (AM)

Class 6

Teacher - Mr. Lewis

Teaching Assistants –
Mrs Barraclough (AM)

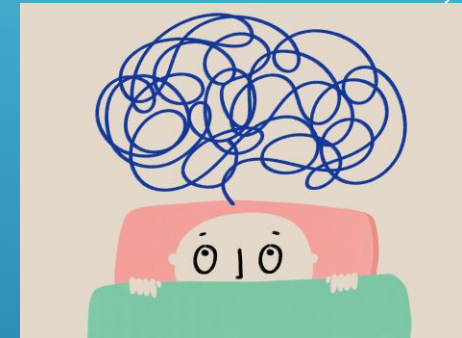
Mrs Javed – PM across year group



OUR CURRICULUM – CORE SUBJECTS

“What did you do at school today?”

“I can’t remember”



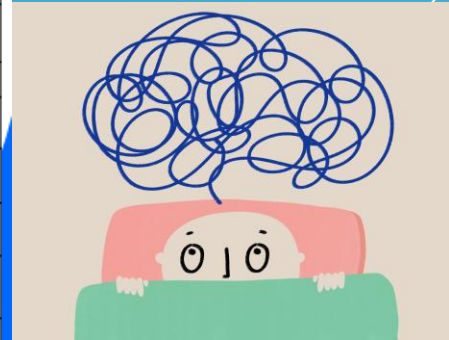
 Queen's Drive Primary School Year 2 Curriculum 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	Unit 1 – place value Unit 2 – length and mass Unit 3 – addition and subtraction Unit 4 – 2-D and 3-D shape	Unit 5 – counting, multiplication and sorting Unit 6 statistics Unit 7 – fractions Unit 8 – capacity and volume Unit 9 – money Unit 10 – time	Unit 11 – place value Unit 12 – mass, volume and capacity Unit 13 Addition and subtraction Unit 14 – money Unit 15 – multiplication and division	Unit 16 – length Unit 17 – addition and subtraction Unit 18 - 2-D and 3-D shape Unit 19 – fractions and position & direction Unit 20 – time	Unit 21 – place value and statistics Unit 22 – addition and subtraction Unit 23 – capacity and volume Unit 24 – temperature Unit 25 – fractions Unit 26 – position & direction and time Unit 27 – 2-D and 3-D shape	Unit 28 – addition and subtraction Unit 29 – multiplication and division Unit 30 - statistics and calculations Unit 31 – measurement
English	<u>Stories with familiar settings</u> - Way Home for Wolf by Rachel Bright <u>Non-chronological reports</u> – Wolves by Laura Marsh	<u>Traditional tales with a twist</u> – Sweet Little Wolf by <u>Instructions</u>	<u>Stories by the same author</u> Man on the Moon Dougal's Deep Sea Diary Bob's Best ever Friend <u>Non-Chronological reports</u> Real life explorers	<u>Persuasion</u> Mudpuddle Farm: Six Animal Adventures by Michael Morpurgo <u>Poetry Riddles</u>	<u>Animal Adventure Stories</u> - Ladybird Classics: The Wind in the Willows by Kenneth Grahame <u>Recount</u> - <u>Classic Poems</u> The Owl and the Pussy Cat by Edward Lear	<u>Stories as a Theme</u> - The Lighthouse Keeper's Lunch by Ronda Armitage & David Armitage <u>Poems on a Theme</u> <u>Explanations</u>
Science	Living things - habitats	Living things: microhabitats	Materials – uses of everyday materials	Animals, including humans: Life cycles and health	Plants: Plant growth	Making connections: plant-based materials

OUR CURRICULUM – FOUNDATION SUBJECTS

“What did you do at school today?”

“I can’t remember”

History	History of the school and Fulwood (significant events and people in our own locality)		Mathew Henson, Neil Armstrong and Amelia Earhart (Significant people in the past who have contributed to national and international achievements) Significant people		Seaside then and now (Events beyond living memory in places in their locality)	
Geography		Continents and Oceans		Hot and Cold Places	Contrasting locality Zambia	
PE	Fundamental movement skills – Net and wall	Dance Fundamental movement skills – bouncing	Fundamental movement skills - Piggy in the Middle Gymnastics activities	Athletics Invasion games – netball/basketball skills	OAA – the great outdoors Striking and Fielding – games	Swimming End of KS1 assessment
RE	Hinduism – how might people express their devotion?	Jesús – why do Christians say that Jesus is the ‘Light of the World’?	Islam – why Muslims believe it is important to obey God?	God – does how we treat the world matter?	Judaism – what aspect of life really matter?	Church – what unites the Christian community?
PSHCE & British Values	<u>Introduction Lesson and My healthy Self Unit</u> How can we look after our bodies?		<u>Connecting with others Unit</u> How can I build safe, kind and caring relationships with others?	<u>Citizenship Unit</u> How do people belong to a community and earn money?	<u>Growing Up/health protection Unit</u> How do we look after and respect our bodies as we grow?	<u>Staying safe/Citizenship Unit</u> How can I make safe choices in different places?
Computer Science	Discovery Coding (Refresher)		Discovery Coding (Different Sorts of Inputs)		Discovery Coding (Buttons & Instructions)	
Digital literacy	Self-image & Identity	Online Relationships	Online Reputation Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Copyright & Ownership
Information Technology		Digital Media - Music		Pictograms		
Music	Sambalele! - Samba band – WCIT		Exploring sounds/Recorders – WCIT		Songs of the Sea/Recorders – WCIT	
Design Technology			Mechanisms Final product – wheeled vehicles	Cooking and nutrition Final product – dip/sauce	Textiles Final product – Hand puppet	
Art	DRAWING Illustrator: Dave Rob Pop art collages of Preston buildings			PAINTING Artist: Alma Thomas Colour Theory Large scale paintings and pebble paintings		SCULPTURE Artist: Keith Haring Clay figures in acrobatic positions



WEBSITE BLOGS

Advent

Date: 11th Dec 2025 @ 7:45pm

In our RE lessons this half term we have been learning about the meaning of Advent for Christians.

We have learnt that in some churches they display their own advent wreaths.



Delicious Dips

Date: 6th May 2026 @ 2:55pm

As part of DT, Class 6 tasted different types of dips, designed their own dips and then made their own dips.

We used different bases to create them such as: Mayonnaise, Avocado, Tomatoes, Soured Cream or Natural Yoghurt.

We also were allowed to add some additional ingredients to it such as: Garlic, Coriander, Peppers, Onion, Chives and Lime.

We learnt 3 different chopping techniques: the bridge, the claw and fork secure.



A TYPICAL DAY IN YEAR 2

- ❑ Handwriting/Morning work
- ❑ Maths or English
- ❑ Phonics
- ❑ Playtime
- ❑ Maths or English
- ❑ Maths mastery/ Guided reading
- ❑ Lunchtime
- ❑ Foundation subject lesson (e.g Art, PE, History, Science, Computing, D.T. etc)
- ❑ Playtime
- ❑ Foundation subject lesson (e.g Art, PE, History, Science, Computing, D.T. etc)
- ❑ Story time
- ❑ Home time or after school club

CURRICULUM WEBS

Core Texts

In English we will be reading *Way Home for Wolf*. Through this thought-provoking book we will be exploring character traits and understanding that while independence is a great skill to have there are times that we need help from others. The children will develop their descriptive skills joining Wilf on his journey.

Our learning will also explore the features and content of non-chronological reports, continue to focus on wolves as the children develop their knowledge and understanding of these animals.



Recommended Reads

- Smaller novels by:
- Michael Morpurgo
 - Michel Rosen
- The Griffin Gate series by Vashti Hardy

History

This half-term we will be thinking as historians to explore the key question of 'How has Fulwood changed over time?'

Who is Edmund Harris and why is he significant to Fulwood?

During this unit, the children will be developing their disciplinary knowledge of change and continuity, Historical significance, Sources and evidence and Historical interpretation

Computing

This term in computing, children will, if required, refresh the terminology and coding skills covered previously ready to develop during their learning in Year 2. In our Digital Literacy strand the children will cover topics of self-image and identity and privacy and security when online.



PSHE

Introduction Lesson and My healthy Self Unit

How can we look after our bodies?

English

Stories with a familiar setting - *Way home for Wolf* by Rachel Bright.

Non-chronological reports - *Wolves* by Laura Marsh.

Children will continue to develop their ability to write sentences which are well punctuated, with finger spaces and use neat handwriting. We will develop our descriptive writing skills when writing about characters and settings from the story. The children will also learn the skill of note taking when gathering factual information. This information will be used to create a factual report about wolves, once we have explored and identified the features of such texts.

Curriculum Web Autumn 1



Welcome to the Autumn Term in Year 2! We have an exciting few months ahead that promise to enrich our learning with a variety of activities and experiences.

Music

Sing/perform songs with a Latin feel

Explore Latin and Samba music. Look at call and response and samba signals used during samba music.

Duration - repeat back longer basic rhythms.

Perform from basic notation - initially 'blob' notation - crotchets, quavers, crotchet rest.

Listen/appraise Latin music - begin to identify features

Create Latin rhythms to accompany a samba song

Art

Illustrator: Dave Rob

During this half-term we will be exposed to, review, analyse and eventually imitate the work of Dave Rob. We will develop our pencil control and sketching skills progressing through to creating Pop art collages of recognisable Preston buildings.

Mathematics

Unit 1 - Place Value

Unit 2 - Length and Mass

Unit 3 Addition and Subtraction



Science

Habitats

As scientists, the children will consider the life processes shared by all living things, the children classify objects as alive, once alive or never alive, explore a range of habitats by naming plants and animals found there, learn how different living things depend on each other for food and shelter and create food chains to show the sequence in which living things eat each other.

Religious Education

Hinduism - how might people express their devotion?

Physical Education

Net and wall skills and Kicking

In these units, children will develop movement skills, throwing and catching skills and the ability to strike a ball, from a tee and when self-fed. Children will also be introduced to the idea of tactics during a game when trying to outwit an opponent.

The children will explore kicking with different equipment and with accuracy.

Curriculum Enrichment:

During Autumn 1 we welcome a local author into school to inspire the children on their writing journeys.

We take our learning outside of the classroom to explore our local area to see Fulwood as it is now.

HOME READING

- ❑ The book your child has is determined by the phonics phase they are being taught. They will only move up to the next phase of reading book when become fluent within their reading level – this will be assessed in guided reading sessions.
- ❑ Books will only be changed if signed by an adult to say the book has been completed.
- ❑ If your child finishes their reading book – read it again or read a book from home. Read it once for word reading and again to develop understanding and comprehension skills.
- ❑ Encouraging reading for enjoyment
- ❑ Books are changed on Monday, Wednesday and Friday.
- ❑ Queens Drive has it's own reading book system which matches the progression in Red Rose Letters and Sounds.

Queens Drive Reading Progression Chart

Book Band Phase	New graphemes covered	Expected Year Group taught in
Please note Phase 1 books do not include words and all graphemes in the previous phase will appear in the new phase. For example, phase 2b books will include the graphemes from 2a - s, a, t, p, i, n, m, d and the new graphemes g, o, c, k.		
		EYFS
	s, a, t, p, i, n, m, d,	EYFS
	g, o, c, k	EYFS
	ck, e, u, r	EYFS
	h, b, f, ff, ll, ss	EYFS
	j, v, w, x, y, z, zz, qu, ch, sh, th, ng	EYFS
	ai, ee, igh, oa, oo/oo	EYFS
	ar, or, ur, ow, oi, ear, air, ure, er	EYFS
	Consolidation Phase	EYFS/Year 1
	Consolidation Phase	Year 1

	ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e	Year 1 Entering
	i, o, c, g, u, ow, ie, ea, er, ch, a, a, e, y, ou	Year 1 Developing
	ey (key, ui (fruit) ey (grey), eigh, ,ea (steak) ol (cold) oul (shoulder), ough	Year 1 Developing
	a (father), al (half), oul (could), oor (door), ore (more), al (walk), our (four), augh (caught), ough (thought), or (work), ear (learn), eer (cheer), ere (here), ear (bear), are (care), ere (where)	Year 1 Secure
	/L/, le (uncle), al (medal), /z/ se (cheese), /zh/ s (usual) si (vision), /n/ kn (knee) gn (sign), /r/ wr (wrist), ge (large), dge (fridge), /s/ se (house), ce (pence), sc (scent), st (listen), s (sugar), c (ocean), ti (action), ssi (mission), si (mansion), ci (special), /m/ mb (thumb), /v/ ve (love), /ch/ tch (catch) ture (picture)	Year 1 Secure

Phase 6	Purple	Year 1 Secure
Phase 6	Gold	Year 2 Entering
Phase 6	White	Year 2 Developing
Phase 6	Lime	Year 2 Secure
Phase 6	Copper	Year 3 Entering

READING CERTIFICATES.

- ❑ As part of our mission to encourage children to read for pleasure.
- ❑ When your child has read the requisite number of times, they will be awarded a small certificate to mark their achievement. We would love to get as many gold star readers as possible by the end of the year.

Name: _____			
	Nick Sharratt	10	
	Rod Campbell	20	
	Julia Donaldson	30	
	Michael Rosen	40	
	David Armitage	50	
	Eileen Browne	60	
	Michael Morpurgo	70	
	Kenneth Grahame	80	
	Beatrix Potter	90	
	Bronze	100	
	Silver	200	
	Gold	300	
Well done!			
			
Keep on reading!			



The importance of Reading

“By the end of primary school children who read regularly can be up to a year ahead compared to those who don’t”

Only 1 in 5 children read daily – Cambridge study

Reading for pleasure early in childhood is linked to better cognitive performance and improved mental wellbeing in adolescence



What we do

Daily phonics lessons.

Streamed teaching across KS1.

Reading books linked to phonics teaching.

Books changed Mondays, Wednesday and Fridays (If reading records have been signed)

Guided reading sessions

English linked to high quality texts

Weekly Library visits



What you can do

Make reading a habit

Bedtime stories.

Audio books – for car journeys

Work on comprehension skills as well as fluency of reading



Rose Year 2 Spelling – Progression Trajectory

Alternative Graphemes for Phonemes		
Autumn 1	Week 1	/ee/ alternative graphemes
	Week 2	/oo/ and /yoo/ alternative graphemes
	Week 3	/ai/ alternative graphemes
	Week 4	/igh/ alternative graphemes
	Week 5	/oa/ alternative graphemes
	Week 6	/ow/ alternative graphemes /oi/ alternative graphemes /ar/ alternative graphemes
Autumn 2	Week 1	/u/ alternative graphemes /or/ alternative graphemes
	Week 2	/ur/ alternative graphemes /air/ alternative graphemes
Spelling Progression		
	Week 3	Add -ing , -ed and -er and -est to words where no change is needed to the root. Add the suffix -ly to words where no change is needed to the root.
	Week 4	Words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll, they're</i> .
	Week 5	/n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i> . Spell correctly and distinguish between homophones, e.g. <i>no/know, not/knot, new/knew</i> .
	Week 6	Add -es to nouns and verbs ending in -y , e.g. <i>copies, babies</i> .
Spring 1	Week 1	/s/ sound spelt c before e, i and y, e.g. <i>ice, cell</i> . /dʒ/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i>), and spelt as g elsewhere (e.g. <i>magic, giant</i>).
	Week 2	/l/ or /al/ sound spelt -le at the end of words, e.g. <i>table, apple</i> . Add suffix -ly to words ending in -le , e.g. <i>crumble gentle wrinkle horrible cuddle</i> .
	Week 3	Add the endings -ing , -ed to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i> .
	Week 4	Add the endings -er and -est to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>fit, fitter, fittest</i> .
	Week 5	Spell correctly, distinguish between homophones <i>there, their, they're; your, you're</i> .
	Week 6	/aɪ/ sound spelt -y at the end of words, e.g. <i>try, reply</i> . /i:/ sound spelt -ey , e.g. <i>key, donkey</i> .
Spring 2	Week 1	Add suffixes -ful and -less , e.g. <i>playful, careful, careless, hopeless</i> .
	Week 2	Add the endings -ing and -ed to words ending in -e with a consonant before it, e.g. <i>hiking, hiked</i> .
	Week 3	Add the endings -er and -est to words ending in -e with a consonant before it, e.g. <i>bake, baker, nice, nicer, ni</i>
	Week 4	Use the possessive apostrophe (singular), e.g. <i>the girl's book</i> .

SPELLINGS

- Follow our phonics scheme.
- Spellings will be sent home on Mondays and checked in school on Mondays

Name: _____ I scored _____ in my last spelling test.

Look Say Cover Write Check

Blend for reading using sound buttons

Use the Look, Say, Cover, Write, Check strategy to practise your spellings – think about your handwriting ☺

* faster *

* bravely *

quickly

Our focus for this week is:

Spellings for Mrs Woods' Phonics Group.
Please learn these spellings before Monday 17th November

Suffix endings where there is no change to the root word – ing, ed, er, est, ly

High frequency words or common exception words

Name: _____

I scored _____ in my last spelling test.



Blend for reading using
sound buttons

Use the Look, Say, Cover, Write, Check strategy to practise your
spellings – think about your handwriting 😊

* _____ *

faster

* _____ *

bravely

quickly

Spellings for Mrs Woods' Phonics Group.

*Please learn these spellings before Monday 17th
November*

Our focus for this week is:

Suffix endings where there is
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ing, ed, er, est, ly

**High frequency
words or common
exception words**



COMMON EXCEPTION WORDS - SPELLINGS

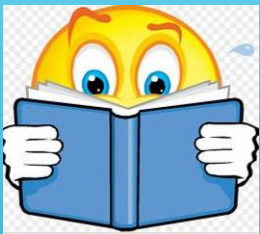
Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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



GRAMMAR AND PUNCTUATION IS...



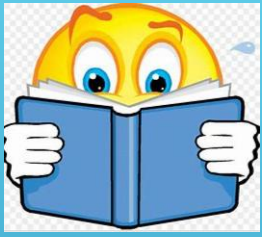
... an important part of the English curriculum. Children learn the correct terminology.

Punctuation Focus

- ❑ End marks: Using capital letters, full stops, question marks, and exclamation marks correctly.
- ❑ Commas: Using commas to separate items in a list.
- ❑ Apostrophes: Using apostrophes for contractions (missing letters like don't) and singular possession (like the dog's toy)

Grammar Focus

- ❑ Sentence types: Writing statements, questions, exclamations, and commands.
- ❑ Tenses: Consistently using the past and present tenses, including the progressive form (e.g., she is walking or he was jumping).
- ❑ Word structure: Adding suffixes to form nouns and adjectives, including -er, -est, and turning adjectives into adverbs using -ly.
- ❑ Phrases: Using expanded noun phrases to describe things in detail (e.g., the blue butterfly).
- ❑ Joining words: Using coordination (e.g., and, but, or) and subordination (e.g., when, if, because) to join clauses



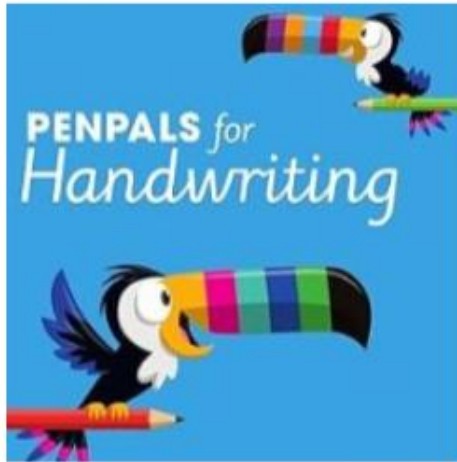
HANDWRITING



All children write using the Penpals Handwriting Style and are encouraged to:

- ☐ Start and finish letters in the right place
- ☐ Write capital letters correctly
- ☐ Write letters on the line
- ☐ Use spaces between words
- ☐ Use memorable phrases to help them with their letter formation
- ☐ Recognise the handwriting families
- ☐ Form numbers correctly and learn number rhymes to help write numbers.

THE PENPALS HANDWRITING STYLE



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
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
0 1 2 3 4 5 6 7 8 9

LIBRARY OF JOINS



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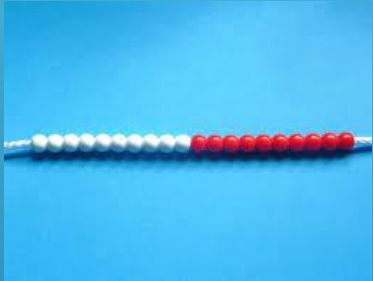
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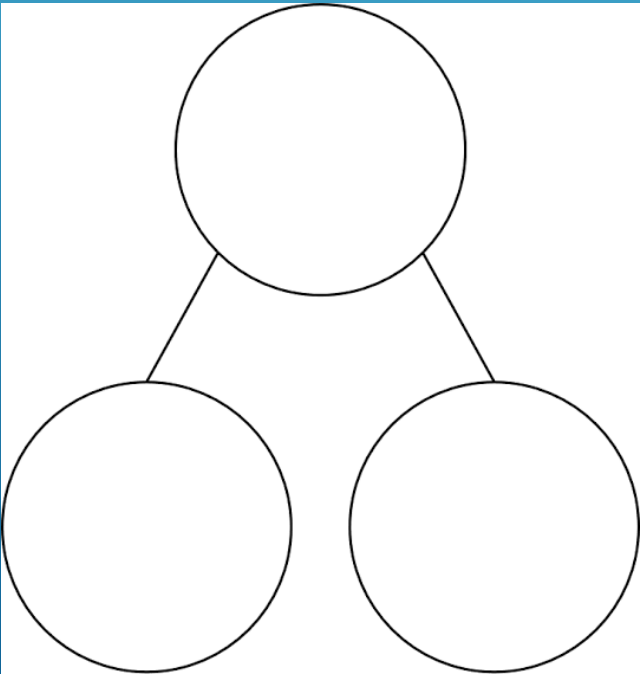
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MATHS



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





THE MATHEMATICS CURRICULUM



By the end of Year 2, children should be secure in:

- ❑ Number facts and place value to 100.
- ❑ Addition and subtraction using mental and written methods.
- ❑ Multiplication and division through the 2, 5 and 10 times tables.
- ❑ Fractions including halves, quarters and thirds.
- ❑ Measuring and comparing length, mass, capacity, volume and temperature.
- ❑ Using money confidently in practical contexts.
- ❑ Telling the time to the nearest 5 minutes.
- ❑ Identifying and describing 2-D and 3-D shapes.
- ❑ Collecting, presenting and interpreting data.
- ❑ Explaining and reasoning about their mathematical thinking



FOUNDATION SUBJECTS

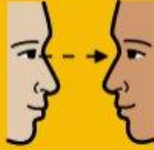


- Stand alone subjects that are taught include Music, History, Geography, R.E, Computing, PSHE and P.E.

THE QUEEN'S DRIVE WAY

How to Listen

Pay attention



Sit nicely



Focus on the teacher



Be quiet



Put your hand up to speak



How to play with others

Choose a fun game



Use kind hands



Don't push or play fight



Listen to others



Take turns to choose games



THE QUEEN'S DRIVE WAY

Moving around the classroom

Look for the
hand signal



1
Stand up



2
Move



3
Sit down
or line up



Great job!



Moving around school

Always walk,
never run



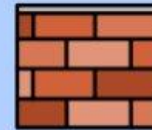
Single line



Silently



Walk by the
wall



Great job!



THE QUEEN'S DRIVE WAY

Respect towards others

How to Listen	
Pay attention	
Sit nicely	
Focus on the teacher	
Be quiet	
Put your hand up to speak	

Moving around the classroom	
Look for the hand signal	
1 Stand up	
2 Move	
3 Sit down or line up	
Great job!	

How to play with others	
Choose a fun game	
Use kind hands	
Don't push or play fight	
Listen to others	
Take turns to choose games	

Moving around school	
Always walk, never run	
Single line	
Silently	
Walk by the wall	
Great job!	



ADMIN



- ☐ Attendance – phone the office know if your child won't be in school or has an appointment.
- ☐ Label all your child's clothing.
- ☐ Full water bottles each day please.
- ☐ Nut free school.
- ☐ No food for gifts.



ADMIN



- ☐ Correct uniform (summer dresses until end of September)
- ☐ No earrings
- ☐ Choose dinners beforehand
- ☐ Encourage children to be as independent as possible.
- ☐ No toys in school



ADMIN COMMUNICATION



☐ Messages will be sent out via School Spider.

☐ If you need to get in touch with us then please email

secretary@queensdrive.lancs.sch.uk .This will then be forwarded on to ourselves.

School Uniform



Winter uniform

- ☐ Charcoal grey skirt, grey trousers or shorts or checked skirt (optional)
- ☐ Logoed polo shirt
- ☐ Logoed sweatshirt or cardigan.
- ☐ Grey tights or socks

Summer uniform

- ☐ Blue and white summer dress
- ☐ White socks or white tights – no leggings
- ☐ Grey shorts

Other

1. Long hair tied back
2. No nail varnish
3. Hair accessories – black, brown or school colours of blue or yellow
4. Black shoes – no flashing please.
5. No earrings

LOST PROPERTY.

- ❑ If your child does happen to lose an item of clothing or leave it out on the playground during break Lost Property is located in the entrance to the KS1 building (where we enter in a morning.)
- ❑ This year, we will be continuing to build on the children's independence skills in the classroom as well as being able to look after their own personal belongings.



Questions?



PE DAYS

Class 5 – Wed & Fri

Class 6 - Tues & Thurs



Forest School – Spring 1
January
Swimming – June



Educational visits/visitors

- Explorer workshop – in school Spring 1
- Trip to Blackpool Circus – Summer 2