Welcome to Year 2

Welcome Back To School

Hello,

My name is Mr O'Donohoe. Some of you already know me as I have taught at Anderton for a while now but for those of you who don't I'll give you a bit of an insight in to who I am.

I have been teaching for 13 years now and prior to teaching worked for Mad Science. Anderton is my first school in Chorley having been born and raised in Bolton – only moving to Chorley 7 years ago. I have two boys – the eldest is 10 and the youngest is 7 so outside of school I have my hands full!

When I'm not taxiing them from one social event/club to another I enjoy playing rugby.

I am always available if there are any queries or concerns you may have through Class Dojo or contacting school directly.

I am looking forward to getting to know you and your children better and working together to help them achieve.

Important days in Year 2

Miss Carroll teaches our class on Wednesday mornings and alternate Wednesday afternoons. On Mondays, Miss Carroll and Mrs Brown teach the children.

Monday & Wednesday – PE

Tuesday –
Outdoor Learning

Thursday – Homework to be returned to school

Friday – Celebration Assembly, Homework sent home

Reading books should come in to school everyday along with reading records.

Year 2 Rewards

We are continuing to reward children using Dojos this year. They will continue from where they left off last year which should allow all children the opportunity to work towards each of the reward levels.

When children earn their first 100 dojos they will be rewarded with a bronze star and the choice of a book. We will then redeem their dojos so that they can work towards silver (150) and Gold (200).

We will also be having our 'Good to be Green' raffle which will reward those children who have consistently made the right choices through the week and maintained 'green'.

Contact:

Messages via dojo are the quickest and easiest way to get in touch. I am also available after school or a longer appointment can be made if needed.

How you can support your child at home.

- ✓ Read as often as possible with your child, whether it is your reading book or another book from home.
- ✓ Complete weekly homework.
- ✓ Practise handwriting.
- ✓ Practise your child's spellings.
- ✓ Most importantly…spend time together doing things that you all enjoy and that develop their life experiences!
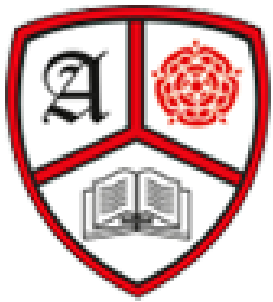
Anderton Primary School

Year 2 Autumn Timetable

	8.40-8.55	8.55 - 9.10	9.10-9.30	9.30-10.30	10.45-11.00	10.45-11.00	11.00-12.00	12.00-1.00	1.00-1.30	1.30-2.20	2.20-3.00	3.10-3.20
Monday	Morning task	My Happy Mind Assembly	Phonics	English	Break	PAG & H/writing	Maths	Lunch	Reading (VC)	PE (VC)	Music (RBr)	Class Novel
Tuesday	Morning task	Values Assembly	Phonics	English	Break	PAG & H/writing	Maths	Lunch	Reading	Outdoor Learning		Class Novel
Wednesday	Morning task	Newsround Assembly (VC)	Phonics (VC)	English (VC)	Break	PAG & H/writing (VC)	Maths (VC)	Lunch	Reading	PE (CSSP)	RE/PSHE (MO/VC)	Class Novel
Thursday	Morning task	Picture News Assembly	Phonics	English	Break	PAG & H/writing	Maths	Lunch	Reading	Computing	Geography	Class Novel
Friday	Morning task	Celebration Assembly Spelling		English	Break	Phonics	Maths	Lunch	Reading	Science/DT		Class Novel

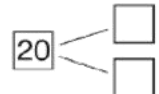**Anderton Primary School**
Curriculum Overview 2025/26
Year 2
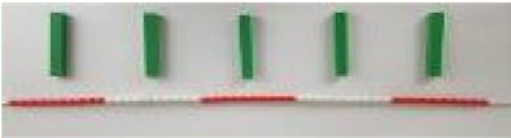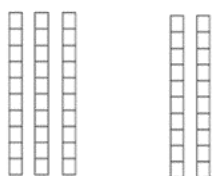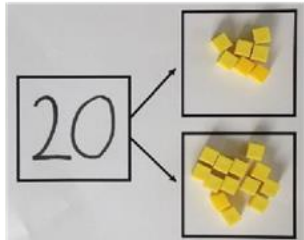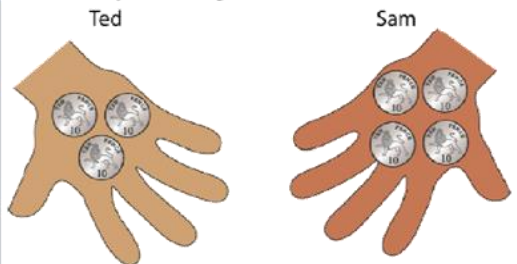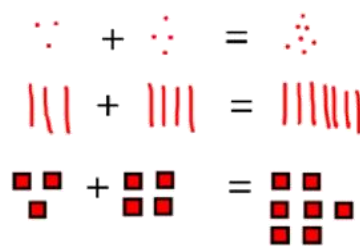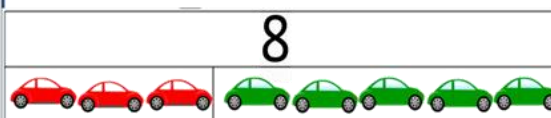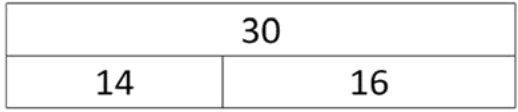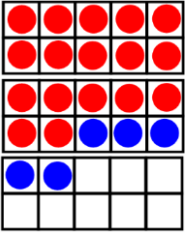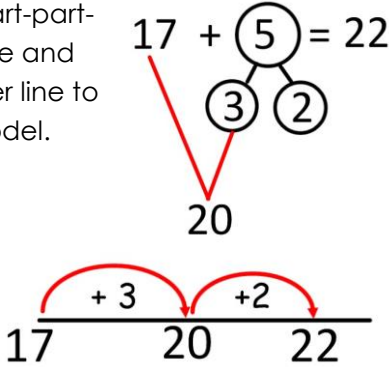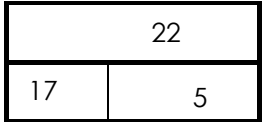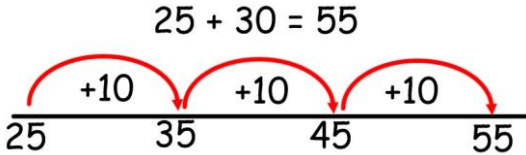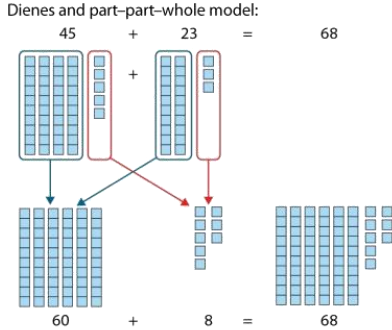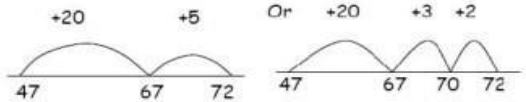
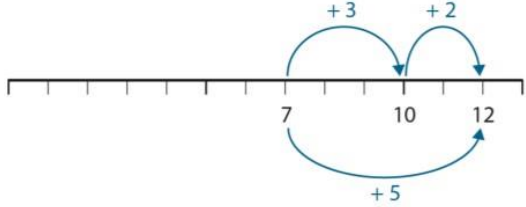| Subject	Autumn *We explore*		Spring *We create*		Summer *We innovate*	
School Value	Respect		Appreciate		Persevere	
British Value	Democracy Respect		Rule of Law Individual Liberty		Tolerance of Different Faiths and Beliefs	
English	Stardust by Jeanne Willis - Narrative Big Cats – Information Text		The Crow's Tale by Naomi Howarth - Narrative How to Make a Bird Feeder - Instructions		The Building Boy by Ros Montgomery & David Litchfield - Narrative The Great Fire of London by Emma Adams - Diary Desk Diddler by Michael Rosen - Poem	
Maths	Place Value Addition & Subtraction Shape		Money Multiplication & Division Length & Height Mass, Capacity & Temperature		Fractions Time Statistics Position & Direction	
Science	Animals Including humans		Living Things & Their Habitats	Plants	Uses of Everyday Materials	
Computing	IT Around Us	Digital Photography	Robot Algorithms	Pictograms	Digital Music	Programming Quizzes
Humanities	Local Geography – Weather & Climate	Blackpool & Cotton industry– local history	Mexico - Geography		Great Fire of London - History	
Art			Lowry - Painting and Collage			
DT	Food & Shell Structures				Mechanisms	
PE	OAA Dance	FMS & Gym Dance	Games Gymnastics	Net & wall games FMS – Bouncing a ball	Athletics FMS – Kicking	Games FMS – Final assessment
Kick	Why do we need to give thanks?	What do candles mean to people?	How do we know some people feel a special connection to a god?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Music	Learning to play an instrument	Learning to play an instrument	Learning to play an instrument	Learning to play an instrument	Learning to play an instrument	Learning to play an instrument
PSHE	What makes a good friend?	What is Bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Forest School	Forest School		Forest School			
Visits / Visitors						Sleepover
Parent Workshops		KS1 Maths				
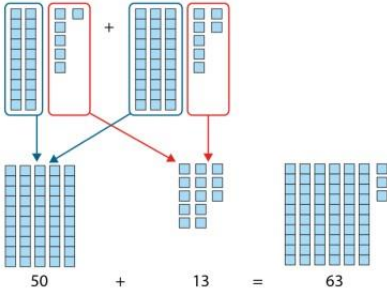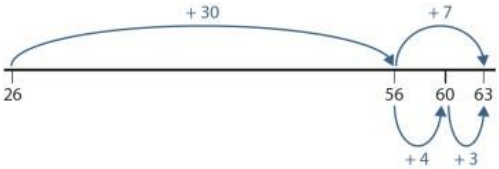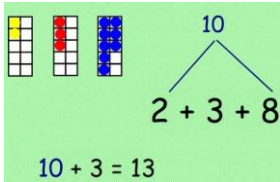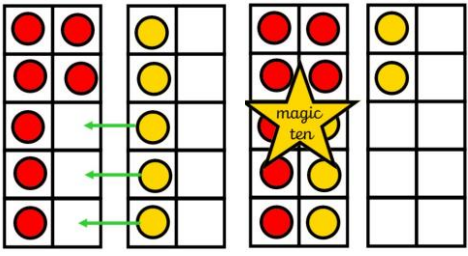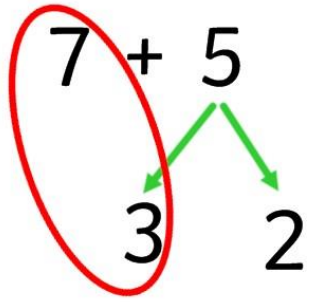
Year 2 Addition

Objective & Strategy & Key Vocabulary	Concrete	Pictorial	Abstract
Adding multiples of ten	50= 30 + 20 Model using dienes and bead strings	__ tens and ___ tens makes ___ tens Use representations for base ten.	20 + 30 = 50 70 = 50 + 20 40 + □ = 60 □ + 30 = 50
Use known number facts Part part whole	Children explore ways of making numbers within 20	20 ⟨ □ □ □ + □ = 20 20 – □ = □ □ + □ = 20 20 – □ = □	□ + 1 = 16 16 – 1 = □ 1 + □ = 16 16 – □ = 1
Using known facts	Ted Sam	⁙ + ⁙ = ⁙ || + ||| = ||||| ▪▪ + ▪▪ = ▪▪▪▪ Children draw representations of H,T and O	3 + 4 = 7 Leads to 30 + 40 = 70 Leads to 300 + 400 + 700 '3 things and 4 things is always 7 things'
Bar model	3 + 4 = 7	8 3 + 5 = 8	30 | 14 | 16 14 + 16 = 30

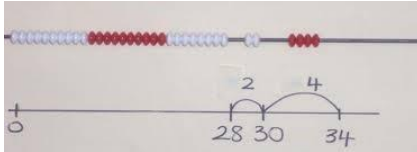| Objective, Strategy **Key Vocabulary**	Concrete	Pictorial	Abstract
Add a two digit number and ones	17 + 5 = 22 Use ten frame to make 'magic ten Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	Use part-part-whole and number line to model. $17 + 5 = 22$ 3 2 20 + 3 +2 17 20 22	$17 + 5 = 22$ Explore related facts $17 + 5 = 22$ $22 = 17 + 5$ $5 + 17 = 22$ $22 = 5 + 17$ $22 - 17 = 5$ $17 = 22 - 5$ $22 - 5 = 17$ $5 = 22 - 17$ (box: 22 / 17 / 5)
Add a 2 digit number and tens	$25 + 10 = 35$ Explore that the ones digit does not change	$25 + 30 = 55$ +10 +10 +10 25 35 45 55	$27 + 10 = 37$ $27 + 20 = 47$ $27 + \square = 57$ $\square + 30 = 67$
Add two 2-digit numbers without bridging. 'Friendly numbers'	Model using dienes , place value counters and numicon Dienes and part–part–whole model: 45 + 23 = 68 60 + 8 = 68	+20 +5 Or +20 +3 +2 47 67 72 47 67 70 72 Use number line and bridge ten using part whole if necessary.	$25 + 47$ $20 + 5$ $40 + 7$ $20 + 40 = 60$ $5 + 7 = 12$ $60 + 12 = 72$
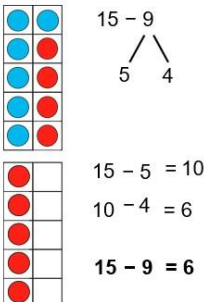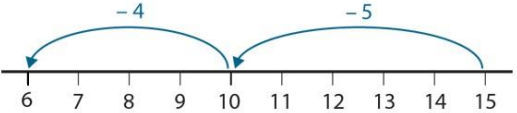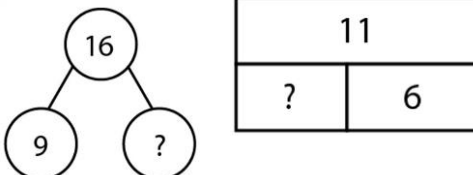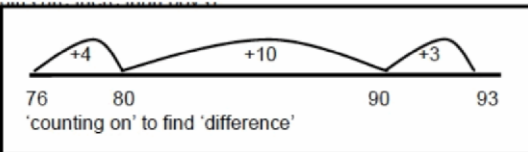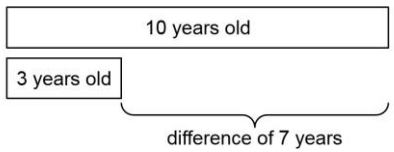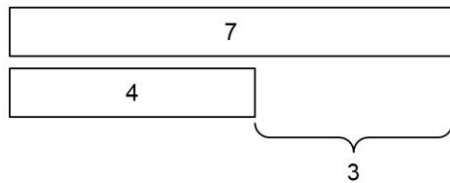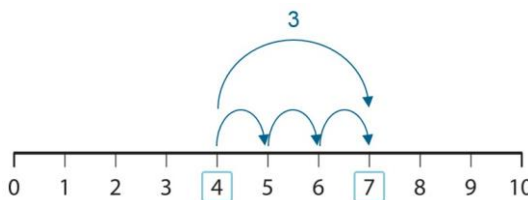
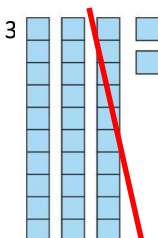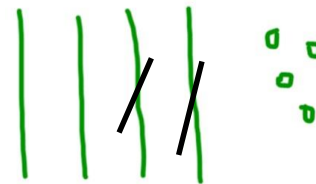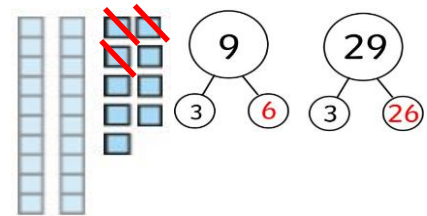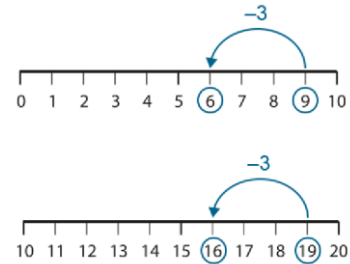| Objective, Strategy Key Vocabulary	Concrete	Pictorial	Abstract
Add any two 2-digit numbers	Dienes and part–part–whole model: 26 + 37 = 63 50 + 13 = 63	26 + 30 + 7 +30 ... +7 26 ... 56 60 63 +4 +3	24 + 38 = ☐ 29 + ☐ = 51 38 + 24 = ☐ ☐ + 22 = 51
Add three 1-digit numbers	Combine to make magic 10 first where relevant, or bridge 10 then add third	Use language of fist, then, then, now Pictorial: First Then Then Now Use part part whole to show magic ten 10 2 + 3 + 8 10 + 3 = 13	(4)+ 7 +(6) = 10 + 7 10 = 17 Combine the two numbers that make/ bridge ten then add on the third.
Adding two numbers that bridge 10.	magic ten Use double sided counters and ten frames. Move counters to fill the ten frame and make Magic 10	+3 +2 7 10 12 +5 Show on a number line how 5 is portioned into adding three, then adding 2.	7 + 5 3 2
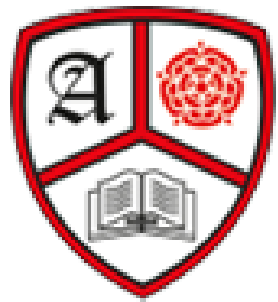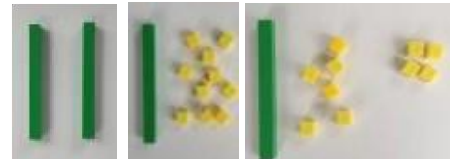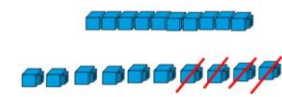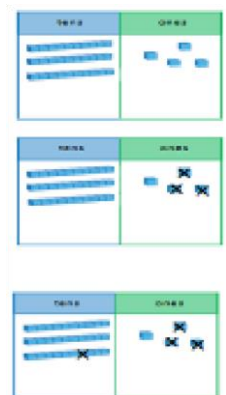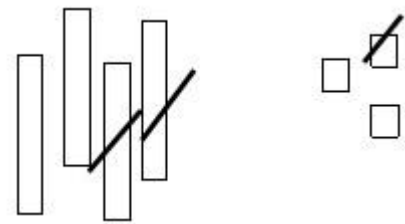
Year 2 Subtraction
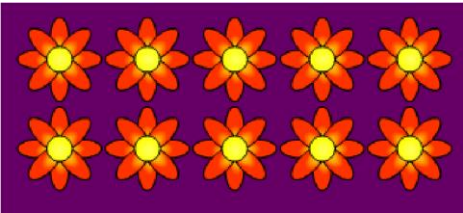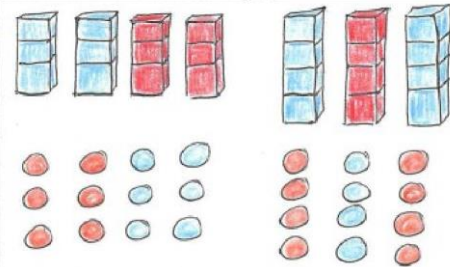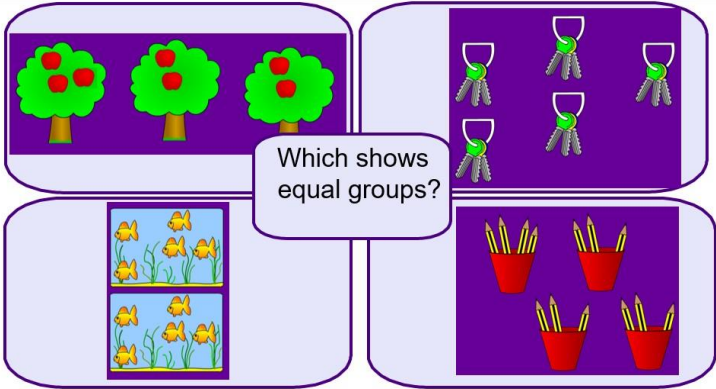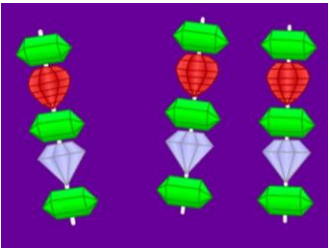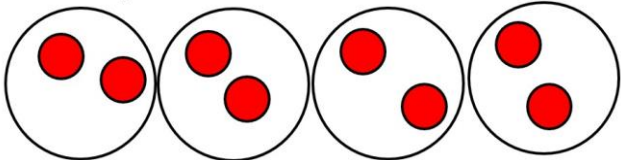
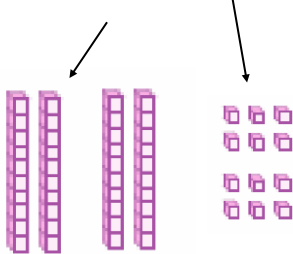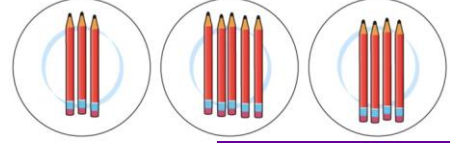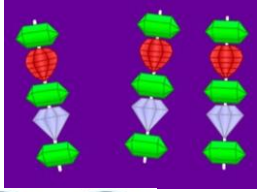| Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting by making 10	**15 - 9 =.** Make 15 on the ten frame. Take 5 away to make ten, then take 4 more away so that you have taken 9. 15 – 9 5 4 15 – 5 = 10 10 – 4 = 6 **15 – 9 = 6**	15 - 9 = – 4 – 5 6 7 8 9 10 11 12 13 14 15 Jump back 5 first, then another 4. Use ten as the stopping point.	16 - 9 = How many do we take off first to get to 10? How many left to take off? 16 9 ? 11 ? 6
Counting on to next ten *Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.*	34 - 28 = 2 4 28 30 34 34—28 Use a bead bar or bead strings to model counting to next ten and the rest. 28 to 30 is 2, 30 to 34 is 4. So, 34 - 28 = 6	+4 +10 +3 76 80 90 93 'counting on' to find 'difference' Use a number line to count on to next ten and then the rest. Begin with bead line, move to landmarked line then to ENL.	93—76 = 17 76 → 80 = 4 80 → 93 = 13 13 + 4 = 17
Subtractions as difference	Ben is ten years old Charlotte is three years old 10 years old 3 years old difference of 7 years	7 4 3 3 0 1 2 3 4 5 6 7 8 9 10	The difference between 24 and 16 is 8.
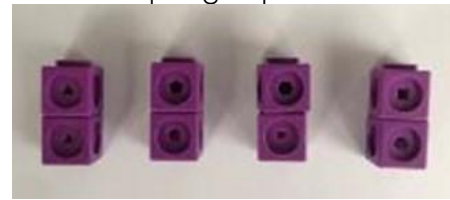
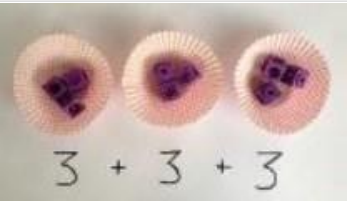| Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting a multiple of 10	3 32 - 10 = 22 Children use dienes, PV counters or Numicon. They remove the correct number of tens	Children draw rods and cubes and cross off multiples of ten.	64 - 10 = ☐ 64 - 20 = ☐ 64 - 30 = ☐ 64 - ☐ = 24 ☐ - 50 = 14
Subtract a single digit from a two digit number No regrouping	9 29 3 6 3 26	$9 - 3 = 6$ $19 - 3 = 16$	$9 - 3 = 6$ $19 - 6 = 13$ $29 - 6 = 23$ etc
Regroup a ten into ten ones	Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'.	$20 - 4 = 16$	$20 - 4 = 16$
Partitioning to subtract without regrouping. *Friendly numbers*	34—13 = 21 Use Dienes to show how to partition the number when subtracting without regrouping.	43—21 = 22 Children draw representations of Dienes and cross off.	43—21 = 22
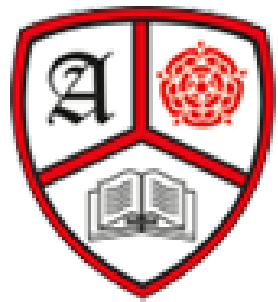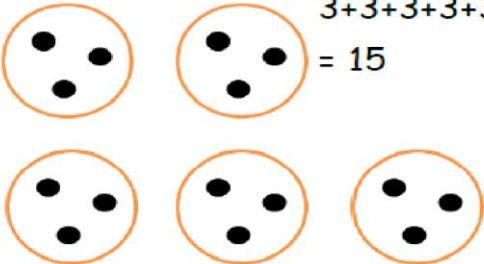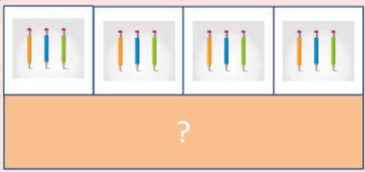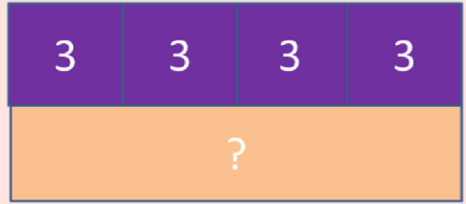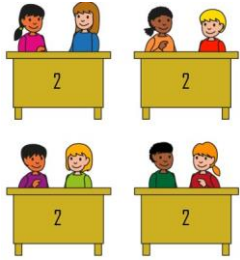
Year 2 Multiplication

Objective & Strategy	Concrete	Pictorial
Understand and use arrays	Use objects laid out in arrays to find the answers to 2 lots of 5, 3 lots of 2 etc.	Make and draw representations of arrays to show understanding
Equal/non equal groups	Use real life objects and contexts to examine equal and non-equal groups. Which shows equal groups? There are 3 equal groups. There are 5 in each group.	Children make/match representations of real life problems to show equal groups and find the total. There are 4 equal groups. There are 2 in each group. There are 8 altogether.

Objective & Strategy	Concrete	Pictorial	Abstract
Double a 2-digit number	Model doubling using dienes and PV counters. 40 + 12 = 52	Draw pictures and representations to show how to double numbers	Partition a number and then double each part before recombining it back together. 16 10 6 x2 x2 20 12 + = 32
Understand equal and non-equal groups	These are non– equal groups These are equal groups There are 5 equal groups. Each group has 3 cakes.	Make representations and drawings of equal groups I have 4 groups of 3.	

Objective & Strategy	Concrete	Pictorial	Abstract
Use repeated addition for multiplications	Use objects and real life contexts. 2 + 2 + 2 + 2 + 2 = 10 There are 5 groups of 2. There are 10 socks altogether. 3 + 3 + 3 There are 3 groups of 3. There are 9 altogether.	Make and draw representations to show repeated addition There are 3 sweets in one bag. How many sweets are in 5 bags altogether? 3+3+3+3+3 = 15 Use bar models for representations of repeated additions.	Create number sentences using repeated addition to match representations. | 3	3	3	3
?	 3 + 3 + 3 + 3 = 12
Relate repeated addition to multiplication using the x sign.	Write multiplication sentences to match repeated addition. 2 2 2 2 2 + 2 + 2 + 2 4 × 2	Children make and draw representations and record both an addition sentence and a multiplication sentence. 1 + 1 + 1 + 1 + 1 + 1 = 6 6 x 1 + 6 ☐ x ☐ = 8	Write multiplication sentences to match repeated addition, without the support of representations. 2 + 2 + 2 + 2 + 2 = 10 5 x 2 = 10

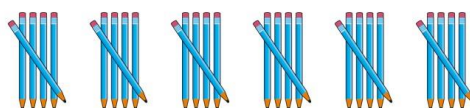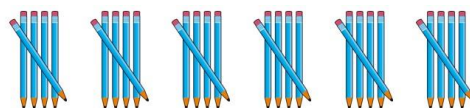| Objective & Strategy	Concrete	Pictorial	Abstract
Understand the 2, 5 and 10 times table	Use objects and real life contexts for multiples of 2, 5 and 10 6 2 2 2 3 × 2 = 6 6 = 3 × 2 10 10 10 10 20 30 ten twenty thirty 3 × 10 = 30	Make and draw representations for 2, 5 and 10 times tables 12 = 6 × 2 10 20 30 40 ten twenty thirty forty 4 × 10 = 40 Number lines, bead strings, counting sticks and bar models should be used to show representation of counting in multiples. 0 2 4 6 8 10 5 x 2 = 10	Understand the terms factor and product 	3	×	2	=	6
factor	×	factor	=	product | | 6	=	3	×	2
product	=	factor	×	factor	 Count in multiples of a number aloud.
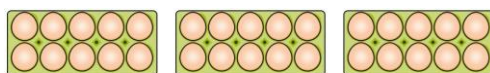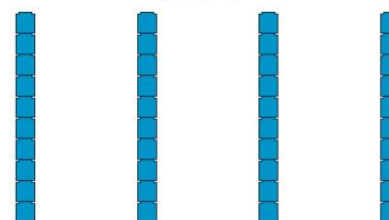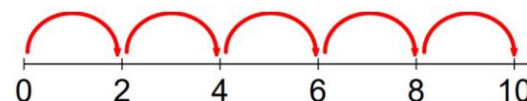
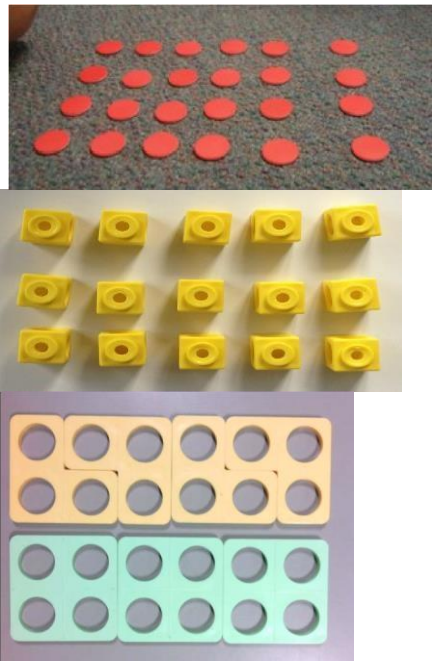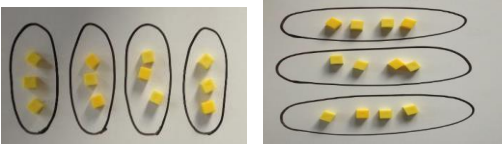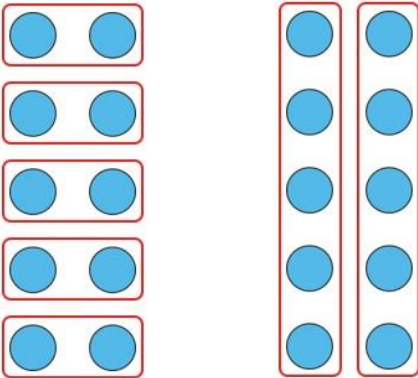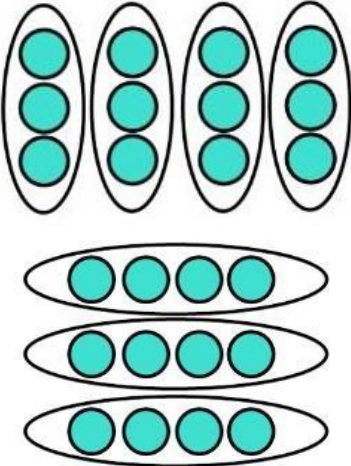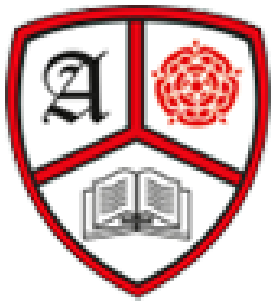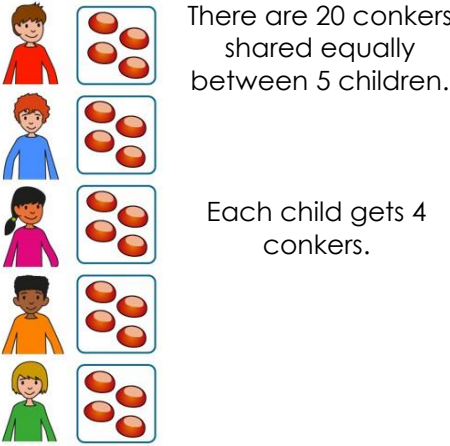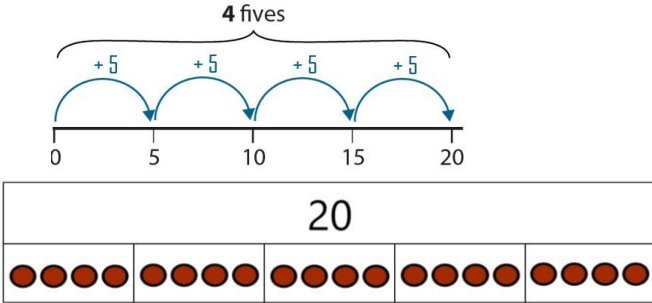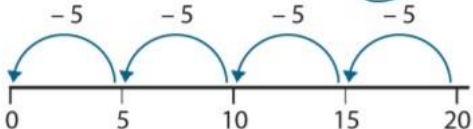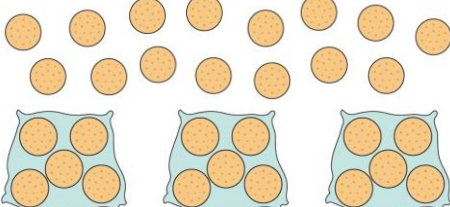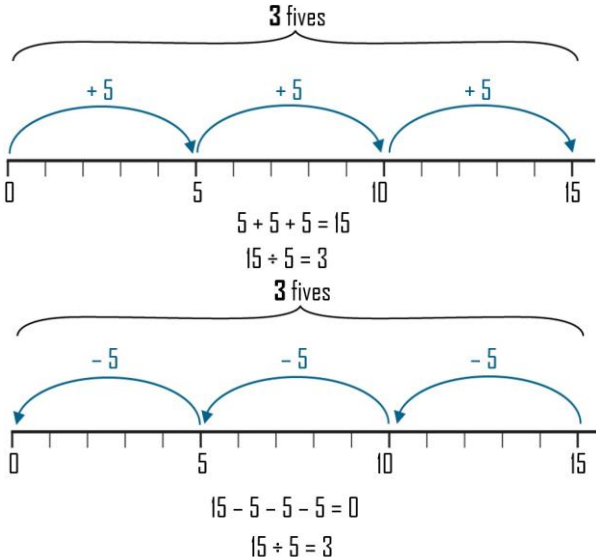| Objective & Strategy	Concrete	Pictorial	Abstract
Multiplication is commutative	Create arrays using counters and cubes and Numicon. Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer. 	Use representations of arrays to show different calculations and explore commutativity. $5 \times 2 = 10$ $5 \times 2 = 10$ 5 groups of 2 2 groups of 5 2, five times 5, two times 	$12 = 3 \times 4$ $12 = 4 \times 3$ Use an array to write multiplication sentences and reinforce repeated addition. $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$
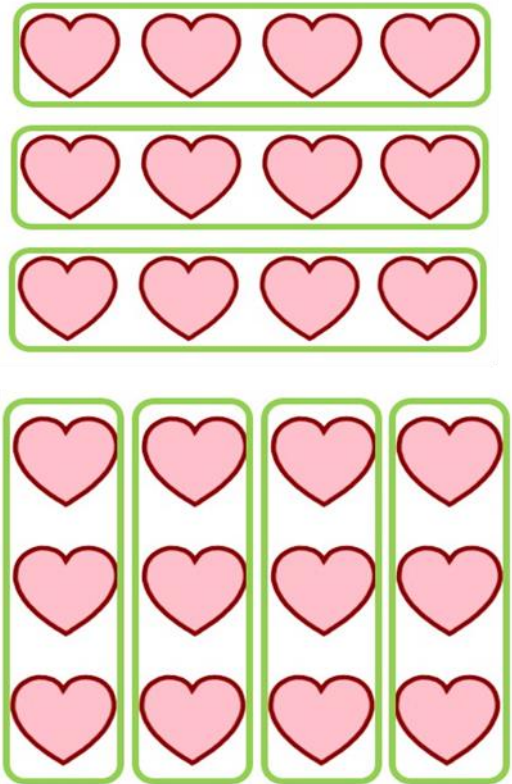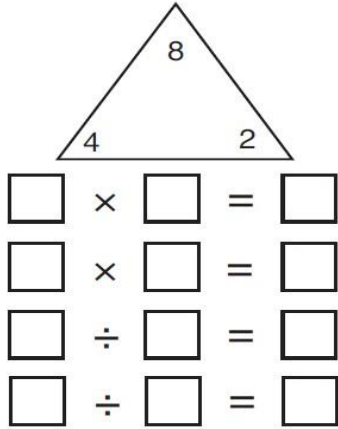
Year 2 Division

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing (partitive)	There are 20 conkers shared equally between 5 children. Each child gets 4 conkers.	Children use pictures or shapes to share quantities. They may use bar modelling to show and support understanding. **4** fives +5 +5 +5 +5 0 5 10 15 20 20 Number lines are used to show skip counting (counting forwards) and repeated subtraction (counting backwards). − 5 − 5 − 5 − 5 0 5 10 15 20	$20 \div 5 = 4$
Division as grouping (quotitive)	Use cubes, counters or real objects or to aid understanding. There are 15 biscuits, there are 5 in each bag. How many bags?	**3** fives + 5 + 5 + 5 0 5 10 15 $5 + 5 + 5 = 15$ $15 \div 5 = 3$ **3** fives − 5 − 5 − 5 0 5 10 15 $15 - 5 - 5 - 5 = 0$ $15 \div 5 = 3$	15 divided into groups of 5 is 3 $15 \div 5 = 3$

Objective & strategy	Concrete	Pictorial	Abstract
Understanding the inverse			3 x 4 = 12 12 ÷ 4 = 3 4 x 3 = 12 12 ÷ 3 = 4 2 x 4 = 8 4 x 2 = 8 8 ÷ 2 = 4 8 ÷ 4 = 2 8 = 2 x 4 8 = 4 x 2 2 = 8 ÷ 4 4 = 8 ÷ 2 Show all 8 related fact family sentences.

Writing Fundamentals

Spelling

✓ Spell Y2 common exception words.

See Y2 Common Exception Word List.

✓ Spell words using alternative GPCS mostly correctly, including common homophones.

to, too, two

See Phonics GPC Mat.

✓ Add the suffixes –ed,–ing, -er, -est, -ful, -less, -ness and –ment to root words.

thank → thankful, thankless

Handwriting

✓ Begin to write cursively.

The quick brown fox jumped over the lazy dog.

✓ Form lowercase and capital letters the correct size relative to one another.

They **→ They**

✓ Use the correct spacing between words relative to the size of the letters.

Punctuation

✓ Use capital letters and full stops,, exclamation marks and question marks to demarcate sentences.

That was amazing!

✓ Use apostrophes for possession with singular nouns.

Andy borrowed school's book.

✓ Use apostrophes for omission with contracted words.

did not → didn't

Grammar

✓ Say and remember compound sentences.

✓ Use co-ordinating conjunctions: for, and, nor, but, or, yet and so.

Andy didn't like her, for she always shouted.

✓ Use subordinating conjunctions: when, if, that and because.

He read his book when he climbed into bed.

✓ Use expanded noun phrases.

She strolled through the enchanting, ancient forest.

✓ Use the present and past tenses including progressive form.

We were debating our favourite stories.

✓ Use Y2 Alan Peat sentence types

See Y2 Alan Peat Sentence Types Posters.

Y2