

Year 2

Curriculum Information

2026-2027



The Year Group Team

Class Teachers

- Mrs Bulpitt
- Mrs Legg
- Miss Colfer

Teaching Assistants

- Mrs Bongard
- Mrs Wong

There will occasions where other members of the support staff team will work in the year group as well.

Renewed Vision



Luke 2:52: "And Jesus grew in wisdom and stature, and in favour with God and people."

Rooted in God's love, we believe everyone can grow to be their **Blossoming BEST** in a caring, Christian community.

We encourage each other to belong, excel, shine and thrive so we can love learning, care for others and make a positive difference in the world.

B.E.S.T. – our approach to teaching the whole child

Belong	Excel	Shine	Thrive
			
We grow in understanding of ourselves, others, the world around us and beyond.	We grow in curiosity, knowledge and wisdom through engaging learning experiences.	We grow in confidence, compassion and character, reflecting the Fruit of the Spirit in our lives and relationships.	We grow in strength and resilience, developing healthy and active lifestyles.
 Spiritual Development	 Cognitive Development	 Social & Emotional Development	 Physical Development



Every day in school matters



Thank you for getting your child into school regularly.

Our school had **94.9%** attendance last year, the same as the national average.



Why does it matter?



Learning

Being in school helps children learn and make progress.



Belonging

Being here helps children feel part of their class and school.



Wellbeing

Routines and good relationships support children's confidence and happiness.



Opportunities

School is more than lessons: trips, sport, clubs, worship and many more things.

One important statistic

84%

of KS2 pupils with **100%** attendance achieved the expected standard in reading, writing and maths.



40%

of pupils who were **persistently absent** achieved the expected standard in reading, writing and maths.

Uniform – Autumn and Spring

Summer uniform
can be worn
until October
half-term

KS2

- Plain white blouse or white shirt
- Red tie (*not needed if wearing a blouse*)
- Navy blue cardigan or pullover (school design with red/white insert & logo encouraged)

All pupils

- Navy blue pinafore dress (medium length)
- or navy blue skirt/culottes (medium length)
- or classic style, straight leg, navy trousers (no leggings)
- or grey trousers (short or long)

Uniform – Socks, tights and footwear

- Outdoor shoes to be black leather in appearance, having no heel higher than one inch from the base of the foot.
- Navy, grey or white plain socks or navy tights



Uniform – PE

- Navy blue or black shorts or skirt or skort
- Navy blue or black jogging trousers or leggings
- Plain red tee shirt (with school logo encouraged)
- Plain red sweatshirt (with school logo encouraged)
- Trainers



Uniform – Other bits and bobs

Jewellery

- Loom bands, friendship bracelets and other wrist jewellery should not be worn in school.
- Only plain, non protruding ear studs are permitted (one per ear). For safety reasons they should be removed on days when there is PE, games or swimming.

Hair, Nail Varnish and Tattoos/Transfers

- Hair is neat in appearance and tidy: Long hair (shoulder length) should be tied back with a plain and simple navy blue or red fastening.
- Pupils should not come to school with 'extreme' hairstyles e.g. dyed, shaved.
- Children should not have painted nails or tattoos/transfers in school.

Uniform – Worried about school uniform?

Please talk to us if you have any worries about our school uniform policy.

We have a school uniform allowance for children on free school meals or facing other hardships of £35 per year. Please apply using the form on the school website (or ask the school office).

The Start of the Day

- Children will go straight to their classroom as they arrive between 8:20 and 8:30.
- Doors close at 8:30 and registers taken.
- Please send any messages in the form of a note on paper (reading logs aren't looked at every day) or speak to the person on the door.
- Children have their own peg to hang their belongings on. Please make sure EVERYTHING is labelled!

The End of the Day

- Children can be collected from the KS2 playground at 3:00pm outside near the ramp.
- Please encourage the children to point you out and if you could give us a wave we will get to know each of you quicker!
- We will remind the children repeatedly but please check that your child has everything you need them to bring home!

Lunchtimes

- Please remember to order your hot school meals in advance.
- There are no spare meals, so children will not be able to swap on the day. If possible, choose your meals with your child.
- **Reminder – we are a nut, seed and pea-free school.**



School Meals and financial support

Every Reception child receives Universal Free School Meals

🍽️ All children in Reception, Year 1 and Year 2 receive a free school lunch every day through the Government's Universal Infant Free School Meals scheme.

You do not need to apply for this for your child to receive meals.

However – some families may also qualify for additional Free School Meal support.

- ✓ Extra support for children and families
- ✓ Additional funding for the school
- ✓ Access to other support programmes where eligible



Why do I need to apply?



Your child already receives Universal Free School Meals, but applying for ‘free school meals’ could unlock additional support.

All families receiving **Universal Credit** are now eligible under the Government's expanded scheme. It is thought this will be 1 in 4 of all children at primary school.

Possible benefits include:

- ✓ Additional funding for your child's school (**Pupil Premium Grant**)
- ✓ Access to some holiday activity and food programmes (*subject to eligibility*)
- ✓ Additional support and services for families (*e.g. uniform and residential grants, free milk*)
- ✓ Support remains in place for the academic year, even if circumstances change

You can apply online via the BCP Council Free School Meals webpage: [Free school meals | BCP.](#)
THIS IS A CONFIDENTIAL SERVICE.

Behaviour shaping

Verbal praise

Non verbal praise

Name on Smiley face

Juniper Award's to reward good effort,
good contributions ...

Children may be sent to the Senior Leadership
Team to show their great work and celebrate
it with them.



Inclusion

How do the teachers know if children need extra help and what should I do, as a parent, if I think my child may have Special Educational Needs or Disability (SEND)?

- The progress and attainment of each child is reviewed formally on a termly basis. If at any point a child is not making their expected progress, strategies to support the child are discussed and put in place.
- If you have concerns that have not already been identified, you are welcome to discuss these with your class teacher. Following this it may also be necessary to involve a member of the school's inclusion team (SENCo Mrs O'Gara/Mrs Ham).



Our Rules



1. **Show respect** to all members of the MSJ community.



2. **Listen carefully** and **respond appropriately** to others.



3. **Use kind words** and **keep hands and feet to yourself**.



4. **Follow instructions** given by all staff.



5. **Treat equipment and the environment with care**.

Consequences

"Getting it right" actions in place

1

Reminder



2

Verbal Warning

'You are not following the rule of ____ I am now giving you a verbal warning and you now need to ____'

3

Reflection

Miss part of play
Time spent with adult
Reflection sheet completed
No Marvellous Me Badge for that week

4

Red Card

3 reflections in a week / continued behaviour following a reflection / more serious behaviour
SMS recording / Parents informed
Miss play and lunch

In school the children will need



- Reading log book (every day)
- Water bottle (labelled)
- Fruit or vegetable snack (every day)
- Hats and/or coat (weather dependent)

Timetable



- English, Guided Reading and Maths each morning before lunch. We will also have a phonics (spelling focus) lesson 3 x a week.
- Foundation subjects (Art, Geography, History ...) afternoons.
- Spelling test and Reading log checking on Thursday (to give badges for 5 reads).
- PE- Days: indoor (Tuesday) and outdoor PE (Monday.) Please come into school wearing your PE kit. Earrings – For safety reasons they should be removed on days when there is PE or games.

Hubs



- Your child will work in Maths and English hubs.
- Children work on the same curriculum, taking the same assessments through the year (unless otherwise discussed).
- The hubs will work at a pace appropriate to the children.
- Hubs provide opportunity for extra support to be given and higher adult to child ratio.
- These hubs are fluid and may change throughout the year.
- All children are challenged to deepen their thinking.

Spellings

- Spellings will be tested on a Thursday morning.
- We focus on teaching rules and patterns as well as common exception words. They are matched to our learning in our phonics lessons which have a spelling focus.
- The children will now be moving to a list of 8 spellings. Additionally from Autumn 2, two common errors will be retested the following week with that week's spellings.

Spellings

- You will be able to see any spellings that are incorrect, as we complete our spelling tests in our reading logs. Spelling Shed lists are kept open to the end of the half term, so that children can continue to overlearn spellings.
- Children can practice on Spelling Shed, with Look, Say, Cover, Write and Check or any of the strategies we use in school.

Year 2 - Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spelling of /ai/ Spellings of /ee/	Spelling of /igh/ Spelling of /oa/ Spelling of /(y)oo/	g making j ge making j dge making j	kn making n gn making n wr making r	ey making ee c making s il making l	oor making or i making igh Common Exception Words
play cake apron great bee treat athlete baby	light time island float snow note blue flute	age page giant large change range edge badge	knock know knees gnome design wrist write wrinkle	hockey valley monkey face place city fossil pencil	door floor poor child tiger mind find climb

Common Exception Words are known to the children as 'harder to read and spell' words.

Reading

We will be reading a 'root text' together with suggestions of other texts the children might read if they enjoyed this. Comprehension work will be based on this text.

When you are reading with your child, you might focus on asking questions such as:

- *What do you think will happen next?
- *How does that character feel and why?
- *Why did ___ happen?
- *What does mean?

Increasing the length of reads at home is really important for stamina, as is frequent reading.

Reading

8 Purple	Y2
9 Gold	Y2
10 White	Y2
11 Lime	Y3
12 Copper	Y3
13 Topaz	Y4
14 Ruby	Y4

Children will work in the numbered system in EYFS, Year 1 and into the start of year 2, which breaks down the colour bands into more detail to match our phonics teaching.

Your child is expected to read at least five times a week at home.

Please record their reading in the Reading log and sign it weekly.

Maths

- Some of our key skills for Maths are:
 - Count and write numbers up to 100
 - Identify tens and ones within a two digit number.
 - Four operations $+$ $-$ $\times$ $\div$
 - Addition and subtraction of two digit numbers.
 - Count in multiples of 2, 5 and 10
 - Money with pounds and pence
 - Measure including height, length, volume and capacity
 - Finding fractions of numbers, shapes and quantities (Quarters, halves and three quarters).

RE

Year 2	Special Clothes Do the clothes we wear matter? Sikhi faith traditions 1: Communicate: What makes a set of clothes special? 2: Apply: How can clothes affect our feeling of belonging? 3: Inquire and Contextualise: What clothes are special to Sikhs?	Good News What does it feel like to receive 'good news'? Christian traditions 1: Communicate: What does it feel like to receive good news? 2: Apply: What is good news to different people? 3: Inquire: Why do Christians	Remembering Why is it important for Jews to remember the Passover festival? Jewish traditions 1. Communicate: What makes a meal special? Can you remember a special meal? 2. Inquire: What is	Welcoming Why is it important for Christians to welcome Jesus on Palm Sunday? Christian traditions 1. Communicate: What is my experience of welcoming? 2. Inquire: What does welcoming mean?	Creation (2) Who made the world? Christian traditions 1: Communicate: What is a creator like? 2: Inquire: Who do Christians believe created the world? 3: Contextualise: How do Christians act because they	Special Books What books are special for people? Look at a special story within each book Christian traditions Jewish traditions Sikhi faith traditions	Communicate: Express creatively their response to their own experiences of the concepts/words introduced. Apply: Recognise how their responses relate to events in their own and sometimes other
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The three religions we will be focusing on in year 2 are Sikhi Faith Traditions, Christianity and Judaism.

Foundation Curriculum

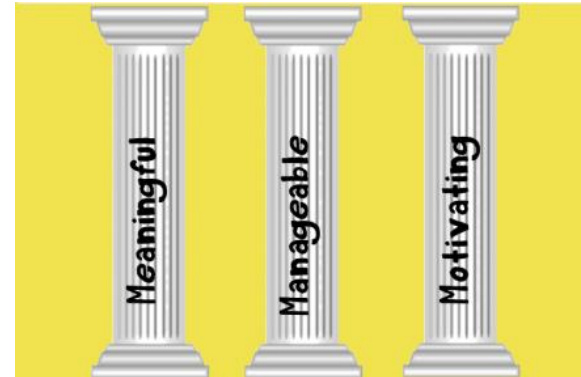
In Autumn 1, we will be focusing on Geography, Art and Music

In Autumn 2, we will be focusing on History, Design and technology, and Computing.

We will teach RE, Science, PSHE and French throughout all of the Autumn term.

Feedback

- Our feedback to the children about their work will primarily be through verbal feedback and using marking codes in a way that is meaningful to the children.
- The focus of the feedback will be:
 - Child-friendly
 - Accessible
 - Positive
 - In the moment
 - Verbal with the use of marking codes



Curriculum overview



Moordown St. John's
Church of England Primary School

During the Autumn term,

Year 2 will be working hard and learning successfully by:

History:

We will look at how the school has changed over the past 150+ years and learn more about school life in the past.

Geography:

We will be learning about the difference between physical and human features and using these to compare Bournemouth with Edinburgh.

PHSE:

Our themes for the autumn term are: Families and Friendships, Safe Relationships, Respecting ourselves and Others.

French:

We will be learning basic greetings, yes/no responses, families, traditional French songs, how to say their names, how Christmas is celebrated in France.

Computing:

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries.

Worship:

Children will explore our **Blossoming BEST** vision through Bible stories, learning that everyone is loved by God and can belong, excel, shine and thrive.

English:

Inc Root texts

In English, our root texts will be based on a range of Percy the Park Keeper stories by Nick Butterworth.

Our English genres will cover recounts, stories by the same author (Nick Butterworth), poetry and instructions. Our grammar focus will be on verbs, adjectives, nouns and expanded noun phrases. We will revisit capital letters and full stops.

B

E

S

T

M

E

Maths:

We will begin by looking at place value to 100, including reading and writing numbers to 100 in words and numerals. We will focus on the tens and ones values in two-digit numbers. We will be ordering and comparing including using greater than and less than. The children will learn how to add and subtract 2-digit numbers. We will also learn about 2D and 3D shapes.

RE:

In RE, we will be exploring special clothes with a focus on Sikhi faith traditions in Autumn 1. In Autumn 2, we will be focusing on 'good news' (gospel).

Science:

We will be learning about every day materials and how they are used and their suitability for different purposes. We be thinking about the properties of materials.

PE:

In the Autumn term, our PE units will be on tag- rugby and dance.

Art:

We will be developing our sketching skills with a focus on portraits. In this unit, we will learn be sketching self-portraits.

D&T:

In the Autumn, our DT focus is on food. The children will be designing, making and evaluating their own healthy pizzas!

Music:

We will be singing, finding the beat and playing the glockenspiels in our unit Hands, Feet, Heart.

Opportunities to apply learning:

'Oh no! I've melted': snowman activities applying skills from D&T, English, Art and Maths.

Year Group Information:

Reading - please read 5 x a week and write in the reading log, reading logs will be checked on a Thursday.

Spellings test - Thursday

PE - Monday, Tuesday

Details of any trips and visits

Past Pupil visit for our history topic on MSJ in the past.

We hope to have our big trip to Scaplen's Court in Autumn 2.

Project Overviews:

Term 1: Autumn Adventure - we will be looking at Autumn through descriptive writing and Poetry in English.

Term 2: Exciting Instructions - we will be creating instruction sequencings in Computing, following recipes in DT and learning about instruction texts in English.

Home Learning

- Spellings will go home half termly- children who struggle (repeatedly scoring 0/1) will be given bespoke spellings.
- 5 Reads a week
- Numbots to cover key maths skills
- Times table rockstars will be introduced later in the year (more details to follow).

**Moordown St. John's**
Church of England Primary School

Year 2 Home Learning

Autumn Term 1

Weekly Expectations

- Read 5 times a week - reading log to be signed by parents.
- Practise your spellings on Spelling Shed or in another way.
- ~~Numbots~~

Spellings:

Year 2 - Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spelling of /ai/ Spelling of /ea/	Spelling of /igh/ Spelling of /ae/	g making j ge making j dge making j	kn making n gn making n wr making r	ey making ee e making e il making i	eer making ee l making gh Common Exception Words
play cable apron great less treat athlete baby	light time island float snow note blue flute	age page giant large change range edge bodge	knock knee giant gnome design wrist write wrinkle	hockey valley monkey face place city fossil pencil	door floor poor child tiger mind find climb

Common Exception Words are known to the children as 'harder to read and spell' words.

Home Enrichment Activities

Here are some suggested activities for you to do at home with your child that will enhance their learning this half term. (These do not need to come into school.)

- Go on a treasure hunt around your house. What different materials can you find? (e.g. wood, metal, plastic)
- Draw a portrait for someone in your family to practise your sketching skills.
- Find all of the places that you have visited in the United Kingdom on a map.

What's in the multi-trip deal?

- A set amount – KS1: £31.50 / Yr 3-5: £42 / Yr 6: £50
- To cover the main trips for the year and other additional experiences, more details of these to follow!
- Parents will receive a full breakdown of the costs
- Time to pay – end of November 2026 deadline

We had fantastic support last year and all trips were able to go ahead.

Relationships And Sex Education Key Info

There will be additional information shared in the Summer term and the policy and further information is on the school website.

Headlines: In the summer term, we introduce the scientific words for parts of the body (including private parts).

What can you do to help your child?

- Have discussions with them around their learning.
- Encourage your children to practise their spellings.
- Read with your child daily and record in the reading log. Talk about the text and use inference to read between the lines and make connections within the text.
- Share books and stories to promote reading for pleasure.
- Practise your 2, 5 and 10 times tables, looking at different representations of this.

Any Questions?



Thank you for attending and your own going support

We look forward to being part of your child's learning journey throughout Year 2!

