

Curriculum Overview

Grade 2 – 2nd Half of Term 1 – 2026

This document is designed to give you an outline of what your child will be learning over the coming weeks. We will do our utmost to help your child achieve these goals. Your child's teachers are very happy to discuss with you how best you can support your child with their learning and celebrate their achievements. Please read the Parent's advice printed in green for useful tips and support in class.



WHAT YOUR CHILD NEEDS TO BRING



- 1) **PE Kit** – Please bring in PE kits on Thursday. Gym shoes are kept at school.
- 2) **A healthy packed lunch and morning snack**
- 3) **A named water bottle**
- 4) **An art smock** for art. This will remain in school unless sent home for cleaning.
- 5) **Library Bags** on their allocated library days. These should include a plastic sleeve to prevent books from being damaged. Students will not be able to borrow books from the school library unless they bring their library bags.

Homework

Homework will be posted on Seesaw each Thursday and should be uploaded by Monday. Each week, students will complete one English task and one maths task based on topics covered in class.

Children should read at home and discuss the stage book with an adult. Please complete your reading log to track your reading. **The reading log will be posted on Seesaw every Monday and should be submitted by the following Monday.** Children will return and collect a new stage reading book every Monday. School library books can also be borrowed each week during library time.

Please note that homework is intended as reinforcement of what your child has learnt and should not be completed by the parent. Should your child have any difficulty completing any tasks set, please inform your child's teacher.

| TERM ONE – 2ND HALF | |
|---------------------------------------|---|
| English | <p>In English this term, students will be developing their skills across several key areas:</p> <p>Writing: Focus on informative texts, including writing letters and postcards. Phonics, Grammar, Vocabulary and Handwriting: Exploring suffixes, punctuation, parts of speech, conjunctions, and verb tenses. Reading Comprehension:</p> <ul style="list-style-type: none"> • Non-fiction texts • Weekly reading/ Epic <p>Listening and Talking:</p> <ul style="list-style-type: none"> • Participating in “Talk Time” to reflect on assemblies, lessons, and daily experiences and conversation • Retelling information and giving clear explanations <p>Please support your child by discussing the topics above and reading with them each week. You can also look at and talk about letters and postcards together to reinforce what they're learning in class.</p> |
| Maths | <p>We will continue the MEXT objectives through White Rose Maths and other sources. We have so far discussed place value, comparing numbers (greater than, less than and equal to) and practised our mental strategies when solving simple addition and subtraction problems. Our next areas of study are as follows:</p> <p>Unit 4 - Addition and Subtraction</p> <ul style="list-style-type: none"> -Extending our addition and subtraction knowledge of 2-digit numbers to those of 3 and 4 digits - Using the column method to solve addition and subtraction problems, including problems which require regrouping numbers <p>Unit 5 - Multiplication and Division</p> <ul style="list-style-type: none"> -Looking at the relationship between multiplication and division -Representing multiplication problems in arrays (e.g. 2X5 can be represented as 2 rows of 5 and 5 columns of 2, or 2 columns of 5 and 5 rows of 2) - Using manipulatives to model the concept of division - Solving 2-digit by 1-digit multiplication and division problems, including those with remainders. <p>We would really appreciate any extra support at home to help your child remember their times tables to 12.</p> |
| PSNS | <p>The Seasons - Nature Around Us</p> |
| PSNS | <p>We will explore the concepts of living and growing, and discover where our food comes from. We will also learn how to make good choices about the food we eat and discuss what constitutes healthy food.</p> <p>Please support your child by talking about food origins at dinner time.</p> |
| STEAM Intergrated Studies | <p>Written Computer Skills and Multimedia Skills</p> |
| STEAM Intergrated Studies | <p>Continued digital ethics and responsible AI use</p> <ul style="list-style-type: none"> • Microsoft and iOS computing apps • Improved typing skills • Digital art (expanded) • Coding (basic problem-solving & programs) <p>Parents can: Encourage presentations at home. Ask how AI helps with ideas. Support typing and creativity practice.</p> |
| SEL | <p>Social and Emotional Learning (SEL)</p> |
| SEL | <p>In SEL, we will be learning how to identify our feelings and emotions, express them in healthy ways and use calming strategies to manage them effectively.</p> <p>You can help by discussing 'big' feelings and how to manage them effectively.</p> |

| Expressions Through Art | | | |
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| Art and Design | <p>In Art, students will be learning to:</p> <ul style="list-style-type: none"> • Begin to understand proportion, scale, and form in their artwork. • Extend their ability to discuss their own and others' work with confidence. • Explore the effects of light and dark to enhance depth and mood in their work. • Depict relationships using a range of artistic modes and techniques. • Critique artwork thoughtfully, using appropriate vocabulary to express opinions. <p>Please discuss any of your child's favourite paintings and/or photographs, as well as what they think and feel when looking at them.</p> | | |
| Music | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p>Singing</p> <ul style="list-style-type: none"> • Develop singing skills, listening to one's voice and pronunciation. • Listen to sample music and sing and use Do/Re/Me notation and notes. <p>Parents, please encourage your child to sing at home songs they learn in school</p> </td> <td style="width: 50%; text-align: center;"> <p>Instruments</p> <ul style="list-style-type: none"> • Through listening to instrumental music, play some accompanying rhythms. • Learn to play with feeling through understanding the mood of songs. </td> </tr> </table> | <p>Singing</p> <ul style="list-style-type: none"> • Develop singing skills, listening to one's voice and pronunciation. • Listen to sample music and sing and use Do/Re/Me notation and notes. <p>Parents, please encourage your child to sing at home songs they learn in school</p> | <p>Instruments</p> <ul style="list-style-type: none"> • Through listening to instrumental music, play some accompanying rhythms. • Learn to play with feeling through understanding the mood of songs. |
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| PE (Physical Education) | <p>Athletics</p> | | |
| PE (Physical Education) | <p>Students will be developing key physical skills such as throwing and catching, running, and jumping. These fundamental movement skills support coordination, balance, and agility. Students will practice these skills through structured activities and games, helping them build confidence, physical fitness, and the ability to work effectively in teams.</p> <p>You can help by encouraging your child to show you some of the movements they have been learning or by going to the park together to try the movements.</p> | | |
| Creative Studies | <p>Each class has voted for and selected a Global Citizenship anchor project to explore throughout the term. These projects aim to build cultural awareness and global understanding.</p> <p>Grade 2G have shown a strong interest in reducing their carbon footprint and are eager to help plant more greenery both around the school and within the wider community. This term, they will be exploring and developing this project further through their Global Citizenship lessons.</p> <p>Grade 2Y will care for the fish pond by feeding the fish, keeping it clean, and decorating the area to make it healthy and welcoming.</p> <p>You can help by discussing the class anchor project progress and by encouraging your child to participate.</p> | | |
| Japanese | <p>Kokugo</p> <ol style="list-style-type: none"> 1. 160 Kanji characters throughout the year (reading, writing, making words, and idiom in Kanji.) 2. Reading; read an explanatory text (Sumire to ari) and A story(Kitsune no Okyakusama) 3. Writing: flower observation record, and quiz making. (Ikimono quiz wo tsukurou) 4. Researching living things 5. Speaking and Listening: Ikimono Quiz <p>Parents, please ensure that your child completes their homework every evening.</p> <p>Japanese Studies</p> <ol style="list-style-type: none"> 1. Hiragana, Katakana, and Kanji Practice 2. Speaking and Listening: Ikimono quiz 3. Reading: Reading stories with repetitive patterns 4. Writing: plants observation record, and Ikimono quiz making. Short Diary writing. 5. Understanding of Japanese culture and events: Tanabata' | | |