

# CURRICULUM OVERVIEW

Sharing our learning



## Y2 INFORMATION

- YEAR: 2025-26 • TERM: 4
- CONTACT: [year2@st-johnfisher.org](mailto:year2@st-johnfisher.org)

## Y2 TEACHING & LEARNING TEAM

- Miss P Lockham
- Miss R D'Roza
- Mr C Murphy

Dear Parents and Carers,

Our fourth curriculum overview includes information about what children will learn this term. This is a key period as we prepare for the summer's forthcoming statutory and non-statutory assessments, which will include:

- **FS2** - a formal check on development and progress of children, from baseline, against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening\*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - multiplication tables screening and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

\*for children who did not achieve the phonics standard in the Y1 national screening

Good attendance is especially important during this time, not only for learning but also for wellbeing. Missing school makes children anxious about falling behind and losing touch with friends. Whilst some absences are unavoidable, we are thankful when non-essential absences, e.g. term-time holidays, odd days off, or appointments that can be scheduled outside of school hours—are avoided.

This overview also includes key curriculum content including crucial knowledge and key vocabulary, along with tips for supporting learning at home. Please encourage your child to do the homework activities, which are designed to help them embed knowledge. If your child struggles, offer reassurance and ask them to do their best. If they continue to find it difficult, let us know via a note or email so the team can follow up.

Teaching and learning approaches evolve over time, and we are happy to answer any questions to help you support your child at home. Please contact us by phone or email if you need guidance—we are here to help.

Yours sincerely,

  
Headteacher

## TERM 4 LEARNING VALUE: SELF BELIEF



Self-belief is about trusting your abilities, staying positive, and having the courage to tackle challenging goals. Children show self-belief by being determined, resilient, and confident that they can achieve their potential. The following words come to mind when we think of self-belief:

- courage
- determination
- positivity
- tenacity and focus
- faith
- confidence



**ST CLARE**  
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**RE & CATHOLIC LIFE**

The focus is 'Desert to Garden' Please click [here](#) for the RE overview that covers Terms 3 and 4. Our focus virtues are 'charity' and 'forgiveness'.

*Lent 2026: Class Reflections*

Lent begins on Ash Wednesday, which this year takes place during the school holiday. Please note that Monday 23<sup>rd</sup> February is an INSET day.

As usual, our Chaplains will help to organise Lenten class reflections which start on **Tuesday 24<sup>th</sup> February 2026** and will continue until **Thursday 26<sup>th</sup> March 2026**, except for Tuesday 10<sup>th</sup> and Wednesday 11<sup>th</sup> the March 2026, because we will be having our pupil progress review meetings. Please book through the school office.

LENT	Monday	Tuesday	Wednesday	Thursday	Friday
	Y1 Y2 Y3 Y4 Y5 Y6	FS2 Y3 Y4 Y5 Y6	FS2 Y1 Y2 Y5 Y6	FS2 Y1 Y2 Y3 Y4	No visitors

Monday	Tuesday	Wednesday	Thursday	Friday
Citizenship Statement of Belief Assembly 'Virtues to Live By' Class Assemblies (Y2 to Y6)	'Virtues to Live By' FS2 Story Circle	Themed Assembly	Weekly Celebration of the Word 'Virtues to Live By' Class Assembly (Y1)	Celebration Assembly Chaplains' Celebrations

**HOMEWORK**

Homework is distributed every Tuesday and is expected to be returned by the following Tuesday. It will consist of a range of activities:

- Weekly spellings in preparation for a spelling quiz each Tuesday. Please support your child in learning these to help them meet the required year-group standards.
- Cross-curricular, theme-related homework set at various points throughout the term.
- Home learning projects that allow children to explore topics in more depth.

**ENGLISH**

**Spelling, Punctuation, Grammar & Handwriting**

All children benefit from regular handwriting and spelling practice, as well as focused grammar and punctuation sessions tailored to their individual needs.

**Guided Reading**

All children will take part in daily reading activities designed to boost their confidence, enjoyment, and comprehension skills.

You can support your child's **learning at home** in the following ways:

- ✓ Reading and writing simple instructions together, such as recipes or game rules.
- ✓ Describing images using adventurous adjectives and similes to build descriptive vocabulary.
- ✓ Looking at how different stories are presented and organised in books.
- ✓ Reading and putting spelling words into sentences to provide a clear context for their meaning.

The children will gain a range of **crucial knowledge** so they know how to:

- ✓ Use coordination (**and, but, or, so**) to join two independent clauses.





The children will gain a range of **crucial knowledge** so they know how to:

- ✓ Identify independent clauses in simple and compound sentences, and adverbs too.
- ✓ Edit sentences to include adverbs and appropriate punctuation e.g. **commas to separate clauses, question marks, and exclamation marks.**

**MATHEMATICS**

The children will focus on developing a deep understanding of fractions, alongside mastering addition and subtraction involving regrouping. The children will move beyond simple counting to explore "exchanging" tens and ones, which is a vital step toward formal column methods. In our fractions unit, we will explore parts of a whole, find fractions of amounts, and begin to recognise equivalent fractions using practical resources.

The **Key words** we will be using are:

- ✓ half
- ✓ quarter
- ✓ third
- ✓ addition
- ✓ subtraction
- ✓ regrouping
- ✓ hundreds
- ✓ tens
- ✓ ones
- ✓ total

The children will gain a range of **crucial knowledge** so they know how to:

- ✓ Construct arrays to identify the number of equal parts and the specific value of each part.
- ✓ Recognise multiplication is commutative, **meaning numbers can be multiplied in any order to achieve the same product.**
- ✓ Use arrays to solve multiplication and division questions through the process of grouping.
- ✓ Recognise that the properties of multiples, specifically multiples of **2** are even, multiples of **5** always have a '5' or a '0' as the ones digit, and all multiples of **10** always end in '0'.

You can support your child's **learning at home** in the following ways:

- ✓ Playing games to practise skills e.g. **set up a shop to help your child answer questions about number bonds to 20 and further e.g. 15 and 5; 8 and 12; 19 and 1.**
- ✓ Revising the names and amounts of coins.
- ✓ Identifying  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{3}{4}$  of amounts and objects.
- ✓ Accessing MyMaths regularly and having a good go at the challenges and tasks.
- ✓ Encouraging them to access TT Rock Stars as much as possible in order to beat their best scores

**HISTORY**

The children will investigate history through storytelling, comparing past and present, using precise historical language. They will interact with older generations, analyse evidence, and create timelines, for example, for "The Great Fire of London", in order to understand and sequence events across distinct historical periods.

The **Key words** we will be using are:

- ✓ chronological order
- ✓ sequence
- ✓ individual
- ✓ compare
- ✓ present
- ✓ Pudding Lane
- ✓ Samuel Pepys
- ✓ King Charles II
- ✓ diary
- ✓ past
- ✓ St Pauls Cathedral
- ✓ events

The children will gain a range of **crucial knowledge** so they know:

- ✓ The occurrence of the Great Fire of London in 1666, resulted in the destruction of large areas of the city.
- ✓ How London was rebuilt using stone and brick instead of wood to prevent future fires from spreading.
- ✓ The importance of Samuel Pepys' diary as primary evidence enabling historians to know more about the fire.

You can support your child's **learning at home** in the following ways:

- ✓ Reading about the Great Fire of London together to discover how it started and was extinguished.
- ✓ Learning why Samuel Pepys and King Charles II are famous and what their roles were during the fire.
- ✓ Finding where these historical events sit on a timeline to help your child understand the chronological distance between 1666 and the present day.





**SCIENCE**

The children will learn about life cycles, from infancy to adulthood, and the basic needs required for survival. They will also explore the importance of good nutrition and regular exercise for maintaining a healthy body.

The **Key words** we will be using are:

- ✓ survival
- ✓ baby
- ✓ toddler
- ✓ infant
- ✓ development
- ✓ survival
- ✓ nutrition
- ✓ milk

The children will gain a range of **crucial knowledge** so they know:

- ✓ The process of growth from offspring into adults, which occurs in all animals, including humans.
- ✓ The basic survival requirements of all animals, which consist of water, food, and air.

You can support your child's **learning at home** in the following ways:

- ✓ Observing the growth of pets or local wildlife to identify the different stages of their life cycles.
- ✓ Discussing why healthy eating and regular exercise are important for our bodies to grow and stay strong.
- ✓ Identifying the basic needs of different animals (**food, water, and air**) during walks or visits to a farm or park.
- ✓ Researching the offspring of various animals and learning the names for their young (e.g., a sheep and its lamb).

**MUSIC**

This term, our musical focus will be on the evocative sounds of a river, specifically exploring the piece Orawa (pronounced "Arva"), which describes the power of a vast river. The children will begin by imagining the river's journey through Europe, reflecting on the diverse scenery and events passed along the way. Using this inspiration, they will create original art based on the river's journey. Finally, by borrowing stylistic ideas from the composer, the children will invent their own music using a combination of vocal chants and body percussion.

The **Key words** we will be using are:

- ✓ performing
- ✓ notes
- ✓ scale
- ✓ beat
- ✓ genre
- ✓ soloist
- ✓ improvisation
- ✓ rap

You can support your child's **learning at home** by listening to piece at home [here](#) and thinking about the river, imagining what is happening.

**COMPUTING**

The children will begin exploring the meaning of the term 'data' reflecting on how it can be collected using, for example, tally charts. They will be introduced to the concept of an *attribute* and use this to help them organise information effectively. As they progress, the children will learn how they can use pictograms and block diagrams to present their data, answer questions and draw conclusions.

The **Key words** we will be using are:

- ✓ data
- ✓ pictogram
- ✓ attribute
- ✓ organise
- ✓ block diagrams

You can support your child's **learning at home** in the following ways:

- ✓ Looking at various example pictograms in books or online to discuss what information they are sharing.
- ✓ Designing and making your own pictogram at home to record everyday data, such as the different colours of cars on your street or the favourite snacks of family members.

**PE**

This term, the children will focus on developing the essential core multi-skills that underpin all sporting activity. Alongside our "REAL PE" challenges, they will work on embedding our Term 4 value of self-belief into everything they do. By focusing on personal bests and perseverance, the children will learn how a positive mindset supports their physical development and coordination.





The **Key words** we will be using are:

- ✓ balance                      ✓ agility                      ✓ coordination                      ✓ share                      ✓ cooperate
- ✓ honesty                      ✓ self-belief                      ✓ "I will try..."                      ✓ creative                      support

You can support your child's **learning at home** in the following ways:

- ✓ Encouraging them to "teach" you a new skill or concept they have mastered, as this helps to reinforce their own understanding.
- ✓ Practising the various physical multi-skills and "REAL PE" challenges learned in school to improve coordination and confidence.

**DESIGN & TECHNOLOGY**

This term, our focus will be on investigating structures and architecture to understand what makes them stable. We will research how to design and construct "junk model" buildings that are secure, waterproof, and sustainable. This project will link directly to our study of the Great Fire of London, as we investigate the most effective ways to design and construct stable Tudor house structures.

The **Key words** we will be using are:

- ✓ strong                      ✓ stable                      ✓ design                      ✓ test                      ✓ construct                      ✓ construction
- ✓ waterproof                      ✓ technique                      ✓ materials                      ✓ strength                      ✓ sustainable

The children will gain a range of **crucial knowledge**:

- ✓ How to strengthen and stiffen structures by using techniques such as folding, ribbing, and adding internal supports to ensure their "junk model" buildings remain stable.
- ✓ The identification of suitable materials for specific functions, such as selecting waterproof or durable items to ensure their Tudor house designs are both secure and sustainable.
- ✓ How to use joining techniques (such as masking tape hinges, slots, or L-braces) to effectively connect different components of a 3D structure.

You can support your child's **learning at home** in the following ways:

- ✓ Discussing fire safety and what can happen when fires are present, helping children understand both the dangers and the historical impact of the Great Fire.
- ✓ Unpicking how Tudor houses were originally constructed and why their materials and proximity caused London to catch fire so quickly.

**LIFE CURRICULUM**

The children will explore emotional wellbeing to help them understand and articulate their own feeling and think about others' feelings, which might differ. They will learn practical ways to manage emotions as they consider potential consequences of their actions. They will reflect on choices they have made previously, identifying good steps to take when things go wrong, for example using our "Zones of Regulation."

The **Key words** we will be using are:

- ✓ safe/unsafe                      ✓ online                      ✓ rules                      ✓ internet                      ✓ screen time                      ✓ pop ups
- ✓ block                      ✓ report                      ✓ devices                      ✓ secret                      ✓ private                      ✓ respect
- ✓ PANTS                      ✓ private parts                      ✓ touch                      ✓ permission

You can support your child's **learning at home** in the following ways:

- ✓ Discussing merits of offline and connected play.
- ✓ Talking about the rules you have to keep everyone safe during offline and connected play.
- ✓ Evaluating how much screen time your family has and deciding whether it is too much and healthy.
- ✓ Reminding your child of the importance of the 'TELL! TELL! TELL!' rule, ensuring they share worries.

