

Princess Frederica Primary School

Termly Overview Year 2



Spring Term 2026

Class teachers: Ms Callum-Clarke
and Ms Bastick

Support teachers: Mr Zambuto and Mr Djabate

We hope you all had a wonderful Christmas break. We'd like to wish you all a warm welcome back to school. As always, we have much planned for the term ahead, and the following overview will outline what your child is learning about in class, as well as some important dates to note for this term. More detailed information about what children will be learning will be shared by class teachers through knowledge organisers which are also posted on the school website.

Important dates for your diary

Spring 1: Monday 5th January – Friday 13th February at 3:30pm

- Thursday 22nd January is Year 2's trip to the National Army Museum
- Friday 13th February at 10:00am is 2 Thistle's class assembly
- We break up for half term on Friday 13th February at 3:30pm and we return on Monday 23rd February.

Spring 2: Monday 23rd February - Friday 27th March at 1:30pm

- Thursday 5th March is World Book Day
- Friday 13th March at 10:00am is 2 Honeysuckle's class assembly
- Friday 20th March 2026 is an INSET day
- Friday 27th March at 10:00am is the Easter service at St Mark's Church
- We break up for the term on Friday 27th March at 1:30pm

Year 2 Sleepover date is Friday 11th June 2026

Our Christian Values

As always we will be focusing on teaching an engaging broad curriculum which will involve reading a whole variety of different genres of texts, as well as 'living our Christian values': **Growth, Unity, Kindness and Faith**

At the centre of the school we have our school vision "Belonging, learning and growth for life in all its fullness."

For more detailed information on our school vision, values and ethos we encourage you to visit our website: <http://www.princessfrederica.brent.sch.uk/>

Learning in our class this term

Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging, engaging and diverse curriculum.

By the time children leave our school they will:

- Be kind, confident, well-mannered, thoughtful members of society who embody our Christian values.
- Speak confidently and in Standard English, with a broad range of vocabulary, in formal situations, for example children should be able to argue a point and greet a visitor.
- Have knowledge of a core set of books and poetry that they can make links to and draw upon.
- Have a broad general knowledge and understanding of the world for example of historical facts, geographical sense of place and religions.
- Understand the cultural and historical influences that have shaped this area of London.
- Be ambitious for their futures, expecting that he or she can follow career paths that take them onto higher education such as university or an apprenticeship.
- Enjoy and appreciate the arts and be able to participate in performances, for example music, poetry, dance and drama.
- Understand their body, how to keep it healthy and enjoy participating in sporting activities.
- Have healthy relationships with an age-appropriate understanding of sex education.
- Be able to keep themselves safe (both online and on the streets) and know how to avoid confrontation and resolve disputes peacefully through restorative approaches.
- Have a love of learning and self-efficacy around studying.
- Be passionate about looking after our world and take active responsibility for making a difference in our world.
- Understand and value the concepts of Global Human Values and contribute positively to our community.
- Respect each other regardless of race, religion, ethnicity, culture, gender, disability and wealth.
- Be courageous advocates for the causes they believe in.
- Be anti-racist and call out injustice.

Below is more information about the subjects we will be covering this term (please also refer to our knowledge organisers on the school website).

- Geography: Hot and Cold Places and Weather
- History: Heroes of Healthcare
- Religious Education: Jewish Festivals and Salvation
- Science: Seasons and Materials
- Computing: Making Music, Presenting Ideas and Spreadsheets
- Art/DT: Dinosaurs and Beetles, moths and butterflies
- Music: Glock, Note Reading and Ghanaian Drumming
- Relationships, sex and health education: Keeping Safe and Citizenship
- PE: African Dance, Core Strength and Multi-skills
- Texts we will be reading as a whole class are:
 - A Walk in London by Salvatore Rubbino
 - Gregory Cool by Caroline Binch
 - The Last Grey Wolf by Mini Grey

Learning objectives

This half term children in Year 2 will be working on the following objectives in the core subjects:

Mathematics

I can:

- recall and use addition and subtraction facts to 20 fluently

10 - 1 =

= 10 - 3

4 + = 10

+ 5 = 10

10 - 9 =

= 10 - 3

6 + = 10

+ 2 = 10

How much money do Lauren and Ajay have altogether?

Lauren:

Ajay:

+ =

+ =

I know that plus is equal to

So plus is equal to

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward



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

- calculate mathematical statements for multiplication and write them using the multiplication (x) and equals (=) signs

There are groups of .

× =

= ×

factor × factor = product

product = factor × factor

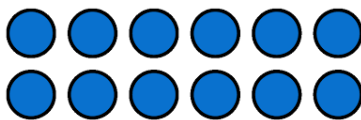
Match each equation with the correct picture.

× 2 = 16

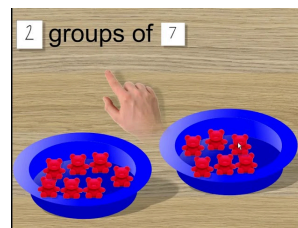
× 2 = 10

× 2 = 6

- solve problems involving multiplication and division using arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts



$2 \times _ = 14$



Adam has made 14p using only one value of coin. Which coins could he have used?

Reading

I can:

- continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read further common exception words (e.g. again, many, children)
- understand texts by checking that it makes sense as they read and correcting inaccurate reading
- read most words quickly and accurately, without overt sounding and blending
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation and re-read these books to build up their fluency and confidence in word reading
- develop pleasure in reading, vocabulary and understanding by listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently
- discuss the sequence of events in books and how items of information are related

Writing

I can:

- segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning to spell common exception words (beautiful, children, every, find) and words with contracted forms (can't, won't I've)
- form lower-case letters of the correct size relative to one another and use spacing between words that reflects the size of the letters
- consider what I am going to write before beginning by planning or saying out loud
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- start using some of the diagonal and horizontal strokes needed to join letters
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Home-learning will include opportunities to practise some of these objectives but if you and your child are not sure what they mean please make an appointment to speak to me before or after school.

Home-learning and how parents can help

Children work very hard at school during the day so we want to keep home-learning simple and easy to manage. Parents can be a great help if they talk to their children about their learning and set up a routine every night. Little and often is best.

Reading

It is vital that children practise their reading at home by being heard by an adult or older sibling. This is just as important for older children who are decoding texts fluently – they may be able to read the words, but they also need opportunities to discuss the meaning of the texts they are reading as often as possible.

Foundation Stage and Key Stage One (Years 1 and 2)

For younger children, little and often is most effective; learning to read is a hard and tiring process to begin with. Parents should read with their child for about 15 minutes each day.

There are two types of reading book that your child will bring home, as well as a reading record:

- **A reading practice book** – The Little Wandle book will be at the correct phonic stage for your child. Your child should be able to read this to you fluently and independently. We highly recommend that you use this book for reading practice.
- **A sharing book from the library** - Your child may not be able to read this on their own. This is a book for you to read with your child - encourage them to read what they can and step in to help with the trickier parts.

Reading Practice Book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise and celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together. Please let us know how your child has read their reading practice book by commenting in the reading record.

Sharing Book

Children love to listen to stories being read or told and it is important that they learn to read for pleasure. This book was chosen by your child from the school library. Please remember that this book is for you to read to your child. Together, you can enjoy the story, discuss the pictures, predict what might happen next, use different voices for the characters or explore the facts in a non-fiction book. The main thing is that you have fun!

Mathematics

Rapid Recall Facts

This year we are going to continue to help children improve their mental maths skills, which are essential to becoming confident mathematicians.

Each half term children will be given a list of **Maths Rapid Recall Facts** to practise and learn at home as well as in school. It is important that they know these thoroughly and can recall specific facts instantly. Whilst children have a wide range of abilities in mathematics, the rapid recall facts are a set of facts that need to be learnt off by heart. They build on each other year on year. Again, we stress that the children must aim to know the facts inside out, back to front and with instant recall. **Children should practise these facts every night for about 10 minutes.** Little and often is the key. Each child will be quizzed on the facts during the half term so teachers can monitor their progress.

Spellings

Your child has received a list of 200 words which we recommend you work through 10 at a time ensuring they can spell them. Each week, children should write out the 10 words in their neatest handwriting and create their own sentences using these words. These words are "High Frequency Words" which regularly are used in writing.

Weekly events

Library is on Monday.

Music is on Tuesday and Friday.

PE is on Tuesday and Wednesday.

PE Uniform: Children should wear their PE kit to school on PE days. The PE uniform is a T-shirt with an embroidered crest in their house colour, black shorts or grey jogging bottoms and black plimsolls or trainers.

Best wishes,

Year 2 team