

Princess Frederica Primary School

Termly Overview Year 2



Summer Term 2026

Class teachers: Ms Callum-Clarke
and Ms Bastick

Support teachers: Mr Zambuto and Mr Djabate

We hope you all had a lovely Easter 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.

Important dates for your diary

Summer 1: Monday 13th April – Friday 22nd May at 3:30pm

- Wednesday 22nd and 29th April - Parent consultations
- Thursday 30th April at 3:30pm - Cultural Unity Day
- Wednesday 6th May - class photos
- Sunday 10th May at 9:00am - PSA Park Run in Queens park
- Thursday 14th May - trip to Kew Gardens
- We break up for half term on Friday 22nd May at 3:30pm and we return on Monday 1st June.

Summer 2: Monday 1st June - Friday 17th July at 1:30pm

- Friday 19th June - Sports Day (KS1: am KS2: pm)
- Artful Ambitions Week: WB 22nd June
- Saturday 4th July - Fredstival
- Thursday 9th July - Mock seaside/picnic Trip to St Marks Park (TBC due to weather forecast)
- Friday 17th July at 10:00am - End of year church service at St Martins Church
- We break up for the term on Friday 17th July at 1:30pm
- **Year 2 Sleepover date is Friday 12th 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:** Jamaica and Extreme Weather
- **History:** By the Seaside - The Victorians
- **Religious Education:** Five Pillars of Islam and Christianity (Promises)
- **Science:** Seasonal changes, Plants and Living things in their Habitats
- **Computing:** Spreadsheets and Coding
- **Art/DT:** Beetles, moths and butterflies and Turtles
- **Music:** Glock, Note Reading and Ga Dangbe Drumming/dance
- **RSHE:** (Relationships, sex and health education) Relationships and Growing & Changing
- **PE:** Core Strength and Multi-skills and Ga Dangbe Dance
- **Texts we will be reading as a whole class are:** The True Story of the Three Little Pigs by Jon Scieszka, Voices in the Park by Anthony Brown, The Enormous Crocodile by Roald Dahl

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 x factor = product
product = factor x factor

x =

= x

Match each equation with the correct picture.

8 x 2 = 16

5 x 2 = 10

3 x 2 = 6

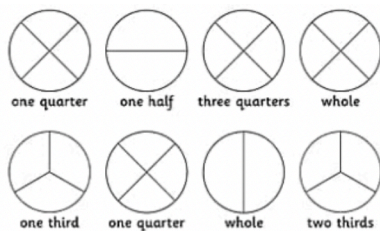
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Challenge: Make £2 in each of these columns

1p 2p 5p 10p 20p 50p £1 £2

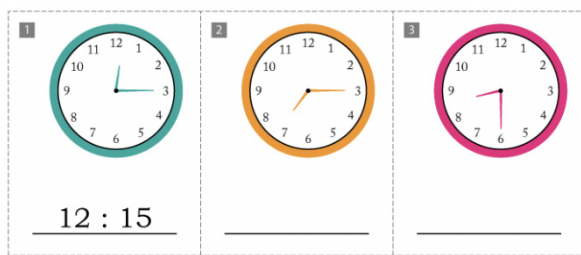


- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

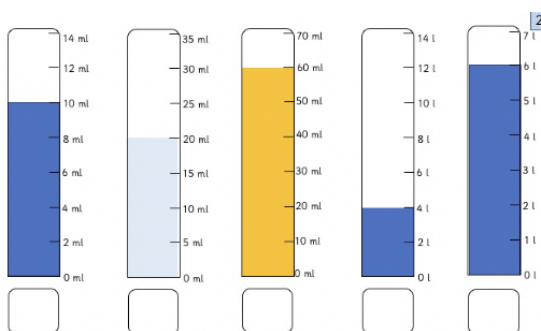


Fraction	Working out
$\frac{1}{4}$ of 4 =	
$\frac{1}{4}$ of 12 =	

- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day



- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels



Reading

I can:

- 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
- become increasingly familiar with a wider range of stories, fairy stories and traditional tales
- read non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarify the meanings of words, linking new meanings to known vocabulary

Writing

I can:

- Consider what I am going to write before beginning by planning or saying out loud what I am going to write about, writing down ideas and/or key words, including new vocabulary and encapsulating what I want to say, sentence by sentence.
- Spell many common exception words (said, when, because), including some contracted forms (can't, won't, I've) and apply some spelling rules (e.g. double letter before -ed, swap the y for an i before -ly)
- Start using some of the diagonal and horizontal strokes needed to join letters, writing on the line
- 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)
- Make simple corrections to their own writing by evaluating with the teacher and other pupils

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 or Banded 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 Wednesday.

Music is on Tuesday and Friday.

PE is on Wednesday and Friday.

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