

Barnfields Primary School

Year 2



Barnfields Primary School

SCHOOL VISION:

At Barnfields, **academic excellence** runs alongside **sporting and artistic excellence**. The whole child is nurtured as **positive wellbeing** is encouraged and supported, enabling them to make **outstanding progress** across the curriculum. This learning is underpinned by **strong values** that encourage and guide the children through the rest of their academic journey and as **citizens of the future**.

Responsibility Reflection Positivity Resilience Respect

Meet the Teachers



Mrs Turton
Year 1 Teacher &
KS1 Phase Leader



Mrs Bradbury
Year 2 Teacher



Miss Collins
Year 2 Teacher

Year 2 Timings of the Day

Start of the day - Gate opens at **8:40am** and closes at **8:50am**. **Year 2 will enter through the main school gate behind the Co-Op.** *Please help us start promptly by ensuring your child arrives at school on time. Learning begins promptly at 8:50am.*

Break time - **10:20am – 10:35am**

Lunch time – **11:45pm – 12:45pm**

Afternoon break – **2:00pm – 2:15pm**

End of the day – Children will be dismissed from the main school gate at **3:20pm**.

Year Group Timetable

Typical Mornings:

Core subjects: Reading, Writing, Phonics/ Spelling and Mathematics

Typical Afternoons:

Science (Core Subject), Geography, History, Art, Design & Technology, Computing, PSHE, PE and RE, Music and other wider curriculum related activities.

PE days: Monday and Friday

Provisional Dates

The **school calendar** on website is updated regularly (under Parent News).

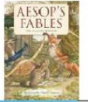
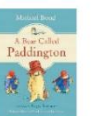
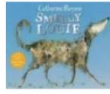
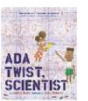
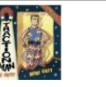
School Trips/ Enrichment: Great Fire of London Workshop, Wolseley Wildlife Centre and Stafford History Centre.

Family Learning Events: This year we did a D&T afternoon and more will be planned this year!



Curriculum Outlines



Class Reading Texts	  	 	The Bathroom Fiddler – Michael Rosen  	WHERE THE WILD THINGS ARE  	The Sound Collector – Roger McGough  	 
Writing Texts	 	 	 	 	 	 

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval



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Year 2

Curriculum Outline
2026-2027

Mathematics	Place Value Addition and Subtraction Shape	Money Multiplication and Division Length and Height Mass, capacity and temperature	Fractions Time Statistics Position and Direction
Working Number	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit' Compare numbers within 10 Inequality and equals symbols Odd/even parts when even numbers are composed of 2 parts Composition of 6, 8 and 10 Missing symbols Using 2 by 5 grid to find all ways of 10 Composition of odd numbers Composition of 7 and 9 Composition of numbers 11 to 19 Compare numbers within 10	Doubling numbers to 10, using the '5 and a bit' structure to double 6, 7, 8 and 9 Composition of 10 Use known facts within 10 to find missing parts of 20 Facts within 10 to addition and subtraction within 20 WITHIN the 20 boundary Knowledge of doubles to calculate near doubles Add 3 numbers using known facts Add 2 numbers by 'bridging through 10' Adding 2 numbers by 'bridging through 10' Subtract by 'bridging through 10' Consolidate understanding of subtracting by 'bridging through 1'	Connect the order of multiples of 10 to the order of numbers within 10 Proportional reasoning to identify the position of numbers within 100 in the linear number system Connect missing addition problems to subtraction problems Subtract across the 10 boundary, by subtracting FROM 10 rather than bridging THROUGH 10 Practice subtracting within 20, selecting from a range of strategies Composition of 20 Use known facts within 10 to find missing part of 20 when the known part is less than 10
Science	Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Animals, including Humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	Growing Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Curriculum Drivers: Ambition, Knowledge, Relevant, Retrieval and Inclusive

Curriculum Units Foundation Subjects

Subject	Units
History	The Great Fire of London, George Stephenson and the Invention of the Rail & History of Stafford.
Geography	The Five Oceans and Seven Continents, Comparing the UK and India & Local Area – Study of Stafford.
Art	Drawing (Alice Fox), Painting (Vincent Van Gogh) & Sculpture (Chris Kenny).
Design and Technology	Food and Nutrition: Vegetables, Mechanisms: Sliders and Levers & Structures: Freestanding Structures.
Computing	IT around us, Digital Photography, Robot Algorithms, Pictograms, Digital Music & Programming B.
Music	African Music, Nativity, Rock Playing, Reggae, Pop and Classical.
PE	Dance, Ball Skills, Gymnastics, Athletics & Invasion Games.
PSHE	Being Me, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships & Changing Me
RE	Gospel, Incarnation, Non-Religious Beliefs, Salvation, Prayer & Special Places

English Expectations: Reading

Building on the foundations lay in Year 1, children will **continue to apply phonic knowledge and skills** as the route to decode words until automatic decoding has become embedded and reading is fluent.

Children will read accurately words of two or more syllables by blending sounds in words that contain taught graphemes, especially recognising alternative sounds for graphemes.

They will **read aloud books closely matched to their improving phonic knowledge**, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Children will e-read these books to build up their fluency and confidence in word reading.

Reading at Home

Reading is vital and **proficient reading ability** is strongly linked to success in later life. Just a few minutes each day adds up! On average...

20 minutes a day =	5 minutes a day =	1 minute a day =
1.8 million words per year	282,000 words per year	8,000 words per year

Role model reading for pleasure at home – children see, children do.

Reading supports children's learning through fostering better attention, brain development and cognitive ability.

Readers have better speech and language development and literacy skills. It also develops imagination, empathy and creativity.

Selecting Appropriate Books: Book Trust



Search here...



Recommended children's booklists sorted by age or topic

New Books ▾

Booklists by Topic ▾

Booklists by Age ▾

Reading for Pleasure ▾

Seasonal Booklists

Resources ▾

Blog

Home > Blog

Booklists by Age

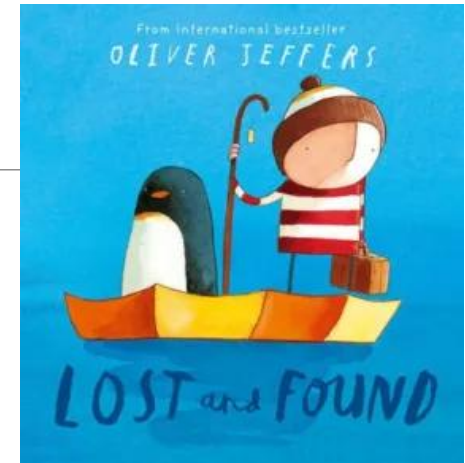
Booklists Sorted by Age or Year Group

Our age-related booklists are here to help you to find the best books recommended for each age and stage of development, sorted by primary school key stage. Whether you are looking for the **best picturebooks for EYFS**, first **independent chapter books for KS1** or top recommended **novels for Year 6**, this is the place to find children's book recommendations by age.

Browse our lists to explore reading for pleasure recommendations and **curriculum topic booklists** handpicked for each age group.

Most of our lists are organised by school key stage:

- **Books for EYFS** (ages 2-5)
- **Books for KS1** (ages 5-7)
- **Books for KS2** (ages 7-11)
- **Books for KS3** (ages 11-14)



THE TALE OF PETER RABBIT



BEATRIX POTTER
The original and authorized edition

Parental Support: Reading

Reading Diaries will be used to support children with securing early fluency.

Reading regularly with your child at home (15 minutes a day) is the most important way you can impact your child's education. To check children's understanding, **discuss what they have read by asking simple questions** such as *"What do you think will happen next?"* or *"Why do you think the character do that?"*.

Most importantly, encouraging a love of reading will help build confidence and fluency.



English Expectations: Writing

By the end of year 2, children should be able to write for a range of purposes. They are encouraged to plan their writing by thinking or talking about their ideas. Their **writing should be clear and organised, using full sentences with capital letters, full stops question mark and explanation marks.**

Children will begin to **use more descriptive language, such as expanded noun phrases and join their ideas with conjunctions.** They are expected to keep their verb tenses mostly consistent throughout their writing.

In spelling, children should correctly **spell many common words from Year 1 and Year 2 word lists,** and **use phonics** to spell unknown words. Handwriting should be neat and letters properly formed and spaced.

Parental Support: Writing

Encouraging fun written activities at home (stories, lists, lyrics, etc) is a great way to get your child writing at home. Praise effort and creativity as confidence is just as important as accuracy at this stage.

Statutory Year 2 Spellings: Please refer to the handout to see the Year 2 spelling list.

Alongside this, working on handwriting is also really beneficial.

Year 1 and 2 Common Exception Words											
Year 1			Year 2								
the	they	one	door	gold	plant	clothes					
a	be	once	floor	hold	path	busy					
do	he	ask	poor	told	bath	people					
to	me	friend	because	every	hour	water					
today	she	school	find	great	move	again					
of	we	put	kind	break	prove	half					
said	no	push	mind	steak	improve	money					
says	go	pull	behind	pretty	sure	Mr					
are	so	full	child	beautiful	sugar	Mrs					
were	by	house	children	after	eye	parents					
was	my	our	wild	fast	could	Christmas					
is	here		climb	last	should	everybody					
his	there		most	past	would	even					
has	where		only	father	who						
I	love		both	class	whole						
you	come		old	grass	any						
your	some		cold	pass	many						

Phonics/Spelling

Spelling in Year 2 will build on the children's learning from the Year 1 Little Wandle Phonics Programme. We will begin with a **Phase 5 Review** to ensure phonics knowledge has been retained and to identify and address any gaps.

The children will then move on to **Spelling Shed**, where they will develop their understanding of spelling patterns and rules and apply these throughout the year.

Mathematics Expectations

By the end of Year 2, **children are expected to confidently work with numbers up to 100**, understanding the value of each digit in a two-digit number. They should be able to count in steps of **2, 3, 5 and 10**, and compare and order numbers.

Children should know **number facts up to 20** and use them to solve addition and subtraction problems. They **begin to add and subtract two-digit numbers using different methods**. They also learn to solve problems involving money and simple measurements.

Children are introduced to multiplication and division, starting with **the 2, 5 and 10 times tables**. They should understand the difference between odd and even numbers.

In shape and space, children need to recognise and describe 2D and 3D shapes. They also learn how to measure length, weight, temperature, and time.

Parental Support: Mathematics

Provide children the opportunity to use Maths at home:

- Everyday tasks (food shopping, baking, etc.)
- Practising times tables
- Basic number bonds
- Number games and puzzles



RSHE Curriculum



From September 2026, all schools are required to teach the updated statutory RSHE curriculum. We have updated our Jigsaw PSHE programme to ensure it fully meets the new Department for Education guidance while continuing to deliver age-appropriate, inclusive and engaging lessons.

What has changed?

- Online safety has been strengthened, including: AI and deepfakes, online scams and misinformation, healthy online relationships and digital footprints and privacy
- Greater emphasis on respectful relationships, kindness and recognising unhealthy or harmful behaviour.
- Children will develop a stronger understanding of consent, personal boundaries and seeking help from trusted adults.
- Health education now includes more learning about: mental wellbeing, managing emotions, healthy lifestyles, body changes and puberty (age appropriate)
- Lessons continue to promote equality, inclusion, diversity and respect for all.

What stays the same?

- Lessons remain age appropriate and carefully sequenced from Year 1 to Year 6.
- Relationships Education and Health Education are statutory for all primary pupils.
- Parents retain the right to request withdrawal from the non-statutory Sex Education lessons that are beyond the National Curriculum for Science.
- Science lessons about human growth, reproduction and puberty remain part of the National Curriculum and cannot be withdrawn from.

How we teach RSHE

Our lessons are delivered through the Jigsaw PSHE programme and are designed to:

- build confidence and resilience
- help children keep themselves safe
- encourage respectful, healthy relationships
- prepare children for life in modern Britain
- provide a safe environment where pupils can ask questions and discuss important issues appropriately.



Further information, including our curriculum overview and parent resources, will be available on the school website and parents are always welcome to speak to their child's class teacher or the PSHE lead with any questions.

Homework

Reading books will be collect every **Thursday** and a new one will be sent home on the **Friday**.

Alongside a reading book, homework will be sent out weekly. This will be a piece of work to support the learning taking place in school (usually English or Maths).

This should not be onerous and **should take no longer than 25 minutes**.

Keeping in Touch

Email: office@barnfields.staffs.sch.uk

Mr Ball: headteacher@barnfields.staffs.sch.uk

Mrs. Darlington: deputy@barnfields.staffs.sch.uk

Mrs Chesworth-Hull senco_BP@barnfields.staffs.sch.uk



If you need to contact us, email the school office at office@barnfields.staffs.sch.uk. Your email will be acknowledged and actioned, with a response back within 48 hours. For urgent messages, please contact the school office, who will inform the necessary staff immediately.