



Welcome to Year 2
2026-2027

Our Year 2 Staff Team



Role	Staff Member Name
Team Cedar Teacher	Carina Morris and Holly Arnot
Team Yew Teacher	Chloe Swain
Teaching Assistant	Becci Swaffield
Teaching Assistant	Helen Stow
Teaching Assistant	Lauren Jarvis
Teaching Assistant	Michelle Jennings



Start and End of Day Procedures

8.30-8.45 - Enter via your child's Year 2 classroom door

3.00 - Dismissal via your child's Year 2 classroom door

- Please ensure you are closely supervising your child at all times.
- Please ensure that your child does not ride their bike or scooter anywhere on the school site.
- Please report anything suspicious or concerning to a member of staff immediately.

Weekly Routines



- **PE Day:** Wednesday – please ensure your child comes to school in their full PE kit. *Refer to school uniform requirements on website.*
- **Library:** Friday- please ensure your child brings their library book each Friday so they can borrow a new one.
- **Reading Day:** Please refer to your child's yellow reading log for their reading day. Children will need their books in school on this day.



A Typical Day in Year 2

08:30 – 09:00		Early morning work and registration
09.00 – 10.00		Math and spelling
10:15 – 10:30		Break time
10:30 – 10:50		Collective worship
11:00 – 12.00		English
12:00 – 13:00		Lunchtime break
13:00 – 15:00		Foundation subjects, guided reading and dismissal

What We Are Learning This Year



Year 2 Hillcross Primary Curriculum Overview (2026-2027)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Non-Fiction: Recount Writing Outcome: Diary in the role of characters from Claude in the City Non-Fiction: Recount Writing Outcome: Neil Armstrong Biography	Narrative: Handa's Surprise Writing Outcome: To write their own version of the story, changing aspects. Non-Fiction: Instructions Writing Outcome: Recipe instructions for a meal	Narrative: Grandad's Island Writing Outcome: Setting Description Non-Fiction: Persuade Writing Outcome: Children to write a letter to Greenpeace about whale	Non-Fiction: Information Writing Outcome: Animal report about sharks. Non-Fiction: Recount Writing Outcome: Children to recount their visit to Littlehampton	Non-Fiction: Persuade Writing Outcome: Travel guide for Littlehampton Narrative: Journey Writing Outcome: Children to write their own 'Portal Story'	Non-Fiction: Information Writing Outcome: Information Text about the Tudors Picture Book Focus Children will create writing based upon a Picture Book
	Free Verse: Descriptions of Delicious Fruit		Structured Poetry: Constant Refrain (repeated line) – Take a Deep Breath by Joseph Coelho		Published Poet: Michael Rosen	
Maths	Place Value (within 100)	Addition (Within 100) Subtraction (Within 100)	Multiplication Division	Shape Money Fractions	Time Position and Direction	Measurement Division
Science	Human Survival: basic needs of humans for survival and how human offspring change overtime into adulthood	Habitats: what a habitat needs to provide and identifying living things in local habitats	Uses of Materials: uses and purposes of materials and how they can be changed	Plant Survival: growth of plants from seeds and bulbs and what plants need to survive	Animal Survival: basic needs of animals animals and animal life cycles	
History	Movers and Shakers: historically significant people who had an impact on the world				Magnificent Monarchs: English and British monarchy from AD 871 to the present day	
Geography	Let's Explore the World: atlases, maps, cardinal compass points		Coastline: physical and human features of coastal regions across the UK		Let's Explore the World: locating hot and cold places using maps and atlases	
Religious Education	Sacred Writings: the purpose of holy books for Christians	Christian Festivals: importance of Christmas to Christians	Bible: the importance of the Bible to Christians	Christian Faith and Values: what it means to be a Christian	Islam: significance of the Prophet Muhammad to Muslims	Places of Worship: significance of places of worship in a religion

What We Are Learning This Year



Year 2 Hillcross Primary Curriculum Overview (2026-2027)

Physical Education	Fundamental Movement Skills Games	Fundamental Movement Skills Games	Fundamental Movement Skills Games	Fundamental Movement Skills Athletics	Fundamental Movement Skills Athletics	Fundamental Movement Skills Outdoor Adventurous Activities
Design and Technology		Remarkable Recipes: sources of food and tools used for food preparation		Beach Hut: making and strengthening structures, including different ways of joining materials	Cut, Stitch and Join: using a running stitch to make a sewn bag tag	Push and Pull: exploring slider, leaver and linkage mechanisms
Art and Design	Exploring Colours: colour theory and exploring primary and secondary colours	Still Life: significant still life artists and still life techniques	Flower Head: exploring visual elements of flowers through printmaking and 3-D forms		Portraits and Poses: analysing the portraits of Tudor monarchs	
PSHE	Mental Health and Wellbeing	Keeping Safe Online	Me, My Body and Staying Safe	Money and Work	Safety Outside the Home	Looking back and Moving On
Music	Splash: know how sound is made on the melodica, play simple melodies in the C position	Twos and Threes: understand how and demonstrate how beats can be grouped into patterns using body percussion	Tick Tock: know what an ostinato is and play simple ostinato patterns, sing songs adding ostinato patterns, interpret 4x4 rhythm grids		Chit Chat: compose melodies using three notes, sing either part in call and response songs	Take Five: understand what a pentatonic scale, demonstrate through singing and playing, use notation to represent musical ideas
Computing	Computing systems and networks 1: What is a computer?	Programming 1: Algorithms and debugging	Computing systems and networks 2: Word processing	Programming 2: MakeCode	Creating media: Stop motion: Using tablets	Data handling: International Space Station

Supporting Learning at Home



- **Daily Reading:** We expect children to read for at least 10 minutes every night. Please sign their reading records daily to indicate what they have read. However, encourage them to read and for family members to read to/with them as often as possible.
- **Comprehension:** Weekly comprehension text.
- **Maths Fluency:** Weekly home learning task linked to the previous weeks learning.
- **Spellings:** New spelling lists/rules will be shared weekly to practice at home.

Home Learning is **set on a Friday afternoon via Google Classroom** and must be **‘turned’ in by the following Wednesday by 8:00am**. *Please refer to school website for information on how to use google classroom.*

We also encourage regular use of **Knowledge Organisers** (see next page).

Knowledge Organisers



Knowledge Organisers will be uploaded onto Google Classroom at the start of each term. They will help both you and your child to understand exactly what your child will be learning about and to know what terminology you could use when discussing their learning at home. Your child can use the Knowledge Organiser to reinforce key knowledge and vocabulary linked to their current topics.

Remarkable Recipes

Where food comes from

Most of our food comes from two sources: plants and animals.

Food from plants

We eat different parts of plants, including roots, stems, leaves, flowers and fruits. Sugar, some oils, nuts and pulses also come from plants.



Food from animals

Animals also provide us with food.



Cows provide meat called beef. They also produce milk, which can be made into butter, cheese, cream and yoghurt.

Sheep provide meat called lamb and mutton. They also provide milk, which can be made into cheese.

Pigs provide meat called pork, bacon and ham. Sausages are often made from pork.

Chickens, turkeys and geese all provide meat. They also produce eggs.

Fish, such as salmon, tuna and cod, also provide meat.

Different diets

Some people eat a mixed diet of foods from plants and animals. Vegetarians choose to only eat foods from plant sources and foods produced by animals but not meat. Vegans only eat foods from plants.

Preparing food

Some foods need preparation before they can be cooked or eaten. There are many ways to prepare ingredients:

- peeling skins using a vegetable peeler
- grating hard ingredients, using a grater
- chopping vegetables using a knife
- mashing foods using a masher
- slicing foods using a knife

Cooking food

There are many reasons to cook food. Cooking makes some foods:

- taste better
- safer to eat
- easier to digest
- last longer
- softer and more edible



Recipes

A recipe is a series of instructions for preparing and cooking a dish. Recipes have a title, list of ingredients and method. Recipes also tell you how long the dish will take to make and how many people it will serve.



Glossary

edible	Suitable, or safe, to eat.
equipment	The set of tools needed for a particular purpose.
ingredients	The foods that are necessary to prepare a specific dish.
pulses	The edible seeds of some plants, such as peas, beans and lentils.

Movers and Shakers

Dawson's model

A person is historically significant if their actions match most of these statements:

- They made big changes in their lifetime.
- They made a lot of people's lives better or worse.
- They changed the way people think.
- Their ideas are still used today.
- They were a very good or very bad role model.

Categories of significant people

Significant people can be sorted into groups by what they did.

- An **activist** is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.
- An **explorer** is a person who travels to places to find out what is there.
- A **scientist** is a person who discovers or invents new things.
- An **artist** is a person who creates works of art, including pieces of music, plays, poems, paintings, dances or sculptures.
- A **monarch** is a king or queen who rules a kingdom.

Examples of significant people

There have been many significant people throughout history. These are some examples.



Mary Anning studied fossils and shared her knowledge.



Paul Cézanne helped to create a new style of art called Cubism.



Emmeline Pankhurst stood up for women's rights.



Neil Armstrong was the first person to walk on the Moon.



Henry VIII was the king who formed the Church of England.



Rosa Parks wanted black people to have the same rights as white people.



Joseph Lister found out that dirty conditions in hospitals caused infections.



Christopher Columbus was the first European person to discover the Americas.

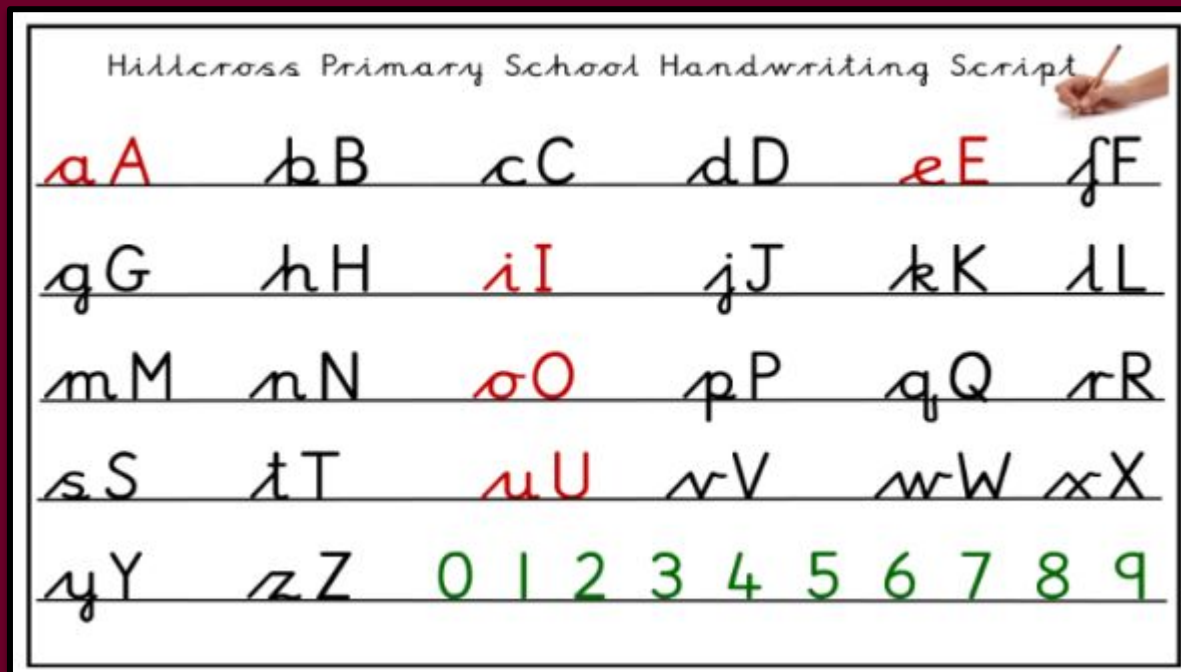


Vincent van Gogh created a new style of painting.

Supporting Learning at Home



Handwriting and Spelling: Please also support your child by practising their cursive script handwriting and spelling words each week.



 Year 2 Spelling Words			
door	only	after	prove
floor	both	fast	improve
poor	old	last	sure
because	cold	past	sugar
find	gold	father	eye
kind	hold	class	could
mind	told	grass	should
behind	every	pass	would
child	great	plant	who
children	break	path	whole
wild	steak	bath	any
climb	pretty	hour	many
most	beautiful	move	clothes

Pledges

Please support your child in completing their reading and number pledge at home.





The Hillcross Reading Pledge

Reading is *power*. We read today for a *powerful* tomorrow.



As a school, **we pledge** to share a 'Class Reader' with you every day for 10 minutes.
This could be a narrative, non-fiction or poem.

In return, **you pledge** to read at home for a minimum of 10 minutes every day
(we encourage you to read for longer whenever you can).

By following this pledge,
you will read over 140,000 words every year!
This will not only help you improve as a reader but as a learner.

and



The Hillcross Number Pledge

With mathematics, there is nothing you cannot do. Everything around you is mathematics. *Everything around you is numbers.*



As a school, we **pledge** to devote 10 minutes every day to practise our number facts in order to improve our understanding of numbers and become fluent mathematicians.

In return, **you pledge** to practise your number facts at home, every day, for a minimum of 10 minutes.

This fluency practice can be: subitising, counting, doubling, halving, adding and subtracting using varied representations.

Behaviour

Our school charter/code of behaviour is based on our school values, the 17 Habits of Mind, The UN Convention on the Rights of the Child (UNCRC) and the views of our school community.



Hillcross Primary School
School Charter/Code of Behaviour

1. We ALL have the RIGHT to learn
and it is our responsibility to behave in a way that allows others to do so too.
2. We ALL have the RIGHT to be respected
and it is our responsibility to treat everyone fairly and with compassion.
3. We ALL have the RIGHT to feel safe
and it is our responsibility to make sure our actions keep ourselves and others safe.



2
NO DISCRIMINATION



3
BEST INTERESTS OF THE CHILD



12
RESPECT FOR CHILDREN'S VIEWS



19
PROTECTION FROM VIOLENCE



28
ACCESS TO EDUCATION



Assessment



Children in Year 2 will sit the KS1 SATs assessments in the second half of the Summer term.

The optional KS1 tests are designed to assess pupils' knowledge and understanding of the programmes of study for reading, maths, and grammar, punctuation, and spelling. Although the tests are now optional, we choose to use them to support our teacher assessment of pupil attainment.

The optional KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions

Educational Visits and Workshops



Autumn Term | Drama workshop and visit to St Martins Church - the approximate cost of these opportunities will be £6 per child.

Spring Term | Visit to Littlehampton. Costings to follow at the end of the Spring term.

Summer Term | Visit to Hampton Court Palace. Costings to follow at the end of the Spring term.

Please note these are approximate costings and curriculum enhancements can only take place if families make voluntary contributions to cover their cost.

Online Safety



At Hillcross, we stay safe online by following our 5 Internet Safety Pillars:

Sharp **Alert** **Secure** **Kind**

Smart sharing,
not oversharing.

Knowing what's real
and what's fake.

Keeping your
information safe.

Respecting
others.

Brave

Speak up- report it!

As responsible digital citizens, we recognise and understand the 4 C's:

CONTENT

What you see.

I know that age-appropriate content will keep me safe and happy online. I also know that some information can be edited or fake!

Not everything I see or hear is appropriate and this can make me feel worried, anxious or frightened.

CONTACT

Who you talk to.

A true friend or trusted adult will **NEVER**:

- Ask for personal details.
- Ask for photos or videos of yourself.
- Ask to meet up in secret.
- Tell you to keep secrets from friends or family.

Not everyone we meet and talk to online are trusted or reliable people.

CONDUCT

The way you behave.

I know it is important to behave in a respectful way online. I know the things I do or say will affect how someone feels about me. I know I have to keep all my personal information private to keep me safe. If I wouldn't say it face-to-face, I shouldn't say it online.

Did you know that everything you put online stays online forever! This is your digital footprint.

COMMERCE

Buying and selling or gambling.

Commerce is a form of shopping and gambling and this can be very addictive when I play online games. Addictive behaviours can be harmful both physically and mentally and can affect the way I behave. I know I should always check with an adult.

I will always tell a trusted adult if I am ever worried or concerned about something I have seen or done online.

All children from Nursery - Year 6 use this to sign an Acceptable Use Policy Agreement.

If you have any questions, please initially refer to our [Be Connected](#) parent guide and the **school website**.

If you cannot find the information you are looking in these two places, please **email** info@hillcross.merton.sch.uk.

The Year 2 team are looking forward to working with you and your children this year.