Year 2 Yearly Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RED - 2025	Creation and Covenant In this half term the focus is on creation, beginnings, origins and promises and rules.	Prophecy and promise In this half term, the focus is on the future, and on Advent and Christmas. There is also the link to light.	Galilee to Jerusalem In this half term, there is a clear link to journeys and water.	Desert to Garden In this half term these is a clear link to habitats and gardens. We also focus on Lent.	To the ends of the Earth In this half term we look at going beyond our locality and Easter.	Dialogue and encounter In this half term we look at different cultures, similarities and differences and think about transitions.
Parts of the Liturgical year	St. Maru /Birth of Blessed Mary St. Jude's Start of Year Mass (Y5) St. Francis Rosary month KS2 masses	Advent / Christmas All Saints Christingle Carols KS2 masses Advent Mass (Y4) Nativity FS KS1 All Saints Day/ Week Christ the King	Feast of Holy Family (Staff) Epiphany Ash Wednesday Stations of the Cross KS2 masses	Lent Y3/4/5 St. Patrick's St. Joseph's KS2 masses Lent Mass (Y3)	Easter/ Pentecost Ascension KS2 masses	St. Helen's Leavers' Mass (Y6/Y5) KS2 masses St. Peter and St. Paul In the holidays, the Assumption of Mary
Other calendar events	Parents' Evening Return to learning Reception Baseline SEND Assessment	Curriculum Assessment	SEND Assessment	Parents' Evening Curriculum Assessment	Report writing Sports Day Key Stage 1 SATs Key Stage 2 SATs SEND Assessment	Report Writing Phonics check Multiplication Check Writing moderation Early Learning Goals Showcase Curriculum Assessment Leavers' Events
Reading See Reading Overview	♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry					

	♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	
Writing See Writing Overview	♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. ♣ develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear.	
Grammar See Writing overview	♣ learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ♣ use sentences with different forms: statement, question, exclamation, command ♣ expanded noun phrases to describe and specify [for example, the blue butterfly] ♣ the present and past tenses correctly and consistently including the progressive form ♣ subordination (using when, if, that, or because) ♣ co-ordination (using or, and, or but) ♣ some features of written Standard English ♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. ♣ correct choice and consistent use of present tense and past tense throughout writing ♣ Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	noun, noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present)

	♣ use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ♣ Commas to separate items in a list ♣ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] ♣ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command ♣ Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] ♣ Formation of adjectives using suffixes such as –ful, –less ♣ Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	apostrophe comma
Handwriting See Writing overview	♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters.	

Spelling	Dge, ge, g, j, c Door Floor Door Because Find Kind Mind behind	Kn, gn, wr, le, el, al Child Children Wild Climb Most Only Both old	Il, y, es, ed, ing Cold Gold Hold Told Every Everybody Even great	Y, er, est, ed, ing, y Break Steak Pretty Beautifyl After Fast Last past	Ed, ing, ll, l, o Father Class Grass Pass Bath Path Plant hour	Ey, s, wa, qua, wor, war, s, tion possessive apostrophe Move Prove Improve Eye Sure Sugar Could should	Ment, ness, ful, less, ly, y Would Clothes Any Many Who Whole Busy people	Contractions Homophones / near homophones Water Again Half Money Mr Mrs Parents Christmas	Homophones / near homophones Mixing Boxer Mixed boxing
Maths	Number within 100 (2 weeks) 2. Addition and subtraction of 2-digit numbers (2 weeks) Addition and subtraction word problems (2 weeks)	Measures: length (2 weeks) Graphs (1 week) Multiplication and division 2, 5 and 10 (3 weeks)	Time (2 weeks) Fractions (2 weeks) Addition and subtraction of 2-digit numbers (regrouping and adjusting) (2 weeks)	Money (2 weeks) Faces, shapes and patterns; lines and turns (3 weeks) Measures: mass (1 week)	Number within 1000 (1 week) Measures: capacity and volume (2 weeks) Measures: mass (1 week)	Exploring calculation strategies (2 weeks) Multiplication and division (3x and 4x tables) (3 weeks)			
Catholic Social Teaching	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace			