

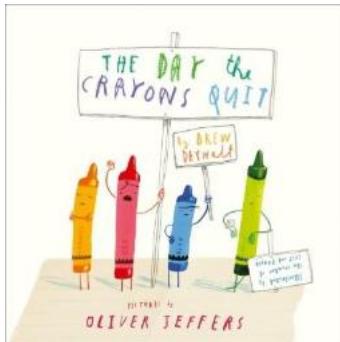
Dear families,

We are delighted to have children back in our classrooms and hope you enjoyed the winter break. We are excited to welcome you and your child to the Spring Term in Year 2! This term promises to be full of curiosity, learning, and new experiences as the children continue to build on the skills, they developed last term. We have an exciting range of topics planned across all subjects, designed to inspire your child's creativity, critical thinking, and love of learning.

As always, we encourage you to be involved in your child's learning journey, whether through reading together at home, exploring the world around you, or discussing what they have been discovering in class. We look forward to sharing all the exciting activities and achievements from this term with you through our newsletters, photos, and class updates.

Together, we aim to make this a fun, engaging, and successful term for every child in Year 2!

English:



Last term we switched our writing unit to allow for the pupils to write about their personal experience of visiting St Paul's Cathedral. They all wrote a recount about their trip as well as a non-chronological report about the Great Fire of London. Therefore, we will start this half term exploring the story ***The Day the Crayons Quit*** by **Drew Daywalt and Oliver Jeffers**. Through this engaging text, children will explore empathy, character voice, and

persuasive language as they respond to the crayons' letters and eventually write their own persuasive letter from a classroom object. Writing outcomes will include personal reflections, comparisons, explanations, and a final persuasive letter, all crafted using key features such as **expanded noun phrases**, varied sentence types, conjunctions, and correct use of punctuation. Throughout the unit, we will nurture each child's love for writing, encouraging them to see themselves as confident, capable writers with something important to say. By planning, drafting, editing, and publishing their work, pupils will experience the full writing process and take pride in their creative achievements.

Pupils will be immersing themselves in poetry through the much-loved poem *The Owl and the Pussycat* by Edward Lear. They will enjoy learning how to perform the

poem, explore the use of fun and imaginative nonsense words, and share their own thoughts and opinions. Pupils will then use their creativity to write an exciting sequel to the poem. There will be a poetry performance at the end of the half term on Thursday 29th January at 3pm in Penguins class for children to showcase what we have been looking at in class.

To finish the half term, we will be linking our English and Science learning. As part of our Science topic on **Materials**, pupils will carry out simple investigations to discover the most absorbent material. They will then apply their writing skills by producing clear, non-fiction instructions explaining how to carry out these investigations.

All pupils will take part in regular handwriting and spelling sessions at school, and we encourage these skills to be practised at home as part of home learning. This half term, we are focusing on improving pupils' handwriting skills. As children become more confident in their handwriting, they are able to concentrate more on their ideas and less on the mechanics of writing. Every moment of practice and support will help your child to develop confidence and write with greater ease.

End of year 2 Handwriting expectations:

- 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.
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Reading:



The majority of our Year 2 pupils have completed the Phonics programme and have now moved on to the Year 2 Reading curriculum. Pupils will take part in daily reading sessions designed to develop their reading skills and improve their comprehension and understanding of texts. Pupils will take home a levelled reading book known as

their Big Cat Book.

During these sessions, we will explore a text together, read extracts independently, and discuss questions that focus on key reading skills. Pupils will work on using ambitious vocabulary, thinking about what is happening in the story and why (using clues from the text), making predictions, retrieving answers, sequencing and summarising events, and explaining their ideas based on what they have read.



These skills are best remembered using the acronym **VIPERS**.

V – Vocabulary: Understanding the meaning of words in the text.

I – Inference: Working out what characters are thinking or feeling.

P – Predict: Using clues to guess what might happen next.

E – Explain: Explaining ideas or events using evidence from the text.

R – Retrieve: Finding information directly from the text.

S – Summarise/Sequence: Summarising the main events or putting them in order.

Core book challenge:

It has been wonderful to see Year 2 pupils embracing the Core Book Challenge with such enthusiasm. Children are increasingly taking ownership of their reading by selecting books independently, sharing thoughtful insights, and confidently explaining their opinions. Through this challenge, pupils are discovering a wide range of stories and texts, helping to build strong reading habits and a deeper connection to the books they read. We encourage even more children to get involved by choosing books that capture their interest and celebrating their reading journeys by sharing their thoughts. Let's keep the momentum going as we read, reflect, and work towards our reading goals together!

Maths:

We will be exploring Money. Children will build on their learning from Year 1 by focusing on addition and subtraction with money. They will practice using part-whole and bar models, as well as efficient counting methods, like counting on from the coin or note of highest value to find totals. The children will work with pounds, pence, and notes, and by the end of the unit, they will be able to work with pounds and pence together. They will also practice calculating total amounts, finding change, and solving word problems involving money. This unit strengthens their counting,

addition, and subtraction skills and prepares them for future work on multiplication and division. Our next unit will be Multiplication and Division. Children will begin by learning to recognise and make equal groups. They will practice adding equal groups and introduce the multiplication symbol, understanding how it represents repeated addition. Students will also work with multiplication sentences and use arrays to visualise multiplication. They will explore two key methods of multiplication: grouping, where items are organised into equal groups, and sharing, where items are divided equally. By the end of the unit, students will have a strong foundation in multiplication concepts and be able to apply them in different contexts

Science:



Stones



Metal



Cotton



Wood



Sand



Coal



Gold



Clay

In science, we will be studying Uses of Everyday Materials. The focus is on exploring the materials we encounter in our daily lives and understanding the different ways they can be used. The children will begin by identifying and sorting materials

such as wood, metal, plastic, glass, ceramics, rock, paper, card, and fabric. They will compare these materials according to their properties and explore how they can be changed by squashing, bending, twisting, or stretching. Through hands-on investigations, pupils will examine waterproofing, discovering which materials keep things dry and learning about its invention. They will also explore absorbency, testing which materials soak up water the most. Throughout the topic, children will build a clear understanding of which materials are most suitable for different purposes, connecting their learning to real-life applications.

Geography:



This half term in Geography, children will be exploring a small area of the UK and comparing it with a non-European country. Our focus will be on comparing London, the capital of the United Kingdom, with Nairobi, the capital of Kenya.

Throughout this topic, children will investigate both the human and physical features of these two locations. They will learn about key aspects such as major landmarks, city layouts, climate, and the daily lives of people living in each city. Children will develop their observational and analytical skills by identifying similarities and differences between London and Nairobi. They will



consider factors such as population, transportation, natural surroundings, and cultural traditions. This comparison will help them to gain a deeper understanding of how geography shapes the way people live in different parts of the world. The topic will conclude with children reflecting on what makes each city unique, as well as exploring the

connections between them. By the end of the unit, they will have a clear

understanding of how local and global geography influence communities, lifestyles, and environments.

Art



Strawberry Thief (1883)
by William Morris

This term in Art, Year 2 pupils will be exploring printmaking and experiment with a variety of printing techniques to create repeated patterns inspired by the famous designer William Morris. Pupils will begin by making prints using everyday and natural objects such as leaves, fruit and vegetables. They will learn how pressure, ink and surface choice affect the quality of a print. Children will also make their own printing blocks, including simple relief blocks and collagraphs created by building textured surfaces with collage materials.

As the block progresses, pupils will combine techniques such as stencilling, relief printing and overprinting to create repeated and symmetrical patterns. They will explore ideas of positive and negative space, pattern and texture, and talk about what works well and why.

Alongside practical work, children will learn about William Morris, an important British artist and designer, and see how his nature-inspired patterns have influenced design both past and present. Pupils will be encouraged to use new art vocabulary, reflect on their work and evaluate the outcomes of their creative choices.

By the end of this unit, children will have developed confidence in printmaking, gained an understanding of pattern and design, and produced a range of thoughtful, creative prints.

Personal, Social, Health and Economic Education (PSHE):

In PSHE, the "Goals and Dreams" topic encourages children to think about setting achievable goals and the steps needed to reach them. They explore the value of perseverance and reflect on their own strengths as learners. Through collaborative activities, pupils practice working effectively with others, selecting supportive partners, and celebrating successes together. They also consider the positive feelings that come from accomplishing goals and learn how to share their achievements with pride. Families can reinforce this learning at home by discussing personal goals, celebrating each other's accomplishments, and exploring strategies for overcoming challenges.

Religious Education (RE):

This term in Religious Education, children will be learning about special and sacred times and exploring how and why people celebrate important festivals. They will

begin by thinking about celebrations in their own lives, such as birthdays and family events, before learning about religious festivals that are important to people of different faiths.

Pupils will learn about Easter, discovering key events from the Christian story and how these are remembered today through symbols, music and special services. They will also explore Passover (Pesach) in Judaism, learning how Jewish families retell the story of freedom through symbolic foods and traditions. In addition, children will find out about EidulFitr, the Muslim festival that celebrates the end of Ramadan, and learn why fasting, prayer and charity are important to Muslims.

Throughout the unit, children will use stories, art and music to help them understand the meaning behind these festivals. They will be encouraged to ask questions, talk about similarities and differences, and reflect on themes such as joy, hope, freedom, self-control and community.

If there are any upcoming festivities that you and your family are celebrating during this half term, please inform us and we will mark with all our pupils in class.

French:

Building on the learning from last term, we are pleased to continue offering French as our Modern Foreign Language (MFL) this year. We are delighted to have Tom, our specialist French teacher from Mulberry London Dock, working with the children every Monday. Although French is not a statutory subject in Year 2, we are proud to extend this opportunity to additional year groups. This half term, Year 2 pupils will develop their knowledge of French through learning greetings, classroom instructions, numbers, months, birthdays, and simple conversational phrases. Lessons will be delivered in an engaging, hands-on way, using movement, songs, games, and written activities to support children as they begin to build confidence in both reading and writing in French.

Computing:

In computing with Junior Jam instructor, Ridwan children will be exploring iConnect. iConnect introduces pupils to the concept of data while developing essential skills in digital literacy and e-safety. Through fun and engaging lessons, pupils will explore how data is collected, used, and shared, gaining the ability to interpret and manage information responsibly. The course encourages critical thinking about online interactions, helping pupils recognise how others connect with them digitally and making informed decisions about the information they

share. By demonstrating what safe and responsible technology use looks like, iConnect equips pupils with the knowledge and confidence to navigate the digital world with awareness and care.

Music:

In music with Junior Jam instructor, Dolvani, children will be exploring a singing unit. Pupils will focus on musical phrasing. Pupils will perform vocal exercises to build on their pitch, matching skills and their responses to changes in dynamics and tempo within a song. Pupils will also learn more technical keywords such as crescendo and diminuendo and be taught how to perform these using visual cues. Visual cues will also be brought into performances by the leader to change tempo and overall dynamics

Physical Education (PE):

On Tuesdays we will have a Tennis coach who will deliver Tennis session to the pupils. They will learn key skills and grow an understanding of the sport. On Thursdays with Junior Jam instructor, Tom, children will be developing their Basketball skills. The Basketball course teaches techniques such as dribbling, passing, ball control, shooting and attack/defence as well as game strategy. Children will learn to combine skills, techniques and ideas consistently, showing precision, control, and fluency. They will be able to apply their skills appropriately to changes in the game. Pupils will begin to recognise the importance of teamwork to gain an advantage over their opponents, using tactics and attacking/defending formations.

This term we will be doing the following:

Weekly PE lessons	Tuesday and Thursday both classes
Spelling	Monday (spell check- Friday)
Celebration assembly	Every Friday
Give me 10	Every Tuesdays 8:50-9:05

Homework:

Re-establishing a home learning routine this year will support your child and give them valuable extra practice to strengthen the skills they're learning at school. Year 2 's home learning will involve weekly spellings and daily reading of your child's levelled book. The additional books in their book bags can also be used for

home reading as well as access to your **Oxford owl** online accounts for additional books. Your child also access to **Times Tables Rockstars to practising their number fluency on timetables**. All children have been given a login, please ask if there are any issues. You can access additional home learning resources via Mulberry Learn.

[Mulberry Learn – Mulberry Wood Wharf](#)

Our half-term home project is Money from around the world.

Your home project is called **Money Around the World**. You will create a money booklet to show what you have learned about different currencies used in other countries. We recommend children use fake/paper money rather than real currency. You can organise each page with the following information:



Title: *Money in France*

Money name: Euro

Coins I found: €1, €2

Pictures or drawings:

Draw or stick pictures of the coins or notes.

Write **one simple sentence** to describe the money.

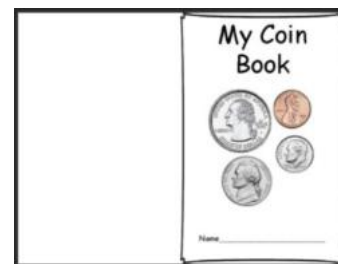
Example:

“French coins are different because they have stars.”

Submission date: 9TH February 2026

Daily reminders:

Our uniform consists of:



- A purple sweatshirt or cardigan with school logo
- Purple or white polo shirt with school logo
- Black trousers, black skirt or black pinafore
- Lilac/purple school gingham dress (summer)
- **Black shoes**
- If a headscarf is worn this should be black, white or purple.

Please can you write your child's name on all clothing items.

Water

Please make sure your child brings a water bottle to school.

Bookbag – Please check regularly and take out letters and communication. Pupils should bring their reading wallet to school **daily**.

This should carry the reading wallet with:

- Class library book.
- levelled reading book - Big Cat Book/RWI Book
- Reading Record
- Core Book Challenge
- Homework book containing spelling and handwriting

Important dates:

- **Poetry performance in Penguins class – Thursday 29th January 2026 at 3pm**
- **National Storytelling week 2nd-8th February Theme: “Sound track your story”**
- **CJ Storyteller School visit- Monday 2nd February 2026**

- Half Moon Theatre: Brave Bettie Friday 6th February 2026
- Home project due: w/b 9th February 2026

Science Vocabulary

Vocabulary for explicit instruction

☰ Tier 2 multiple meaning or high frequency		☰ Tier 3 subject specific	
artificial	made to copy something; not real	ceramic	made from clay and hardened by heat
brittle	hard but can break	durable	long lasting
extracted	removed or taken out	inflexible	not able to be bent
fabric	cloth	reflective	throwing back light or heat
manufactured	made using machines	rigid	unable to be bent or forced out of shape
natural	found in nature; not made by humans	translucent	allowing light to pass through partially

Geography Vocabulary

Vocabulary for explicit instruction



☰ Tier 2 multiple meaning or high frequency		☰ Tier 3 subject specific	
urban	relating to a town or city	landmark	an object or feature of a landscape or town that is easily seen from a distance
sprawling	spread out irregularly over a large area	country	a nation with its own government, occupying a particular territory
contrast	the state of being noticeably different from something else when put or considered together	capital	the most important city or town of a country or region
horizon	the line at which the earth's surface and the sky appear to meet	climate	the general weather conditions in an area over a long period
striking	noticeable	feature	a distinctive element or aspect
		savanna	a vast, dry grassland with a few trees

