

## Class 2 Curriculum newsletter - Spring term, 1<sup>st</sup> half 2025/2026

<p><b>English</b></p> <p><b>Reading books</b></p> <p>The children will be bringing home their reading books on a <b>Tuesday</b>, and I would ask they are returned to school on the following <b>Monday</b>. I <b>WILL NOT</b> swap your child's book until this one has been returned. It is <b>crucial</b> that the old one book is returned to school due to the cost of replacing books.</p> <p>As in previous weeks, the children will also bring home a library book to share with you at home for pleasure.</p> <p><b>Writing</b></p> <p>We are going to finish some work we started before Christmas using <i>but</i> and <i>question marks</i> to improve our writing.</p> <p>We will then write a set of instructions based on a model text 'How to wash a woolly mammoth'.</p>	<p><b>Science - Everyday materials</b></p> <p>The children will learn that a material is the word we use to describe what an object is made from and that materials have things about them that make them useful for different tasks. We talk about the things that make materials useful or not useful - their properties.</p> <p>Then we will learn that scientists group materials according to their similarities and differences to make it easier to study them. This will introduce the children to the concept of classification.</p> <p>The children will conduct an experiment based on the property of absorbency.</p>	<p><b>Maths</b></p> <p>We will continue taking part in daily Mastery Maths sessions, which continues to develop the children's understanding of number.</p> <p>We will start the new term with addition and subtraction. The year 2 pupils will learn more formal methods of addition and subtraction, building upon prior knowledge. The year 1 children will apply their previous knowledge of number bonds to 10 and will be learning to make 20.</p> <p>We will then start looking at multiplication and division...so get counting in 2, 5 and 10's!</p>
<p><b>History</b></p> <p>We will start our new term off with a history unit called 'Explorers', looking initially at the meaning of the term 'explorer'. We will also learn reasons/main motivations behind exploring.</p> <p>We will first learn about Edmund Hilary - the first man to conquer Everest. We will think about conditions during exploration and what Hilary would need to take on his expedition.</p> <p>Mary Kingsley, who set off to explore West Africa in 1893, is then introduced. The difference in</p>	<p><b>Geography</b></p> <p>In this unit, the children will learn that the Earth is divided into seven continents and five oceans, using atlases and maps.</p> <p>The children will learn that the equator is an invisible line that runs around the middle of the Earth and will be able to describe the climate there. They will learn that the equator splits the Earth into the Northern and Southern Hemisphere. They will learn about the importance of the Amazon rainforest, how it is divided into layers and some of the animals that live there.</p> <p>The children will learn about the environmental</p>	<p><b>RE</b></p> <p>'Who is Jewish and how do they live?' is the learning focus for our learning in RE.</p> <p>The children will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, we will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.</p>

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<p>conditions is discussed, and the children will compare how her preparation would have been different to that of Edmund Hilary. Pupils are taught about some of the adventures she encountered and learn of her main achievements. The unit then moves onto learning about Matthew Henson - a black African American - who took part in the 1908-1909 expedition to reach the North Pole with Robert Peary. Children consider how he would have to prepare differently to Mary Kingsley and then begin a comparison between the two explorers.</p>	<p>implications of climate change, plastic pollution and deforestation. They will consider who is responsible for making changes and will take part in a class debate!!</p>	<p><b>PSHE</b> Our work in PSHE is all about Keeping Safe. This includes looking at how sleep affects our bodies, who can help us and will relook at the NSPCC's work on the 'Under pant rule'. The children will also discuss how it feels to lose things.</p>
<p><b>Music</b> 'Instruments' forms the music for this half term. This unit will help the children to learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p><b>Computing - digital photography</b> In our first unit of work, this half term, the children will develop their understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. The children will develop artwork and test it for use in a program and will design algorithms and then test those algorithms as programs and debug them.</p>	<p><b>Design technology- 'Crumble'</b> The lesson will consist of the following: Lesson 1: To understand which fruits are locally grown and how to access them. Lesson 2: To be able to describe the flavor and texture of food Lesson 3 and 4: To be able to prepare food and follow a recipe (fruit and crumble topping) Lesson 5: To evaluate a food product based on a design and adaptation.</p> <p><b>PE</b> I will be teaching dance this half term whilst Kat is teaching basic movement skills. Our PE days continue to be on Mondays and Wednesdays. Earrings need to be taken out by your child or if this isn't possible, <b>please provide tape so they can be covered for the lesson.</b> PE kits should remain in school.</p>

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### Homework

I will continue to hand homework out on a Monday and would kindly ask that it is returned the following Friday, or before if it is completed. This is to ensure that I have enough time to mark them, and to change the weekly task. Unfortunately, due to time constraints, I **do not** mark homework handed in late.

The maths/English piece I set should take no more than 20 minutes to complete and will vary in the format it takes; sometimes being a game, writing sentences, practising maths skills or reading text and answering questions.

As well as this, the children will be expected to read and learn spellings during the week. I will set spellings along with homework. Their spellings match the learning that occurs during daily phonic sessions. Just 5 minutes a day learning spelling can make a big difference to your child.

**Reading, spelling and English/maths homework will begin on Monday 12<sup>th</sup> January 2026**

Our school homework policy states the expectations for the children in their respective year groups. Once again, I have added this below.

<b>RECOMMENDED WEEKLY TIME ALLOCATION</b>	
	<b>READING AND OTHER ACTIVITIES</b>
<b>RECEPTION YEAR</b>	1 HOUR
<b>YEARS 1 AND 2</b>	1 HOUR AND 15 MINUTES
<b>YEARS 3 AND 4</b>	1 HOUR AND 30 MINUTES
<b>YEAR 5 AND 6</b>	2 HOURS

*Please remember to use Dojo if you have any questions or concerns about your child and their learning. I will always answer them as soon as I can.*