



CURRICULUM NEWSLETTER

CLASS 2 TOPIC TITLE:	Spring Term 2026 Traction Man to the Rescue! (Toys past and present) Shakespeare	TEACHER: Mrs Roberts TEACHING ASSISTANTS: Mrs Macdonald, Miss Brown, Mr Smith
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UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGE:

Writing related to the Traction Man books and 'A Midsummer Night's Dream':

- writing a recount
- letter writing
- cartoon strips and speech bubbles
- writing in role
- writing narrative (adventure stories-imitation, innovation, invention to create our own stories)
- exploring language of Shakespeare through poetry

We will be consolidating some basic grammar rules like how to use capital letters (including for names and places) and full stops, along with more advanced punctuation for example apostrophes, inverted commas for speech. We will also consolidate our understanding of how we can use conjunctions for coordinating sentences, commas in a list and how to use adjectives to describe a noun (an expanded noun phrase). We will continue to use 'Five Star Sentences' to consolidate our sentence-writing skills.

MATHS:

These are the areas being covered across the term:

- **Place value** within 50/100
- **Multiplication and division:** Counting in 2s, 10s and 5s; recognising and adding equal groups; making arrays and doubles; making equal groups: grouping and sharing
- **Measuring:** Weight & volume; mass, capacity and temperature
- **Problem solving & efficient methods/place value consolidation**
revisiting place value, addition and subtraction, multiplication and division to solve problems
- **Money:** recognising notes and coins, counting in coins, comparing amounts of money in coins
- **Times Tables (Year 2 only):** This term the children in **Year 2** will be given login details for the online app 'TT Rockstars' to help them practice their times tables – a letter will be sent to parents with further information nearer the time.

Alongside this and for those less confident, over this term parents can support children to practice counting in steps of two, five, ten and three. They can also, if your child is confident with this first stage, begin practicing reciting and recalling multiplication facts for twos, fives and tens, moving on to threes if appropriate.

THINGS YOU CAN DO AT HOME TO SUPPORT YOUR CHILD'S LEARNING:

READING: *We cannot overstate how important it is to hear your child read and/or share wonderful stories with them every day.*

If they are reluctant to read, please do let us know as soon as possible.

Additional support from you at home is particularly important for those children still developing their confidence and fluency with early guided reading books (e.g. Big Cat Yellow or Blue).

Reading their school books 3-4 times across the week will make a big difference to their confidence.

PHONICS ACTIVITIES: Please continue to support your child to complete the phonics activities sent home each week with the Home School sheet. These activity sheets also include words to practise reading and writing.

<p>SCIENCE: Exploring everyday materials <ul style="list-style-type: none"> Identify a variety of materials and sort them according to a variety of criteria. Identify natural and man-made materials. Identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't. Identify material inventions and discoveries. Materials: What are toys made from? <ul style="list-style-type: none"> Identify and name a variety of everyday materials used to make toys. Explore and describe wooden, plastic, metal and fabric toys and their properties. </p>	<p>UNDERSTANDING THE ARTS (ART/DT/MUSIC): Art and Design: Design, make and evaluate: Designing and creating paper toys <ul style="list-style-type: none"> Develop cutting skills. Learn how to make paper toys. Design and make a paper toy illusion. Textiles: Weaving with paper and other materials. MUSIC: <ul style="list-style-type: none"> Music notation and graphic scores to show pitch and dynamics. Compositions. Untuned/body percussion. <p>UNDERSTANDING PHYSICAL DEVELOPMENT, HEALTH & WELLBEING: Through the SCARF programme we will focus on: Keeping myself safe <ul style="list-style-type: none"> Sleep and bedtime routines. Emotions and physical feelings associated with feeling unsafe and with loss . Identify people who can help them when they feel unsafe. The NSPCC PANTS Rule. Online safety. Medicines. Right & Respect: <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. </p> <p>PHYSICAL EDUCATION: Dance (TA Sports Stars): <ul style="list-style-type: none"> The children pretend to be and play with imaginary toys. They work in different formations, synchronizing their movements with their partner's and within larger groups. They move to different rhythms, speed up and slow down and use their own bodies to produce rhythms </p> </p>
<p>AND ESSENTIAL . . . Please ensure that the children have a named water bottle and wellington boots in school at all times. Please check clothing is still clearly labelled. Book-bags need to be brought to school daily.</p> <p>PE KIT: <u>Please do ensure that your child has a full kit in school each week</u> as it is uncomfortable for them to run/compete in team games when in their uniform and school shoes. Many thanks.</p>	
<p>We are always happy to give help and advice, so please do not hesitate to contact us.</p>	