

Welcome to Year 2!

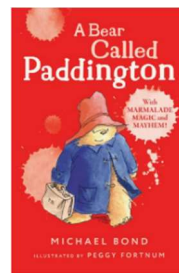
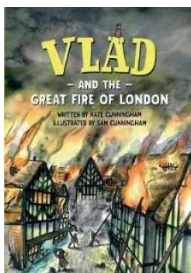
Autumn Term 2026

Welcome to Year Two. We are really looking forward to a fun-filled, productive year ahead. Mrs Thomas and Miss Riley will be in the class every morning and Mrs Proctor will be in class every afternoon and also teaching you on Friday afternoons. This newsletter includes lots of useful information about the topics we are studying, our routines and some key days and dates.

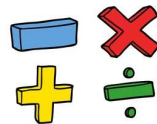
Literacy



As well as lots of reading and writing based around our topic, we will also be reading and writing stories, information texts and poetry. Our grammar work will include looking at different verb tenses, sentence types, adjectives to describe nouns, adverbs, commas in a list and conjunctions to add detail to sentences. We will also be enjoying our class novel 'Paddington' written by Michael Bond.



Numeracy



During our numeracy lessons there will be lots of activities that use knowledge of place value, number bonds to 20 (jigsaw numbers) e.g., $16 + 4$ and to 100 (e.g., $60 + 40$) and recognising odd and even numbers. In Year 2 we also deepen our knowledge of times tables facts $\times 2$, $\times 5$, $\times 10$. If your child does not know instantly their number bonds or times tables, now is the time to start practising them! Your child has now been set up on TT Rockstars and this is a great online tool for practising times tables which can be accessed from home.

In topic maths, we will be reading, writing and comparing numbers to 100 and using place value and number facts to solve problems. We will be adding and subtracting numbers to 100 and using the inverse operations to check calculations and solve missing number problems. In geometry, we will be exploring the properties of shapes, identifying and describing the properties of 2-D and 3-D shapes.

Science

We will be identifying and comparing the suitability of a variety of everyday materials for particular uses and then learning about living things and their habitats.



Year 2: How magnificent are materials?

Materials Knowledge Mat (Chemistry/Physics)

Subject specific vocabulary	
materials	What objects are made from.
suitable	Something that has the right properties for a particular purpose.
properties	The qualities or features that belong to something and make it recognisable. What a material is like and how it behaves (soft, stretchy, waterproof).
purpose	The reason for which it is made or done.
squashing	Squashing is pushing things closely together.
bending	Bending is changing the shape and direction of something.
twisting	To twist something you move part clockwise and the other anticlockwise.
stretching	Stretching is making something bigger by pulling it to make it longer.

Properties of Materials

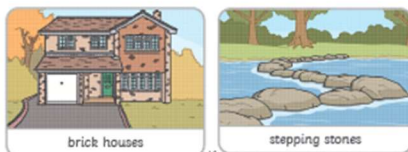


Sticky knowledge

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Know that materials are used for different purposes based on their properties. Know that some materials are used for more than one thing e.g. metal is used to make coins, cars, table legs. Know that different materials are used for the same thing e.g. spoons, rulers

Know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching



Interesting facts	
Cotton grows on plants and is used to make cloth/clothes.	
Most of the paper or cardboard we use came from trees.	
Millions of years of evolution have produced natural materials ideally suited to the jobs they do. A spider's web is, weight-for-weight, 10 times as strong as steel, and far more elastic. They are made from silk.	
Glass is usually transparent, which means you can see through it, but can also come in different colours.	
Spoons are made from metal, because it is waterproof and can be cleaned easily. They can also be made from plastic for children because plastic is light and it cannot hurt children's growing teeth.	
Rulers can be made from wood, plastic or rubber because these materials are smooth and can be cut straight	
Charles Mackintosh is known for inventing mackintoshes which was a special type of coat. We use the word 'mac' today because of his invention.	
John Dunlop was a person who improved the tyres on cars. You may see tyres on cars with the name DUNLOP on them.	
John McAdam is most famous for inventing the tar used to make roads. It was known as Tar McAdam.	



Year 2: What lives in a habitat like this?

Living things and their environment Knowledge Mat (Biology)

Subject specific vocabulary	
living processes	All the things that living things do e.g. move, breathe, sense, grow, make young, get rid of waste, get energy from food.
living	Things that are living do all the life processes.
dead	Things that were once living/did all the life processes but don't now.
never living	Things that never did life processes e.g. metal, plastic, rock.
Habitat	The natural place where something lives. A habitat provides living things with everything it needs to survive e.g. food, shelter, water.
microhabitat	A very small habitat e.g. woodlice under stones, logs or leaves. Minibeasts live in microhabitats.
depend	Many living things in a habitat depend on each other. This means they need each other for different things.
survive	To stay alive.
food chain	It shows how an animal gets its food. Food chains show how living things depend on each other.

Interesting Book



Sticky knowledge	
Know the differences between things that are living, dead, and things that have never been alive.	
Know that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Know, and name a variety of plants and animals in their habitats, including microhabitats.	
Know and describe how animals get their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.	
Know how to sort and classify things according to whether they are living, dead or were never alive.	
Know how to construct a simple food chain that includes humans (e.g. grass, cow, human).	

Examples of microhabitats:



Interesting facts	
Living things depend on each other, for example, plants can be food and shelter for animals.	
Food chains. The arrows mean 'is eaten by'.	
Examples of habitats:	

Computing



In our computing lessons we will be: using direction keys and writing instructions to plot and move a screen turtle along a route; learning about the different types of hardware used to access the internet; *practise searching for information safely on the internet and creating a portfolio of digital artwork.* We will also be using iPads, tablets and laptops in a range of subjects.

History

'Do they have the 'X' Factor?'

In history, we will be learning about events beyond living memory that are significant Nationally, including 'The Great Fire of London', 'The Gunpowder Plot' and 'Remembrance Day'. We will make comparisons between different time periods and explore cause and consequence.



Year 2: Do they have the X Factor?

Great Fire of London, Gunpowder Plot, Remembrance Day

Subject Specific Vocabulary

monument	Something erected in memory of a person, group of people or event e.g. cenotaph, building, pillar, statue.
veteran	An ex-member of the armed forces.
Armistice Day	Marks the day World War One ended, at 11am on the 11th day of the 11th month, in 1918. Also known as Remembrance Day.
armistice	An agreement to end fighting.
treason	To plan to kill the King or Queen or betraying a country.
Gunpowder Plot	A plot to blow up the Houses of Parliament and kill the King James I and his government.
parliament	A group of elected politicians who run the country and make laws.
thatched roof	A house roof made from straw or plant material.
reign	The time that a king or queen rules a country.
diary	A record of what happened on each day.
commemorate	To celebrate and remember a person or event.
century	A period of 100 years.



Sticky Knowledge

- ❑ The Gunpowder Plot was a plot to kill King James I and his government by blowing up Parliament on the 5th November 1605.
- ❑ Samuel Pepys wrote a diary that gives us a first-hand account of everyday life in London in the 1600s, and tells us what happened in the Great Fire of London.
- ❑ The Great Fire of London started in Thomas Farriner's bakery on Pudding Lane on Sunday, 2 September 1666 and lasted for five days.
- ❑ Remembrance Day is held on the 11th November each year to remember those who have died in wars and the end of World War One.
- ❑ The First World War started in July 1914 and ended at 11 am on the 11th November in 1918 with the Armistice.

Exciting Books



Significant People

- Guy Fawkes** - A man who became famous because he tried to blow up important buildings in London.
- Samuel Pepys** - He wrote a diary which gives us a first-hand account of everyday life in London in the 1600s.
- Thomas Farriner** - The fire started in his bakery on Pudding Lane.

Interesting Places

- London** - The capital city of England where the queen lives.
- Pudding Lane** - Is a small street in London widely known as the location of Thomas Farriner's bakery where the Great Fire of London started in 1666.
- Tower of London** - A historic castle located on the north bank of the River Thames in central London.
- Houses of Parliament** - A special building in London where the government make laws and rules.

Geography

'Where in the World?'

In our lessons, we will be using world maps, atlases and globes to identify the 7 continents and 5 oceans. We will be using simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right), to describe the location of features and routes on a map. This is key sticky knowledge and vocabulary that will be revisited throughout the year and called upon as children move through school.



Year 2: Where in the World?



Geography Map Skills and Key World Knowledge Mat

Subject Specific Vocabulary		Exciting book	Sticky Knowledge
atlas	A special book full of maps and information about places in the world.		- The 7 continents of the world are: Asia, Africa, North America, South America, Antarctica, Europe and Oceania - The United Kingdom is in the continent of Europe - The 5 oceans are: Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean and Arctic Ocean. - Know the four points of a compass are North, East, South, West in the correct order and place. - Know and use the compass points to describe the continents in relation to each other and describe the location of features and routes on a map. - Use locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
globe	A 3D model of the Earth, showing continents, oceans, the Poles, the Equator and countries.	Interesting facts - The biggest ocean is the Pacific which is 63 million square miles in area. - Asia is the largest continent and over half the people of the world live in Asia - There are 54 countries in Africa	
map	A drawing that shows where things are.		
continent	A very large land mass that contains different countries. EUROPE is a continent. There are 7 continents on Earth.		
country	An area of land that is controlled by its own government or leader.		
ocean	One of the 5 very large areas of salt water on the Earth's surface.		
sea	A large area of salty water that is a smaller than the oceans.		
compass	An instrument to tell a direction - North, South, East and West		
route	A way from one place to another		

ART and DT

In our art unit, we will be exploring tone and texture through drawing. We will also explore the formal elements of art: colour, pattern, texture, line, shape, form and space, using different materials and techniques for effect.

In DT, we will be designing, making and evaluating our own fire engines.

Art and design - Drawing: Understanding tone and texture

Kapow Primary

Holding a pencil to shade

detail grip (writing grip)

shading grip

Tone

How light or dark something is.

The four rules of shading

1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.

✓

✗

Texture

The way that something feels when it is touched.

wrinkly

smooth

prickly

fluffy

rough

Artists

- Käthe Kollwitz.
- Max Ernst.
- Sari Deines.
- Saeed Akhtar.

Drawing materials

- Chalk.
- Crayon.
- Oil pastel.
- Soft pastel.
- Charcoal.
- Graphite sticks.

RSHE

This term we will be exploring communities. We will learn about creating a welcoming environment, recognising the people who support us and our own roles and responsibilities in our communities. In our unit on emotions, we will consider how we manage a wide range of feelings and the strategies that we can use to manage them. Our final unit on healthy relationships will help us understand the feeling of kindness and what it means to be kind and welcoming to others. We will learn what bullying is, how it affects people and how to get help to stop bullying from happening.

RE

In RE we will be finding out what it is like to be Muslim in today's society. We will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names for Allah. We will then be exploring and answering the Big Question, 'What is the 'good news' that Christians believe Jesus brings?'

Who is a Muslim and how do they live? – Part 1

Year Two
Knowledge
Organiser

Wonderful words

Muslim: a person who submits to the will of Allah by following the religion of Islam.

Prophet: a messenger sent from Allah

Shahadah: The Muslim declaration of faith. It includes the beliefs that Allah is the only God, and that Muhammad is Allah's messenger.

Ramadan: a month in the Muslim calendar when Muslims fast during daylight hours

Allah: God

Tawhid: the belief that there is only one God, and nothing is equal to God

Islam: submitting to the will of Allah.

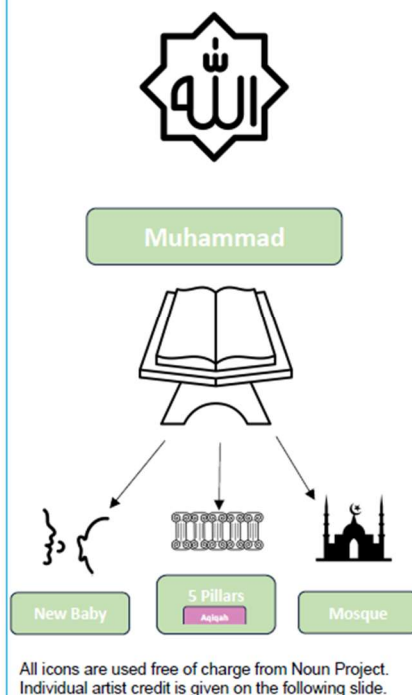
Salah: ritual prayer carried out 5 times per day, this is the 2nd Pillar of Islam

Zakah: giving of charity usually 2.5% of income, this is the 2nd Pillar of Islam

Haji: Pilgrimage to Makkah to be made once in a life time if possible, this is the 5th Pillar of Islam

Sawm: Fasting from food or liquids during daylight hours in the month of Ramadan, this is the 4th Pillar of Islam

So how does it all work?



Important information

Muslims believe there is only one God, and nothing is equal to God (Tawhid). There are no pictures of Allah instead attributes of are explored through the 99 names. Muslim will worship Allah through praying five times a day, known as salah, by reading the Qur'an and by going to the mosque.

An important way for Muslims to worship Allah is to complete the 5 pillars. The Shahadah is the first pillar in Islam and many Muslims use the Shahadah to help them remember and think about Allah every day, it is whispered into a baby's ear after they are born and said by someone, usually in a mosque who wants to become a Muslim.

The Shahadah also tells Muslims that Muhammad is the prophet of Allah who received the Qur'an, the Muslim holy book from God.

Muhammad received the first verses of the Qur'an on The Night of Power when he was on Mount Hira and for the rest of his life, he received messages from Allah which Muslims can read in the Qur'an.

The Qur'an also tells Muslims about the Five Pillars. Most Muslims will pray five times a day and this is known as Salah. Many Muslims will give money to the poor and this is usually 2.5% of their income and is known as Zakah. During the month of Ramadan, those Muslims who can, will go without food and water during daylight hours and this is known as Sawm.

What is the 'good news' that Christians say Jesus brings? – Part 1

Year Two
Knowledge
Organiser

Wonderful words

Christians: people who follow Christianity and believe Jesus is the Saviour who healed the rift between humanity and God.

Jesus: a very important person for Christians; God in the flesh

Matthew: a tax collector who Jesus called to follow him and who left his job as a tax collector.

Fishermen: people who earn a living through fishing

Disciples: a follower of Jesus

Tax Collector: a person who collects money on behalf of the Romans at the time of Jesus.

Peace: freedom from conflict

Forgiveness: when someone is stopped being blamed or punished for something they have done

Apostles: the twelve followers of Jesus who went with him during his earthly ministry

So how does it all work?



Important information

Jesus chose people from many different roles in life to be his Apostles. Jesus often chose people to follow him who were outcasts at the time.

One person he chose was man named Matthew who was a tax collector. The Romans employed tax collectors to collect money from the people and they were hated as they gave the money to the Romans and kept some for themselves. Jesus showed forgiveness to Matthew by asking him to become one of his followers.

Jesus wanted his apostles and disciples to be world changers, so like Matthew they would be able to spread Jesus' message of love, forgiveness, and peace. Jesus chose people like Matthew as this would show everyone as it showed that anyone who wanted to could change.

Jesus also chose other world changers to help him spread his message of forgiveness, these included the fishermen, Simon called Peter and his brother Andrew and James and John. As with Matthew these were unlikely people for Jesus to call to be his apostles.

Christians believe that Jesus' message of 'forgive and be forgiven' is still needed today and they will work to show this in all that they do. In Leeds, for example, the Christians at St. George's Crypt have been helping the homeless people for over 90 years and are putting into place Jesus' teaching

Music



In music we will be learning what timbre means and identify percussion instruments by their sounds. We then enjoy singing songs and developing an understanding of dynamics and tempo following written and visual instructions.

PE

Our PE lessons this term will focus on linking movements and pathways in gymnastics; attack and defence in games; and developing movements on the theme of explorers in dance. Our PE lessons will be on **Wednesday afternoons** and **Thursday mornings** but please ensure that your child has a suitable kit in school every day. We will send kits home for washing at the end of each half term.



Other Information

Please prioritise time for **daily reading** with your child and record this in your child's green Reading Record book. As in Year 1, we will continue to send home a physical copy of the reading group book alongside two sharing books. These will be after the third and final group read each week.

Please remember that all reading counts! You might also want to encourage your child to read their own books from home; read and follow a recipe; enjoy an extract from a magazine or have fun reading different street or road signs. Whatever your child has read we'd love to hear about it. We will be checking reading records each week for any reading being recorded.

Weekly spellings will be set on a **Friday** and tested the following **Friday**. Please learn your weekly spellings and Year 2 Common Exception Words carefully. An overview of the termly spellings can be found on the class page of the website and a copy has been sent home in book bags.

After half term, we will begin a weekly arithmetic and times tables test. This will alternate each week and take place on **Friday mornings**. Please help your child to learn their tables off by heart, beginning with the 2x tables. When children achieve 20/25 on their test for three weeks running, they will move to the next step. A copy of the tests will be sent home in a folder each week so you can see the progress and help practise any trickier facts. Please ensure that folders are in school ready for the test each Friday. Regular practise on TT Rockstars will really help children learn and retain their times tables facts.

Home Learning

Compulsory homework will consist of daily reading, practise of weekly spellings, and a minimum of 30 minutes a week spent on TT Rockstars. Log-in details for TT Rockstars and Purple Mash can be found on the inside front cover of your child's green Reading Record book. Some parents have found it useful to take photos of these login details on their phones.

Home learning will be set each week on School Spider and will be monitored. Additional guidance and information for homework tasks will be given as necessary but if you are unsure, please do ask.

Uniform

Please help your child and us, by naming (even if just in biro) EVERY ITEM OF SCHOOL UNIFORM, including coats, shoes, pumps and all those gloves, hats and scarves... they get everywhere! If an item has a name in/on it we can help to promptly return it.

Macmillan Coffee Morning

Year two will be running the Macmillan Coffee morning on **Friday 25th September**. We will lead an assembly and then we welcome you to join us for coffee and cakes in the hall. More information will be sent out shortly.



Please continue to encourage your child to come into the school building in the mornings independently. The children have made a great start and settled very well into Year 2! Remember to keep an eye out on our class page of the school website as we look forward to sharing our learning adventures with you there.

If you do have any concerns or questions, please do not hesitate to contact us. **We are here to help!** We would greatly appreciate it if parents could speak to us in the morning **before 8.50am** so that we can focus on settling the children into class and start the day promptly. Alternatively, you are welcome to speak to us **after 3.35pm** when all the children have been safely dismissed by a member of staff.

Mrs Thomas