

# YEAR 2 CLASS NEWSLETTER – AUTUMN 2025



Welcome back to Year 2! We are so excited to be back and have already loved getting to know our new classroom. The following information is a brief overview of routines and topics this term.

## **New entrance and exit routines!**

Year 2 will enter through the fire door to our classroom. They will hang their coats and bags on their pegs and put their water bottles in the blue boxes by the window. Bags should be as small as possible and pencil cases are not needed in the classroom.

At home time, children will exit from the same door/adjacent door with all of their belongings.

Children should not bring toys and special objects from home to school. We are limited on space and there is no guarantee it will not get lost or broken while they are here. We do not hold 'show and tell' sessions – unless it has been arranged as part of learning (e.g. bring in an old toy for a History lesson). Children can also share news and 'show and tell' on google classroom once this is up and running.

Jumpers go missing often! Please put a name label or initials in them so they can be returned if they do get separated from their owner. The 'sniff test' doesn't always help to identify missing jumpers...!

In Year 2, a healthy school snack is provided but children can bring a different play time snack if they wish. Water bottles will be kept in the classroom, or on their desk if needed.

PLEASE REMEMBER WE ARE A NUT FREE SCHOOL– so be mindful when choosing a snack to send your child with.

## **TOPICS and learning**

### **English**

Our focus story this half term is Traction Man by Mini Grey. We track the adventures of this action-packed story, explore characters, take care of a group of scrubbing brushes and write our own adventure story. Alongside our English reading and writing sessions, we will be continuing with Little Wandle phonics for Year 2. We begin with a recap of phase 5, and apply this to reading, spelling and sentence writing.

### **History**

Our new topic in History is Guy Fawkes and the gunpowder plot. We explore local connections to the Guy Fawkes story and consider the reasons that led to the group plotting to overthrow the royal family.

### **Maths**

In maths we will begin the year with refreshing our place value knowledge. Building on our prior knowledge of the understanding of number in Year 1, we explore the composition of numbers to 100 and a range of representations. We also begin to partition numbers in preparation for adding and subtracting with two-digit numbers, moving on to adding with some regrouping. Homework will support additional practise with these skills at home, should you wish to support your child further.

### **Science - Materials**

In Science, our learning links to our Traction Man story as we explore the materials used to make toys then and now. We also explore the materials Traction Man would use if he were to build our school in miniature form.

### **Music**

In music we are learning the song 'Hands, feet, heart' and exploring rhythm and pulse and pitch. We listen to and appraise a range of similar songs and begin to play the glockenspiel together.

### **Jigsaw PSHE and RE**

Our new puzzle piece for Jigsaw PSHE is 'Being me' – we learn about feeling included, community and how to be the best version of ourselves.

In RE, we are learning about what it means to be a Muslim and how stories and artefacts shape their beliefs.

### **Art/D&T**

In art, we begin the year with the Access Art unit 'Explore and Draw'. We seek inspiration from nature and from artists who use natural objects and materials as their starting points. Our sketchbooks will be used to experiment with a range of mark making materials to capture our observations and the items we collect.

### **Computing**

In computing, we will be learning about networks and how the internet and the Worldwide Web works. We will apply some basic skills in computing lessons, including logging in, accessing a document and beginning to type. We will send google classroom logins and passwords home in reading records.

### **Spanish**

In Spanish, we will be learning basic greetings and a little more about Spain and the country itself. Our lessons include speaking and listening as well as word games, spelling activities and roleplay conversations.

## **Timetable and other info**

### **PE and forest school – Wednesday PE with Mr Wood, Friday Forest school – Week 2 of the rota (starting Friday 19<sup>th</sup> September)**

PE is on Wednesday – children will need PE kit in school on this day.

We are extremely lucky to continue our forest school sessions this year and have a fortnightly forest school session on alternate Friday mornings on Week 2 of the rota, starting on Friday 19<sup>th</sup> September. Please ensure FULL forest school kit is provided, including wellies/old shoes, and suitable trousers and cover ups/waterproofs depending on the weather. Arms and legs must be covered as children often kneel on the ground or need to be covered for safety reasons.

### **Spellings and homework**

New spellings will be given out on Fridays. These will either follow the Year 2 spelling rules and phase 5 recap (such as suffixes or homophones) or a spelling sound group, e.g. ay, ai, a\_e. Suggested activities for learning and practising spellings will be given.

Homework is marked with a tick and a team point – pieces of homework that may take longer to complete are marked with a comment and are sometimes shared with their peers in a session to celebrate their good work.

Main homework tasks will vary from simple writing and grammar work linked to spellings, maths tasks to improve fluency and calculations and even Science activities or other written work and research.

### **HAND IN DAY**

Homework and spelling books are to be handed in as soon as it is complete, by Thursday at the latest to allow time to mark and return them to children on Friday. Homework handed in after this day may not be marked until the following week.

### **Reading records and reading books**

Reading fluency is one of the key goals of Year 2 and this directly correlates to success in a range of subjects. Being able to read confidently also helps children to be more independent – for example, being able to read the instructions for a task or read the timetable on the board. The best way to develop fluency is reading regularly 1 to 1 with your child. Children read 3 times a week in school and as part of day to day practise in class. Reading should be daily, if also completed at home.

The books children read to gain fluency should be around 90% accurate – this means they should only need some help with around 1 or 2 words a page. We assign reading books to children based on the phonics sounds they know and once fluent with all the GPCs for year 2, children can begin to progress beyond these books. As the term progresses, we will establish a routine for changing reading books. We will send home further information so this is clear.

Thank you for all of your support with your child's learning, Miss Wilde.