

# Year 2 Curriculum Newsletter



## Spring Term 1 2025-2026

### Welcome Back!

We hope you all had a happy and restful Christmas break. It has been wonderful welcoming the children back to school and seeing how quickly they have settled into routines. Since September, the progress across the year group has been fantastic — the children are growing in confidence, independence and resilience every day, and we are incredibly proud of them.

As we begin the Spring term, we would like to reassure you that Wellington Community Primary School continues to be here to support both you and your child, ensuring that every school day is meaningful, positive and successful.

### Quick Reminders

Here are a few key things to help the half term run smoothly:



**Attendance & punctuality** - Regular attendance and punctuality help children feel settled, confident, and ready to learn. Every day matters!

**PE days** - Our PE days this half-term are now **Monday and Wednesday**. Kits should be brought in on Monday and sent home on Friday. Please label all clothing clearly. Outdoor lessons require tracksuit bottoms, jumpers and appropriate footwear. Children should not wear jewellery, and long hair should be tied back for safety.

### Exciting Science in Spring 1: Eggs and Chicks!



This half term, we have a very special arrival in Year 2 — **eggs that will hatch into chicks!** This is a fantastic, hands-on way for children to observe and learn about **life cycles, growth and change**.

The children will have the opportunity to watch the eggs closely, make predictions and record observations as the chicks develop. This experience will support their understanding of living things, biology and responsibility, as well as providing lots of excitement and curiosity in the classroom.

Even more exciting — once the chicks are a little older, we will **keep some of them for our school allotment**, giving the children an ongoing opportunity to care for and observe them in a new environment.

We are really looking forward to sharing this unforgettable learning experience with the children — and we'll keep parents updated on the progress of our new feathered friends!

## Reading and Phonics

Many children have now completed the phonics programme and are enjoying **guided reading sessions** in school, which is a fantastic achievement.

Children will continue to bring home a **reading book of their choice each week**, and we encourage them to read regularly at home. Discussing stories, predicting outcomes and talking about characters all help to develop comprehension and fluency. Please record all home reading in your child's **yellow reading record** so that we can celebrate their achievement at school.



For children still working on phonics, please continue practising sounds at home alongside their reading books. To support your child at home, we recommend:

- Reading and practising phonics **at least three times a week** (little and often is best).
- Encouraging your child to say the sounds clearly and blend them confidently.
- Recording all home reading in your child's **reading record** so we can celebrate their efforts in school.

We strongly encourage parents to keep an eye out for our upcoming **reading and phonics screening workshops**, which offer practical tips and strategies for supporting reading at home. If you would like to play some online phonics games with your child at home, we recommend [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk).

Just a few minutes of regular practice can make a huge difference — thank you for your continued support.

## Home Learning: Spellings and Numbots

Children should continue to **practise weekly spellings at home** — little and often works best. Spellings will continue to be given out on Friday, with a short test the following Friday.

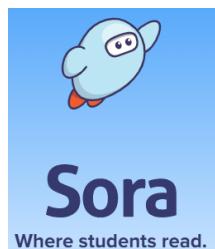


Please also encourage your child to use **NumBots regularly**, ideally 3-4 times a week, to consolidate number skills. Short, consistent practice at home supports learning and builds confidence in mathematics.

## Sora Online Library

Before Christmas, children were sent home with their **Sora login details**. Sora is an **online reading library** that gives children access to a wide range of **texts**, all in one place.

Using Sora, children can enjoy:



- Picture books and early readers
- Chapter books
- Magazines and comics
- Audiobooks (perfect for developing a love of stories and supporting comprehension)

Sora is designed to be used **together with an adult**, making it a great opportunity to share reading time at home. Children can explore new books, listen to stories being read aloud, and build confidence with reading in a fun and engaging way.

We strongly encourage families to make use of Sora alongside regular home reading. Time spent reading – whether independently, together, or through audiobooks – all supports vocabulary, comprehension and a lifelong love of books.

If you have any difficulties accessing Sora or need login details re-sent, please let us know.

## Online Safety: Making Good Choices Online

As children increasingly use tablets, televisions and games at home, it's important to help them develop healthy screen habits. Through our computing curriculum, we focus is on **age-appropriate content and balance**.

At home, you can support this by:

- Checking age ratings for games, apps and TV programmes before your child accesses them.
- Using parental controls and child-friendly platforms wherever possible.
- Talking to your child about what they watch or play and encouraging them to tell an adult if something makes them feel unsure or uncomfortable.
- Keeping screen time balanced with reading, play and family time.

For further guidance, the BBC Own It website offers excellent, child-friendly advice:

 [BBC Own It - Understanding Age Ratings](#)

## Looking Ahead

The Spring term is an exciting time for learning and growth in Year 2. We will continue to build independence, strengthen skills in reading, spelling, and mathematics, and foster a love of learning across all subjects. Dates and events may be updated or added throughout the half term.

Event	Date
INSET day	Monday 5 <sup>th</sup> January
Donation Day (PTA)	Friday 9 <sup>th</sup> January
Sleeping Beauty Pantomime	Friday 16 <sup>th</sup> January
Parliament Week	w/c Monday 26 <sup>th</sup> January
Chick Eggs Arrive in Year 2!	Monday 26 <sup>th</sup> January
KS1 Cake Sale (PTA)	Friday 6 <sup>th</sup> February
IEP drop-ins	w/c Monday 9 <sup>th</sup> February
Safer Internet Day	Tuesday 10 <sup>th</sup> February

## Thank you

Thank you, as always, for your continued support. The partnership between home and school plays a huge role in the children's success, and we truly value it.

If you have any questions or would like to discuss your child's progress, please contact the school office or speak to us after school.

We're looking forward to another positive and productive half term in Year 2!

Yours faithfully,



Miss Manser  
Starling Class



Mrs Valentine  
Swift Class

# Learning Links

Alongside home learning, we have put together a list of website links that include activities/games which will allow your child to explore their learning further.

## Reading

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://www.lovereading4kids.co.uk/browse-by-age>

<https://www.booktrust.org.uk/book-recommendations/bookfinder/>

<https://soraapp.com/>

## Maths

<https://numbots.com/>

<https://www.bbc.co.uk/bitesize/subjects/zqpqfdm>

<https://home.oxfordowl.co.uk/mathematics/primary-maths-age-6-7-year-2/>

<https://uk.ixl.com/math/grade-2>

## Writing

<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-2-age-6-7/>

<https://www.bbc.co.uk/bitesize/subjects/zpbhcxs>

[https://www.youtube.com/watch?v=9787x\\_6gwOA](https://www.youtube.com/watch?v=9787x_6gwOA)

<https://www.youtube.com/watch?v=NtyaE2tqpu0>

## Topic

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

<https://www.bbc.co.uk/teach/class-clips-video/articles/zdwhpg8>

<https://annekellytextiles.com/>

<https://www.bbc.co.uk/bitesize/topics/zwh2s82>

<https://www.bbc.co.uk/bitesize/topics/zppwnk7>

<https://www.bethsnotesplus.com/2012/12/sea-shanties.html>

<https://beebot.terrapinlogo.com/>

# Example Weekly Timetable

## Wellington Community Primary

### Y2 Week A

	8:40 - 9:00	9:00-9:40	9:40-10:30	10:30-10:45	10:45-12:00	12:00-12:50	12:50-14:50				14:50-15:10	15:00-15:10
Monday	Early morning work	RW1/ RJ	English	Break	Mental Maths	Maths	Handwriting	Swifts - P.E. (Gymnastics - Hall) (1:15 - 2:00) Starlings - Music			Swifts - Music Starlings - P.E. (Gymnastics - Hall) (2:00 - 2:45)	Core Assembly 2-45
Tuesday	Early morning work	RW1/ RJ	English		Mental Maths	Maths	Handwriting	Afternoon Break Swifts 13:45-14:00 Starlings 14:00-14:15			Computing	Class Assembly
Wednesday	Early morning work	RW1/ RJ	English		Mental Maths	Maths	Handwriting	Afternoon Break Swifts 13:45-14:00 Starlings 14:00-14:15			History	Class Reader
Thursday	Early morning work	RW1/ RJ	English		Mental Maths	Maths	Handwriting	Swifts - P.E. (RJT - Y3/4 Playground) (1:15 - 2:00) Starlings - Library (1:30-2:00)			Swifts - Library (2:05-2:35) Starlings - P.E. (RJT - Y3/4 Playground) (2:00 - 2:45)	Faith Assembly
Friday	Early morning work	RW1/ RJ	English		Mental Maths	Maths	Handwriting	Afternoon Break Swifts 13:45-14:00 Starlings 14:00-14:15			Art/ DT	Celebration Assembly 2-45

# Wellington Community Primary

## Y2 Week B

	8:40 - 9:00	9:00-9:40	9:40-10:30	10:30-10:45	10:45-12:00	12:00-12:50	12:50-14:50				14:50-15:10	15:00-15:10
Monday	Early morning work	RW1/ RJ	English	Break	Mental Maths	Maths	Handwriting	Swifts - P.E. (Gymnastics - Hall) (1:15 - 2:00) Starlings - Music		Swifts - Music Starlings - P.E. (Gymnastics - Hall) (2:00 - 2:45)	Circle Time/ Golden Time	
Tuesday	Early morning work	RW1/ RJ	English		Mental Maths	Maths	Handwriting	Afternoon Break Swifts 13:45-14:00 Starlings 14:00-14:15		RE	Class Assembly	Class Reader
Wednesday	Early morning work	RW1/ RJ	English		Mental Maths	Maths	Handwriting	Afternoon Break Swifts 13:45-14:00 Starlings 14:00-14:15		PSHE	Singing Assembly 2:45	Class Reader
Thursday	Early morning work	RW1/ RJ	English		Mental Maths	Maths	Handwriting	Swifts - P.E. (RJT - Y3/4 Playground) (1:15 - 2:00) Starlings - Library (1:30-2:00)		Swifts - Library (2:05-2:35) Starlings - P.E. (RJT - Y3/4 Playground) (2:00 - 2:45)	Faith Assembly	Class Reader
Friday	Early morning work	RW1/ RJ	English		Mental Maths	Maths	Handwriting	Spelling Test	Science	Afternoon Break Swifts 13:45-14:00 Starlings 14:00-14:15	Science	Celebration Assembly 2:45

# Curriculum Overview

## BOLD FUTURES



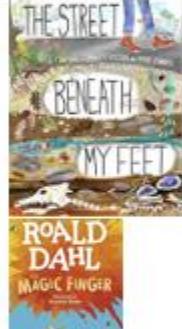
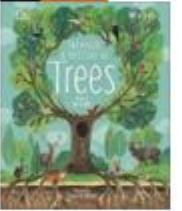
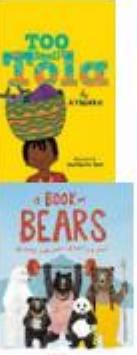
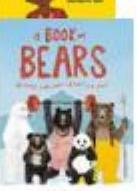
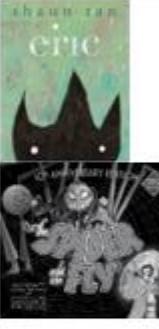
### Year 2 Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Continents and Oceans (Geography)	Nightingale, Seacole, Cavell (History)	Let's go on an adventure! (Geography)	Plants (Science)	History of Flight (History)	Nepal (Geography)
<b>English</b>  Please see the unit overviews for more detailed information.		  <b>Newspaper report</b>		  		
Writing Outcomes from entire unit	<b>Outcome:</b> To write about a day in the life of a character. <b>Purpose:</b> To record events, thoughts and feelings - entertain. <b>Audience:</b> A reader interested in travelling. <b>Form:</b> Narrative recount  <b>Outcome:</b> To write a travel Guide <b>Purpose:</b> inform	<b>Outcome:</b> To write a letter home as Vlad. <b>Purpose:</b> entertain and inform <b>Audience:</b> Vlad's family <b>Form:</b> Recount letter  <b>Outcome:</b> To write a comparison on Florence nightingale and Kylie Watson <b>Purpose:</b> inform	<b>Outcome:</b> To write their own story of a 'Walk in Aldershot' <b>Purpose:</b> entertain <b>Audience:</b> Tourists or people new to the area/To help the local councillor <b>Form:</b> Narrative/Recount  <b>Outcome:</b> To write a non- chronological report of Aldershot <b>Purpose:</b> inform	<b>Outcome:</b> To write a poem linked to growth and change <b>Purpose:</b> entertain <b>Audience:</b> readers interested in poetry/ plants. <b>Form:</b> poetry  <b>Outcome:</b> Create an interview with Pete. <b>Purpose:</b> inform <b>Audience:</b> Class Book <b>Form:</b> Information	<b>Outcome:</b> To write a 1 <sup>st</sup> person diary- of when Amelia flies out <b>Purpose:</b> Inform <b>Audience:</b> <b>Form:</b> Recount  <b>Outcome:</b> Write a story opening <b>Purpose:</b> an entertaining descriptive text <b>Audience:</b> People who love reading fantasy <b>Form:</b> Narrative	<b>Outcome:</b> To create an advisory text- on what to take with you. <b>Purpose:</b> inform <b>Audience:</b> <b>Form:</b> Survival Guide  <b>Outcome:</b> To descriptive text <b>Purpose:</b> entertain <b>Audience:</b> <b>Form:</b> Narrative

# BOLD FUTURES



## Year 2 Yearly Overview

	<b>Audience:</b> A reader interested in travelling. <b>Form:</b> Information Leaflet	<b>Audience:</b> Readers interested in historical texts. <b>Form:</b> Information Comparison text	<b>Audience:</b> Tourists or people new to the area. <b>Form:</b> Information Leaflet.			
<b>Reading Journey</b>	 	 	 		 	
<b>Maths</b>	Please see the medium-term plan.					
<b>Science</b>	Habitats		Animals inc. humans	Making new plants	Changing materials	Pushes & pulls
<b>History/ Geography</b>	Where are we in the world? (Continents and oceans) Geography	Nursing has not changed in over 100 years. True or false? History	Let's go on an adventure! (maps) Geography	Where do our school names come from? History	The only way to fly is on a plane. True or false? History	What is it like in other places? (Aldershot vs Nepal) Geography

# BOLD FUTURES



## Year 2 Yearly Overview

PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	My Rights and Respect	Being my Best	Growing and Changing
Art	Vincent Van Gogh (sunflowers). Drawing	Layne Peters (clay) Sculpture	Anne Kelly Collage/textiles		Francis Bowyer (backgrounds) Painting	
Design and Technology	Cooking & Nutrition - Healthy Wraps Linked to Continents & Oceans - where food comes from		Sewing - Mixed media sewing collage (linked to Art) Linked to History of Aldershot		Construction - 3D model aeroplane with wheels & axels Linked to Aeroplanes/Aviation	
Religious Education	Special place (Mandir) Hinduism	Waiting (Advent) Christianity	Remembering (Holi) Hinduism	Love as sad and happy (The Easter story) Christianity	Special food Across religion and traditions	God Christianity and Hinduism
Computing	Online safety	Creating media - Digital photography	Programming A - Robot algorithms	Data collection - Pictograms	Creating media - Digital music	Programming B - Programming quizzes
Physical Education	Run, Jump, Throw 1 Gymnastics 1	Run, Jump, Throw 1 Gymnastic 2	Send & Return (1) Hit, Catch, Run 1	Send & Return (2) Hit, Catch, Run 2	Dance (Specialist) Attack, Defend, Shoot 1	Dance Attack, Defend, Shoot 2
Music	<u>"Dragons"</u> Dynamics (getting louder or quieter). Tempo (getting faster or slower).	<u>"Christmas is Coming"</u> Pitch (higher, lower sounds, steps, leaps and repeated notes). Duration (Steady beat and rhythm patterns).	<u>"Jolly Rogers"</u> Structure (verse and chorus) Timbre (how are sounds made?)	<u>"Wispy Willow"</u> Pitch (higher, lower sounds shape of melodies)	<u>"Man on the Moon"</u> Timbre (choose how to make sounds to suit mood) Texture (layer sounds)	<u>"Minibeasts On the Move"</u> Duration (steady beats and rhythm patterns)



<b>Trips/Themed Days</b>	Fort Nelson		Chicks at school		Brooklands Museum	
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