

# Year Two – Spring Term 2026



Dear Parents and Carers,

Welcome back! This is a great opportunity to meet Miss Mitchell, who will be covering Year 2 in Mr Jenkin's absence.

This handout will provide an overview of what your child will be covering this term, as well as expectations with regards to homework. We hope that you find it useful and informative.

There have been no changes in the routines but it is useful to be refreshed on them so please see below:

## Routines

### Behaviour

Good behaviour will be rewarded with going on the sunshine and star, receiving family points, being given certificates in assembly like 'Pick of the Bunch' as well as 'Proud as Punch'.

The cloud and black cloud will continue to be used to sanction poor behaviour choices.

### Being ready for the school day

Children should be eating breakfast each morning to ensure their focus throughout the morning and going to the toilet before the school day starts. Children should remember their water bottles and have them filled up ready for the day.

Children need to have a good night's sleep and a good bedtime routine established. The World Health Organisation recommends that children aged between 6-12 years should be getting between 9-12 hours sleep per night. Given that your child is at the lower end of this age range, we should be aiming for 12 hours!

Please ensure reading packs are in school every day.

### Uniform (including PE and swimming)

A child's book bag with their reading pack (with reading record and reading book inside) are considered to be school uniform and must be in school each day. Water bottles should be brought into class with your child's name on.

Please ensure all items of your child's uniform and PE kit are clearly labelled with their name to ensure they can be easily recovered if lost and minimise the cost of replacement.

Swimming will continue to take place on **Mondays**. Children need to come to school dressed in their school uniform and bring in a bag with their swimming costume/trunks, goggles, towel and a swimming hat. Swimming and water safety are statutory element of the National Curriculum for PE in England.

PE will take place on **Wednesdays**. Children can come to school dressed in their PE kit and should not bring their school uniform on this day.

### **PE kit is as follows:**

- plain white t-shirt or polo top
- navy blue jogging bottoms, leggings or shorts (no logos)
- school navy blue jumper or cardigan
- suitable trainers for PE

## Homework

Your child's homework is set on a Wednesday afternoon on Google Classroom and needs to be uploaded by the following Wednesday morning (before 9am). Weekly homework will be spelling based and 1 or 2 tasks set relating to the spelling words set. In terms of the spelling homework, please assist your child with this valuable part of their learning by ensuring they complete all homework to the best of their ability and provide them with support when necessary. The spelling words should be revisited throughout the week to ensure your child can remember to spell them for their test on Wednesdays. You will receive your child's spelling result in their reading record each week (these need to be in school every day). Children will be expected to complete Maths homework using NumBots. They should be spending at least 5 minutes on it every weekday. All children need to have completed a total of 25 minutes, which will be checked every Monday. It is very important that children use NumBots little and often rather than all at once. Repeated practice is vital to commit new knowledge to long term memory.

## Reading

Your child will be given a staged/phase book that will be taken home with them. There is no set day for changing books as children will be read to at different points in the week. To facilitate this, please ensure your child's reading pack (with their book and reading record inside) is in their book bag every day. It is very important to hear your child read out loud each day and ask them questions about what they have read to check their understanding and develop their comprehension skills (see questions inside their Reading Record).

Their school reading book can be read more than once to ensure they not only read the words but most importantly, understand what it is about. Please remember to record the date and page number along with your signature. This helps us monitor your child's progress.

In Key Stage One, we expect a minimum of 3 signatures a week as well as at least one written comment using the KS1 reading comprehension skills sheet that is in the front of your child's reading record. Your child's reading record should be used to help create a positive picture of the reading environment established at home. If you read other stories, please feel free to write them in your child's reading record too. We strongly encourage children to read other books from home or the library in addition to the stage/phase book sent home from school.

As well as one-to-one reading, shared reading will take place in school, where children have opportunities to answer questions and discuss the texts with their peers. Children will also complete reading comprehension tasks in class.

At Boutcher, we promote a reading for pleasure environment and ensure that children have opportunities to choose texts more freely. Your child will spend time in our class reading corner and also have a weekly visit to the school library. Our library visit will take place on **Tuesdays**, so please ensure that, if your child borrows a library book, they have it in school on this day to be returned so that another book can be chosen to take home and enjoy. It is important to return books because we have spent thousands of pounds on resources for our library and every book that is not returned needs money to be replaced. Funding is very tight and books not being returned will have an impact on how our library is used.

## **Curriculum and Learning:**

We will continue a book-based approach to the teaching of our English.

## Reading

The KS1 reading content domains focus on core comprehension skills, helping children understand texts by developing their vocabulary, retrieval, sequencing, prediction and inference skills. These skills are crucial for both fiction and non-fiction, ensuring they grasp characters, events, and key details. We will be building on these key skills by completing a range of tasks and questions to build deeper comprehension beyond just decoding words.



### Writing

We will be focusing on writing sentences that are sequenced to form a short narrative (real or fiction) and building on writing simple, coherent narratives about personal experiences and those of others (real or fiction) We will be building on our editing skills, making simple additions, revisions and proof-reading corrections to our own writing.



- Use adventurous and varied adjectives for size, colour and manner
- Use adverbs with -ly endings
- Use verbs to indicate time correctly (past and present tense), including the progress tense. e.g. I was walking.
- Uses the suffixes -er, -est in adjectives e.g. fast, faster, fastest
- Uses the suffixes -ful and -less to create adjectives from nouns e.g. beautiful, helpless
- Use co-ordination (and, but, or) and use some subordination (because, when) to join clauses.
- Use expanded noun phrases to describe and specify e.g. the large, furry bear
- Write using statements, commands, questions and exclamations
- Uses a range of punctuation in writing (full stops, question marks, exclamation marks, commas)
- Use capital letters for proper nouns and for the personal pronoun 'I'
- Spell words with contracted forms using apostrophes (can't, wouldn't)
- Start to use apostrophes for singular possession (the cat's tail, the child's coat)

### Maths

This term, we will continue to develop mental and written methods in all four operations (addition, subtraction, multiplication and division) and work on length, mass and temperature.

You can support your child with this by encouraging them to work through *Numbots*. As they work through the levels on *Story Mode*, they should aim to complete each level with 3 stars – this ensures that they are

mastering each skill to the point of fluency. It also provides a stronger foundation for completing future levels in the game.

By the end of Year 2, each child should have completed up to *Silver* with 3 stars on each level. Ideally, they will have completed it entirely (*Diamond*) by the end of the year.

Note- We want children to be able to recite their 2,5 and 10 times tables by the end of Year 2.

### Religious Education

Our topics this term are:

What does it mean to be a Muslim?

Why are women so important in the Bible?

Do Easter symbols help us to understand Easter?

Services:

This term we will continue with our theme *God's World, Our Earth, Our Responsibility*. We will learn more about God through the words and actions of Jesus, focusing on the Beatitudes from the Sermon on the Mount (Matthew 5:3–10). Each week, we will see that Jesus shows us that caring for *God's World* means living with humility, mercy, and peace, and taking responsibility for how we treat the Earth and each other.

Services will be held as a key stage each week in the hall. These services will take place on a Tuesday morning at 9:40am and parents of the class leading the drama will be invited to come and worship with us. Please check the website/newsletter for when Year 2 will be leading service.

### Science

Materials: We will be building on learning from Year 1 and children will:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

### PSHE

At Boutcher School, we teach Personal, Social, Health Education (PSHE) and relationships as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We use the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Spring 1: Dreams & Goals

Spring 2: Healthy Me

### Humanities

Geography: Why is our world wonderful?

History: How did we learn to fly?

### Music

Children will continue to have drumming lessons each week on a Wednesday afternoon.

Art

Artist study: Ron Embleton

As always, if you have any questions regarding any of the information in this letter, or any other matter of concern, please do not hesitate to contact us. We will be available at the end of the day to answer quick questions; however, appointments can be made via the school office to discuss any lengthier matters or concerns. You may also wish to send a private comment on Google Classroom homework.

Mrs Hayles & Miss Mitchell