




# Corsham Primary School




## Parent/Carer Curriculum Newsletter





Year: 2 Class Teachers: Miss White and Miss Catrall

### Spring Term 2026 (05/01/26 – 27/03/26)

The following information will provide you with an overview of the objectives Year 2 will be focusing on this term. We hope you find it useful.

<p><b>Being a Mathematician</b></p> 	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Recognising the value of notes and coins - pounds and pence</li> <li>• Adding money together</li> <li>• Comparing money</li> <li>• Finding change</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>• Make arrays and link to repeated addition</li> <li>• Introduce the multiplication and division symbols</li> <li>• Calculate mentally 2x, 5x and 10x facts</li> <li>• Share and group numbers into equal groups</li> <li>• Odd and even numbers</li> <li>• Doubling and halving</li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>• Measure in centimetres</li> <li>• Measure in metres</li> <li>• Order lengths and heights</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{8}</math> of a length, shape, set of objects or quantity</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>• Prepare and re-tell traditional stories through writing, role-play and discussion</li> <li>• Discuss and describe story settings and characters and use this as a starting point for individual writing</li> <li>• Demarcate sentences using capital letters and full stops</li> <li>• Form letters carefully and join 'special friends' using some diagonal and horizontal strokes</li> <li>• Use subordination when writing e.g. or, and, but</li> <li>• Use capital letters, full stops, question marks and exclamation marks in writing</li> <li>• Use commas to separate items in a list and apostrophes to mark where letters are missing</li> <li>• Make simple additions, revisions and corrections to writing</li> <li>• Re-read writing to make sure the sentence written makes sense</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<p><b>Applying phonics</b></p> <ul style="list-style-type: none"> <li>• Know that phonemes may be represented by different graphemes</li> <li>• Know that familiar words do not need to be sounded out and blended</li> <li>• Read familiar words automatically and accurately without sounding or blending</li> </ul> <p><b>Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Explain why they prefer certain books or stories</li> <li>• Retell stories with the key events in the correct sequence</li> <li>• Retell a story with the key events and the characters</li> <li>• Know how to find information in a non-fiction book</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify the purpose of a book or a text</li> <li>• Know that books and stories are set in different places and times</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Talk about the meaning of different poems</li> <li>• Recognise that a poem can tell a story</li> <li>• Learn a poem by heart</li> <li>• Give an opinion on books or poems read</li> <li>• Find patterned or recurring literary language in poems and stories</li> </ul> <p><b>Reading fluently with accuracy and understanding</b></p> <ul style="list-style-type: none"> <li>• Self-correct when I have lost the meaning</li> <li>• Use prior knowledge and reading experiences to understand text</li> <li>• Use the context to understand texts</li> <li>• Ask questions to clarify understanding</li> <li>• Find the answers to retrieval questions about stories, poems or non-fiction texts</li> <li>• Recognise that a writer can have a message for the reader</li> <li>• Make predictions about possible events</li> </ul>
<p><b>Being an Engineer (Design Technology)</b></p> 	<p><b>What did Brunel do for Great Britain?</b></p> <ul style="list-style-type: none"> <li>• Know that there are different types of the same structures (e.g. many different types of bridges)</li> <li>• Know different ways that paper can be joined together (including gluing, Sellotape/masking tape)</li> <li>• Know how products can be made stronger, stiffer and more stable</li> <li>• Know how and why design criteria are used</li> <li>• Know how to compare and evaluate existing products</li> </ul>
<p><b>Being a Geographer</b></p> 	<p><b>What makes my town unique?</b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that our school is in Corsham, which is in England and is part of the United Kingdom</li> <li>• Know some of the features of a city, town or village</li> <li>• Know and name the nearest cities, towns and villages to Corsham</li> <li>• Know that the United Kingdom is part of Europe and name the four capital cities of the United Kingdom</li> <li>• Name the seven continents and five oceans of the world</li> <li>• Know where to find the equator on a globe or map and the location of hot and cold areas of the world</li> <li>• Know that Reykjavik is in Iceland</li> <li>• Know that both Great Britain and Iceland are islands</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Know the main physical and human features in Corsham and Reykjavik</li> <li>• Identify similarities and differences of Corsham and Reykjavik (physical and human features)</li> <li>• Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>- Key physical features, including beaches, cliffs, costs, forests, hills, mountains, seas, oceans, rivers, soil, valleys, vegetation, seasons and weather</li> <li>- Key human features, including cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, globes and atlases to locate Corsham and the nearest cities, towns and villages and Reykjavik</li> <li>• Use aerial photographs and plans to recognise landmarks/human/physical features of Corsham and Reykjavik</li> <li>• Use world maps, atlases and globes to identify the UK, its countries and capital cities, continents and oceans</li> </ul>
<p><b>Being an Historian</b></p> 	<p><b>What did Brunel do for Great Britain?</b></p> <ul style="list-style-type: none"> <li>• Isambard Kingdom Brunel was a significant engineer</li> <li>• Know why Brunel is a significant engineer and what he left behind – e.g. railways, tunnels etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that Brunel left a legacy and his achievements are still used today – Clifton Suspension Bridge, Box tunnel etc.</li> <li>• Know that Brunel was significant “Beyond living memory”</li> <li>• Know that the launch of SS Great Britain was a significant global event beyond living memory</li> <li>• Understand that “Beyond living memory” is a longer duration than “Within living memory”</li> <li>• Order 5 or 6 events of Brunel’s life in chronological order</li> <li>• Know different ways of finding out about the past – photos, artefacts, videos, books, museums etc.</li> </ul>
<p><b>Being an Artist</b></p> 	<p><b>What makes my town unique?</b></p> <ul style="list-style-type: none"> <li>• Experiment with different brushes (including brushstrokes) and other painting tools</li> <li>• Mix primary colours to make secondary colours</li> <li>• Add white and black to alter tints and shades</li> <li>• Use a combination of materials which have been cut, torn and glued</li> </ul>
<p><b>Being an Athlete</b></p> 	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform basic actions with control and consistency at different speeds and on different levels and work as part of a group to create and perform short movement sequences (challenging themselves to move imaginatively) to music</li> </ul> <p><b>Games- Hit, Catch and Run</b></p> <ul style="list-style-type: none"> <li>• Develop hitting skills with a variety of bats</li> <li>• Practice feeding/bowling skills</li> <li>• Hit and run to score points in games</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>Emmanuel Project</b></p> <p><b>Islam- How do some Muslims show Allah is compassionate and merciful?</b></p> <ul style="list-style-type: none"> <li>• I can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur’an</li> <li>• I can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ul-Fitr is about for a Muslim</li> <li>• I can ask respectfully about how my friends or other groups try to help or show compassion, and about why Muslims fast together in Ramadan</li> <li>• I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise</li> <li>•</li> </ul> <p><b>Christianity- What are the best symbols of Jesus’ death and resurrection at Easter?</b></p> <ul style="list-style-type: none"> <li>• I can tell one of the Easter stories and say why it might be important to a Christian</li> <li>• I can talk about Christians taking communion together as part of their Easter worship at church</li> <li>• I can say what different items could be used as symbols of the Easter stories and what they stand for</li> <li>• I can talk about things in the Easter stories that make me, or others, ask questions</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p><b>Jigsaw</b></p> <p><b>Dreams and Goals:</b></p> <ul style="list-style-type: none"> <li>• I can choose a realistic goal and think about how to achieve it</li> <li>• I carry on trying (persevering) even when I find things difficult</li> <li>• I can work well in a group</li> </ul> <p><b>Healthy me:</b></p> <ul style="list-style-type: none"> <li>• I know what I need to keep my body healthy</li> <li>• I know some things that make me feel relaxed</li> <li>• I understand how medicines work in my body and how important it is to use them safely</li> </ul>

Other Information:

Home Learning is given out on a Friday and should be completed within a fortnight. Children should be practising their spellings and reading regularly at home as on-going tasks. There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Please can your child bring in a full water bottle to school daily.

Thank you.

Year 2 Team