



North Town Primary School

A guide to the curriculum for Parents/Carers of children in Russets
Autumn term 2025



Movers and Shakers

During the Autumn Term, the children will learn about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance. We will look at many significant people including Rosa Parks, Neil Armstrong, Christopher Columbus, Emmeline Pankhurst and Henry VIII. The two significant people we will focus on mainly are Rosa Parks and Neil Armstrong.

Within this project, we will be introducing new and exciting 'companion projects' to supplement other areas of the curriculum. These are detailed below in each subject area.



English

Writing

In writing this half term, the children in Year 2 will be starting the year by focusing on *The Place Value of Punctuation and Grammar (PVPG)*. Just like we revisit place value in maths every year, PVPG ensures that all children secure a strong foundation in sentence structure before moving on to more complex writing. During these lessons, the children will learn to recognise and understand the "building blocks" of a sentence - nouns, verbs, subjects and clauses - and how punctuation works to organise and clarify meaning.

PVPG is taught within our Writing lessons and is not a separate unit; instead, it underpins all writing across the curriculum. The children will revisit and consolidate their understanding of grammar objectives from earlier years, while also moving forward with age-appropriate challenges. This enables them to write with greater accuracy and confidence, ensuring that when they approach longer pieces of writing, they are secure in using punctuation and grammar effectively.




In Autumn 2, after completing the PVPG unit, the children in Year 2 will apply their skills through two writing outcomes. First, they will write a non-chronological report based on minibeasts. This type of writing allows children to focus on clear subject-verb sentences while presenting factual information.







Following this, the children will move on to writing a recount based on the book *Meerkat Mail*. The children will be writing a letter. Writing recounts gives the children the opportunity to practise past tense structures while applying accurate punctuation and grammar. Both of these outcomes are designed to help children consolidate their PVPG learning, enabling them to write with precision and independence before progressing to more extended writing in the Spring term.


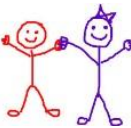


Phonics

We will continue to use the Read Write Inc phonics programme to develop sound knowledge, the ability to segment and blend and use words in sentences as well as looking closely at grammar and punctuation. Your child will have been thoroughly assessed on their phonics knowledge, reading ability and reading speed. This will determine which colour group your child will be in. They will then go home with this colour reading book to read. We are promoting that your child reads with a 'story-teller' voice, therefore, the book they go home with will be easily decodable as they would have read the book three times in class before it goes home. Please continue to encourage your child to explore different voices, expressions and intonations that make sense with the story.

Reading

	<p>We are continuing to be using the Read Write Inc phonics scheme to support the children with their reading and for those that have finished their phonics will be moving on to Accelerated Reader. If the children are still following the phonics scheme, they will be bringing home a paper copy of the book that will have read in class and a book bag book. Please can you ensure that the children bring these books on a Friday to be changed.</p> <p>All children will need to continue to read a minimum of 5 times a week including 'reading for pleasure'. Whilst we are no longer providing the children with reading records to record how often they are reading, we would still love to see your child reading via our Seesaw pages.</p> <p>Spelling</p> <p>In class, we will be using the Grammarsaurus spelling scheme to teach spelling. This scheme helps children to understand spelling in more depth by focusing on morphology (how words are built from smaller parts, such as prefixes and suffixes), etymology (where words come from and how their history influences spelling), and orthography (the rules and patterns of how words are written). This approach supports children in developing strategies to work out and remember spellings, rather than simply memorising lists. Alongside this, weekly spelling homework will be set using Spelling Shed. Please note that these homework activities are not directly linked to the Grammarsaurus lessons taught in class; instead, they focus on practising common exception words (those tricky words that don't always follow usual spelling rules), helping children to secure these essential spellings</p>
 <p>Mathematics</p>	<p>We will be looking at numbers 10-100 and understanding the place value of digits within a number and representing these numbers in multiple ways. We will then begin to add and subtract numbers within 10 and 20. We will use language such as 'finding the difference' when subtracting numbers and adding 3 single digit numbers together. After the half term, we will start adding and subtracting two-digit numbers using a formal method then start to look at 2-D and 3-D shapes up until Christmas.</p> <p>We will continue to use the Mastering Number approach in small sessions of maths in the afternoon to maintain a level of number fluency.</p> <p>To ensure your child keeps up to date with their number knowledge, we ask that you use the Numbots app to play with number. We would also encourage children to use the 1-minute maths app developed by White Rose maths. It is free to use and has multiple games at levels to suit all children. Using the app, children can practice subitising, calculating equations and practice times tables, should they wish to.</p>
 <p>Science</p>	<p><u>Animal Survival</u></p> <p>Through this companion project we will teach the children about growth in animals by exploring the life cycles of some familiar animals. We will build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.</p>
 <p>Computing</p>	<p>In the first half of the term, we will be exploring the use of IT. In this unit, the children will ask themselves the question - how is information technology (IT) being used for good in our lives? The children will begin to consider how technology is all around us with an initial focus on IT in the home. The children will then explore how IT benefits society in places such as shops, libraries, and hospitals. The children will have lots of opportunities to discuss how to make smart choices and use technology responsibly.</p> <p>In the second half of this term, the children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving</p>

	<p>photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p> <p>We also be teaching the children about the use of technology, how to stay safe online, basic programming skills and how to use data.</p> <p>During our online safety lessons, we will have a focus on Self Image and Identity and Online Relationships.</p>
 <p>Art</p>	<p>In our Art lessons, we will be teaching the children about basic colour theory by studying the colour wheel and colour mixing in our companion project Exploring Colours. This includes an exploration of primary and secondary colours and how artists use colour in their artwork. We will also be looking at Still life, teaching the children about the work of significant still life artists and still life techniques. They will be able to explore a wide variety of still lifes and learn about the use of colour and composition. They will then create still life arrangements and artwork.</p>
 <p>Design Technology</p>	<p>Our Design Technology this term will be looking at the companion project Remarkable Recipes. Through this project we will be teaching the children about sources of food and tools used for food preparation. They will also discover why some foods are cooked and learn to read a simple recipe. The children will be able to choose and make a new school meal that fulfils specific design criteria.</p>
 <p>History</p>	<p>History is our main focus in this project. We will be going back in time to understand how certain people have impacted history. We will cover a broad range of historical 'shakers' including explorers, artists, activists, monarchs and more! We will use Dawson's model to work out whether someone is significant or not. We will also be comparing the lives and impact of significant people including Neil Armstrong and Christopher Columbus.</p>
 <p>Geography</p>	<p>Our main project is supported by a companion project called Let's Explore the World. These essential skills and knowledge teaches children about atlases, maps and cardinal compass points. They will learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. The children will also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.</p>
 <p>Spanish</p>	<p>This term, the children will learn and accurately pronounce Spanish words to greet people, recognise them in written form, and show understanding when hearing them. They will learn to understand and respond to questions like "How are you?" and "What's your name?". In Autumn 2, they will expand their number skills by naming numbers from 20 to 50, revisiting numbers 1 to 20, and practicing pronunciation, recognition, and understanding.</p>
 <p>PE</p>	<p>During the Autumn term, the two topics we will be looking at are Moving, Jumping and Landing & Catching, Rolling and Throwing. We will be working on making sure we can move safely around the area, begin to challenge ourselves in different movements and travel with fluency & control. Improving basic control and hand-eye co-ordination will be the main objectives, whilst showing the social skills to be able to work well with others. Our Real PE lessons will be based around social skills such as giving positive praise towards themselves and their peers as well as working sensibly and sharing with one another. The children will have the opportunity to apply their skills through co-operative and competitive games.</p> <p>Please ensure your child is wearing their PE kit on their PE days to school. There is no longer an expectation to bring a PE kit to school for the week. Your child's PE days are Wednesday and Thursday. Please ensure they are in full PE kit. If your child has a club after school on a different day, then ensure they have brought their kit in for their club. We do not expect to see PE kits in school or worn on any other days. If your child wishes to bring their PE kit to school as a spare change of clothes in case of wet weather, then they may do so.</p>

 <p>Music</p>	<p>In music lessons, we will be continuing to use the scheme Charanga to support our music lessons. We will be listening to several pieces of music, finding the pulse as we listening to the music. We will be listening to the instruments/voices that we can hear. We will also be accompanying the music playing the glockenspiels using up to three notes – F or G and G. We will also be using these notes to compose our own pieces of music, which we will then perform. Finally, we will be learning and performing our songs in December.</p>
 <p>PSHE&C</p>	<p>In the first half of this term the children will be taking part in weekly sessions where they will be thinking about being part of a new class, thinking about anything that we may be worried or anxious about and setting our class charter, through our Jigsaw theme of ‘Being Me in My World’. In the later part of the term, we will be looking at how we are different from others and learn to celebrate these differences, through our Jigsaw ‘Celebrating Difference’ programme. They will also continue to learn about respect and the rights of others.</p>
 <p>RE</p>	<p>This term in RE, we will be learning about Christianity and learning a range of parables. We will be thinking of qualities that Christians demonstrate. The children will also think about what is important to them and to others. Towards the end of the term, we will learn about the birth of Jesus and its significance to Christians.</p>
 <p>Homework</p>	<p>Reading - compulsory</p> <p>A reminder that the children’s homework is to read every day followed by a range of different comprehension questions. If your child is in the Grey phonics group, they will be given a log in to our Oxford Owl online reading system to boost their comprehension before they finish the phonics program.</p> <p>Spelling - compulsory</p> <p>All children will receive a Spelling Shed login. Each week, there will be 5 spellings set on this and children will expected to complete 3 games to practice these. These words are words that are commonly used but may have more challenging spelling and are important to be able to achieve a Year 2 writing level. If there are any issues with accessing this online, please talk to the class teacher.</p> <p>OPTIONAL ADDITIONAL Y2 HOMEWORK FOR THE AUTUMN TERM</p> <p>For project homework, we encourage the children to get creative and use their skills and facts that they have learnt:</p> <ul style="list-style-type: none"> • Think about a significant person in your life and explain why they are significant to you – you could use Dawson’s model! • Research an important historical event and write a newspaper article about it. • Create a picture of a significant person using mixed medium. • Create a statue of a significant person with a brief plaque describing 3-5 key reasons why they are significant. • Make a presentation about someone significant and have an adult film it to go on Seesaw. <p>One of the best ways that we can consolidate our learning and understanding is by explaining what we have learnt to others. By talking through what we have learnt, it allows us the opportunity to share key vocabulary and demonstrate what we can remember. Perhaps an adult can video you talking about something you are interested in.</p> <p>Please ensure your child brings in their optional homework in, on or before the 5th December. Remember to be as creative as possible when you are evidencing your work. You could take photos, draw pictures, make models or create videos. We also ask that you take pictures of your child’s project and creative process at home and upload these to Seesaw – these could</p>

	<p>then end up in our digital scrapbook for the project! We cannot wait to see what you come up with!</p> <p>Maths</p> <p>Children will also have logins to Numbots. This is optional, but will be beneficial for their number knowledge, especially their number bonds.</p> <p>We would also encourage children to use the 1-minute maths app developed by White Rose maths. This is free to use.</p>
Other information	<p>Key dates:</p> <p>September (Autumn 1)</p> <p>Monday 1st September - Inset Day</p> <p>Tuesday 2nd September - Inset Day</p> <p>Wednesday 3rd September - Y1-6 children in</p> <p>Wednesday 24th September – Sports Festival at Castle School</p> <p>Thursday 25th September – Individual photographs</p> <p>October (Autumn 1)</p> <p>Friday 3rd October - MUFTI Day</p> <p>10th October - Flu vaccinations</p> <p>23rd October - Open morning for new intake</p> <p>27th October – 3rd November – SCHOOL CLOSED - Half term</p> <p>November (Autumn 2)</p> <p>Tuesday 4th November – SCHOOL CLOSED – INSET Day</p> <p>Wednesday 5th November SCHOOL OPEN – Autumn Term 2</p> <p>6th November (3:30pm – 6:15pm) – Parents’ Evening</p> <p>7th November – MUFTI Day – Chocolate Donations</p> <p>11th November (3:30pm – 6:15pm) – Parents’ Evening</p> <p>13th November - Open morning for new Intake</p> <p>21st November - Children in Need and DISCO</p> <p>December (Autumn 2)</p> <p>5th December – MUFTI Day</p> <p>5th December (3:30pm – 5:00pm) – Christmas Fayre</p> <p>8th December – YR, Y1, Y2 Dress Rehearsal</p> <p>9th December – Year 2 Singalong</p> <p>10th December – Reception Singalong</p> <p>11th December – Year 1 Singalong</p> <p>12th December – Nursery Singalong</p> <p>12th December – Christmas Jumper Day</p> <p>17th December – Christmas Dinner Day</p> <p>18th December (am) – KS2 Christmas Service</p> <p>18th December (pm) – Christmas parties</p> <p>19th December – SCHOOL CLOSED - INSET DAY</p> <p>20th December – 4th January – SCHOOL CLOSED - Christmas Holidays</p> <p>January (Spring 1)</p> <p>5th January – First day back</p>

Thank you for your continued support. If you have any questions, please email the school office. Many thanks,
Year 2 team.