



North Town Primary School

A guide to the curriculum for Parents/Carers of children in Russets
Spring term 2026



Coastlines

This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.



English

Writing

The children will be writing a recount based on the book Meerkat Mail in the form of a letter. Writing recounts gives the children the opportunity to practise past tense structures while applying accurate punctuation and grammar. This outcome is designed to help children consolidate their PVPG learning, enabling them to write with precision and independence before progressing to more extended writing further on in the term.

Following this, we will use a range of high-quality texts as stimuli for different writing outcomes. This will give children regular opportunities to apply their grammar knowledge in context, supporting them to write with increasing accuracy, independence and confidence across a range of genres.

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 and this assessment has been sent home with gaps that have been identified. 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





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.

If your child is in the comprehension group and using Accelerated Reader, you can use this North Town only link (<https://global-zone61.renaissance-go.com/welcomeportal/2231854>) to quiz at home. Please encourage them to do this independently.

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

	<p>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>This half-term we will begin to look at addition and subtraction of two-digit numbers in greater depth. We'll spot counting patterns and start to explain what happens to numbers when we add and subtract others to and from them.</p> <p>Then we will dive head-first into multiplication. We will look at the grouping structure, spotting patterns in multiplication and then looking at our 2, 5 and 10 times tables. Then we will find out how multiplication and division are linked closely together through commutativity and explore dividing by sharing and grouping to find the answer.</p> <p>We will end the term by looking at money, then length and height. This will include recognising coins, adding money and finding change. Then using measuring tools to measure items, comparing lengths and heights and calculating with length and heights.</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, and please utilise the White Rose One-Minute Maths app. This will ensure your children are keeping up to date with key number skills and they have been learning.</p> <p>We will have a specific number focus each week during our mastering number sessions where we deeply explore number and mathematical structures.</p>
 <p>Science</p>	<p>Throughout the next term, we will looking at two very different science companion projects. These are Uses of Materials and Plant Survival.</p> <p>In the Uses of Materials project, the children will learn the names and uses of everyday materials. They will find that materials can be shaped in different ways to make them more useful. They will test how different materials can be shaped and whether they will return to their original shape. They will learn that the properties of materials mean they can be used in different ways and that objects are made from materials that have suitable properties for their purpose. They will find that objects can be made from one material or more than one material and that the same object can be made from different materials with similar properties. The children will label objects with their materials and think about their properties and uses. They will learn about paper and test the properties of different paper types. We will also find out about recycling and sustainability.</p>

	<p>In the Plant Survival project, the children will learn the names of the different parts of a plant and how they grow. They will observe how the seasonal changes affect how plants grow. They will learn how new plants can grow from seeds and bulbs and what they need to germinate. They will use their observational skills to find out where plants like to grow and investigate what plants need to grow and stay healthy. We will then use our research skills to find out about some unusual plants.</p>
 Computing	<p>In Computing lessons during Spring 1, the children will develop an understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. Lastly, the children will design algorithms before testing and debugging them.</p> <p>During Spring 2, pupils will be introduced the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Lastly, the children will use the data presented to answer questions.</p>
 Art:	<p>Our art companion project this term is called Flower Head. Throughout this project, we will be teaching the children about the visual elements of flowers, including shape, texture, colour, pattern and form. We will also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</p>
 Design Technology:	<p>In DT, we will be looking at the coastal feature of beach huts. Throughout these lessons, we will be looking at the features of a beach hut. This project teaches children about making and strengthening structures, including different ways of joining materials.</p>
 History	<p>We focused primarily on History for our last project. This topic we look briefly at the significant explorer Captain James Cook and his coastal adventures around the world as well as diving into the past of the coastal town Whitby and looking at the jobs people would have done in the past.</p>
 Geography	<p>Our main focus for this half term is Geography. We will identify characteristics of the four countries that belong to the UK as well as their capital cities and find it on a map of the world. We will learn about the world's 7 continents and 5 oceans and be able to discuss these in relation to maps, atlases and globes. We will use geographical knowledge to describe key physical and human features of both our coastlines and cities, towns and villages. We will begin to use directional language such as North, East, South and West to describe our movements and use that in relation to aerial maps. We will aim to conduct field work in any way we can, at home, in the school grounds (upon a return to school) and of coastal regions (videos or live streams). We are particularly excited to explore the process of erosion through modelling what this looks like in the classroom.</p>
 Spanish	<p>This term, the children will learn to name farm animals. They will be able to read and label different farm animals and be able to describe animals at the farm by using numbers. In Spring 2, they will learn names of their family, and use this to name family members and answer questions like 'Do you have any brothers and sisters?'</p> <p>They will learn to understand and respond to questions like "How are you?" and "What's your name?"</p>
	<p>In PE, Mr Grave will be delivering gymnastics sessions, following Real Gym guidelines for this. The focus is going to be looking at being creative when forming basic gymnastic shapes. The areas of physical improvement should be in their core strength, stability and balance. For</p>

<p>PE</p>	<p>upper KS1, linking the core gymnastic shapes to their movements will be an important part of their P.E.</p> <p>The focus in our other PE sessions will be cognitive skills such as linking movements together to fit a theme and comparing their movements and skills with those of others.</p> <p>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 a wide variety of genres of music, finding the pulse as we listen 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 – C or E and D. We will also be using these notes to compose our own pieces of music, which we will then perform.</p>
 <p>PSHE</p>	<p>In PSHE the children will be taking part in weekly sessions where they will be thinking about goals to success, their strengths and learning with others, through our Jigsaw 'Dreams and Goals' programme. In the second half of the term we will be looking at Healthy Me. As part of this topic, we will be exploring healthy meal choices, a balanced diet, being physically active and keeping ourselves safe. We will also be looking at ways to stay calm and deal with difficult situations. We will also continue to learn about respect and the rights of others.</p>
 <p>RE</p>	<p>In the Spring term, we will be learning stories from different religions and how they are important to them. We will learn about the Bible, the Qur'an and the Torah and the children will think about their meaning and compare these.</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>Spelling homework will continue to be set on Spelling Shed. 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 SPRING TERM</p> <p>For topic homework, we would like the children to get creative and use their skills and facts that they have learnt in this topic:</p> <ul style="list-style-type: none"> Research a significant UK coastal town and produce and presentation to talk about what you found out. You could include its geographical location (NESW), its history and any reasons it is considered significant.

	<ul style="list-style-type: none"> • Build a model of a local coastal town that is important to you. This could include photographic memories of you in that place and an explanation as to why that place is important to you. • Make a 'Pin' board (Pinterest style) of different coastal towns in the UK and compare their significance, location and history. You could compare them based on their location, history and links to significant events. • Design two maps of your own made-up pirate island. One of how it looked 100 years ago and one of how it would look now (think about erosion, job changes and climate change). These should be complete with geographical terminology of the coastlines, what continent it is on, which oceans border it and instructions of how to get to the buried treasure (using north, east, south and west). <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 topic homework in, on or before the 31st March. 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 cannot wait to see what you come up with and we would love to see it on Seesaw!</p> <p>Maths Children will also have logins to Numbots. This is optional, but will be beneficial for their number knowledge, especially their number bonds. 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: Any additional events will also be added to our Class Dojo story.</p> <p>January (Spring 1) Monday 5th January – First day of Spring 1 Friday 9th January – Mufti Day</p> <p>February (Spring 1) Friday 6th February – Mufti Day Friday 13th February – Last day of Spring 1 Saturday 14th February – Sunday 22nd February – Half Term Monday 23rd February – First day of Spring 2 Tuesday 24th February – Parents' Evening</p> <p>March (Spring 2) Thursday 5th March – Parents' Evening Thursday 5th March – World Book Day Celebrations Friday 13th March – Disco</p> <p>April (Spring 2) Thursday 2nd April – INSET day – school closed Friday 3rd April – Sunday 19th April – Easter Holidays</p>

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

Year 2 Team