

Year 2 Newsletter – Spring 1 2026

Welcome

Welcome back, we hope you had a wonderful Christmas and we wish you and your family a Happy New Year!

Thank you so much for all of the wonderful homework projects we received in the Autumn Term, this really supported the children's learning, and they were so excited to present their projects to the class!

I would also like to take this opportunity to introduce Miss Thompson who is a student teacher completing her final teaching placement with us.

Reading

In reading, we will be using repeated oral reading alongside our phonic lessons to increase our reading mileage. We will also be focussing on developing your child's fluency and speed of reading which will support their understanding of text.

Children on the **Little Wandle books** will continue to practise daily in school and will have their book changed every Friday.

Children on **Purple Banded books**, are able to change their books once they have read them. You can support your child by signing and including the page numbers read in their reading record, when you listen to them read, to enable us to monitor and change books accurately.

Each Friday your child can swap their reading for pleasure books.

You can support your child's progress by listening to them read each day.



READING BOOKS MUST BE SENT IN TO SCHOOL DAILY IN ORDER FOR YOUR CHILD TO COMPLETE THEIR DAILY READING PRACTICE.

Recommended reads:
Hansel and Gretel

Writing

This term in writing, we will be writing stories based on the traditional tale of Hansel and Gretel. Your child will continue to build upon their learning of sequencing sentences to form narratives. Later in the term, we will be writing a recount in the form of a newspaper about the rebellion of Boudicca against the Romans.



We will also continue to practise spelling daily in spelling lessons, you can support your child further by practising their weekly spellings at home. Spellings are sent out as a paper copy and are also on Spelling Shed. Your child receives Dojo's for their spelling work both online and paper based.

Maths Unit: Multiplication and division

In maths this term, your child will learn about multiplication and division and how these operations are the inverse of each other. We will learn how to use grouping to solve multiplication and division problems and begin to practise our 2, 5 and 10 times tables for quick recall. You can support your child by helping them to practise recalling their 2, 5 and 10 times tables.



Science Unit: Electricity

In Science, we will be learning about electricity. Your child will learn what electricity is and how we can use it safely. Later on in the term, we will construct electrical circuits.



Computing Unit: Robot Algorithms

This computing we will develop our understanding of instructions in sequences and the use of logical reasoning to predict outcomes. We will use given commands in different orders to investigate how the order affects the outcome. We will also learn about design in programming.

Art & Design unit: Portraits and Self Portraits

We will be looking at the difference between portraits and a self-portrait by considering three renowned paintings: Leonardo da Vinci's Mona Lisa, Holbein's portrait of Edward VI as a child and Kahlo's Self-Portrait with Bonito. Later on in the term, your child will paint their own self-portrait.

Geography: The British Isles

In Geography, we will be naming locations within the British Isles. During this unit children will consolidate their understanding of the geography of the UK and should be able to use maps to identify the locations of the countries within the British Isles.



Music Unit: Peter and the Wolf

In this unit, we will learn about Prokofiev who was a Russian composer. He wrote a piece which tells the story of Peter and the Wolf. The piece uses different instruments which play themes to represent different characters in the story. We will learn that a theme is like a musical idea.



PE:

PE will take place on Wednesdays indoors and Friday outdoors, so please remember to send your child to school dressed in PE kit on those days. Children may stay in PE kit all day. **Long hair needs to be tied up and no jewellery please.**



PSHE Unit: Dreams and Goals

In PSHE we will be learning how to stay motivated when doing something challenging and maintain a positive attitude. We will also be reflecting on how we work with others and support them to achieve their goals.



RE Unit: Judaism

Key question: How important is it for Jewish people to do what God asks them to do?



RE teaching is a 4-step process involving: engagement, investigation, evaluation, and expression.

Homework Project



Weekly homework:

- Read school reading book at least x3 weekly. Please record that your child has read in their reading record, as we collate and record all reads every Friday.

READING FOLDERS MUST BE SENT IN TO SCHOOL DAILY IN ORDER FOR YOUR CHILD TO COMPLETE THEIR DAILY READING PRACTICE.

- Spellings – a paper copy will be sent home every Monday. Children can collect more copies if they would like to throughout the week. Spellings can also be practised on Spelling Shed.

Homework project

Our projects this term can be linked to our Geography or Art learning.

The children could research Edinburgh. They could research Edinburgh castle and its history. They may like to create a model of Edinburgh Castle, or any other landmarks situated in Edinburgh.

The children could find out about the Mona Lisa and why it is famous. They could draw or paint their own version of the Mona Lisa.



Skills Builder

The Skills Builder Universal Framework provides a common language for building essential skills with children and young people.

Research shows that building essential skills supports social and emotional wellbeing, learning and academic outcomes and careers and opportunities





Rewards

The children will receive 'Dojo Points' as reward for good behaviour, work and attitude. Points can be 'spent' on prizes periodically.



Class information

Class Teacher: Miss Sullivan
Teaching Assistant: Miss Nelson

Please remember to name your child's school jumper or cardigan.

We request that all children bring a named water bottle to school every day. Please ensure your child has a coat for playtimes.

Please remember if you are making your child a packed lunch, we ask you not to put anything in that contains nuts.



Dates for the diary!

Monday 5th January – Teacher Training Day – School closed to pupils

Tuesday 6th January – School reopens to pupils

Thursday 15th January – Grow a reader parent workshop – 3:20pm

Monday 19th to Thursday 22nd January – Maths drops in parent sessions (more information to follow)

Monday 9th to Friday 13th February – Children's Mental Health week

Friday 13th February – School closes for half term



Grow a Reader

Join us for our Parent/ Guardian workshops.

Six individual workshops across the year.

Learn how to support your child's reading at home in a safe, supportive space.

Enjoy the flexibility to join the workshops that best support your child's learning journey.

3:20-3:45pm in the school hall

- Thursday 18th September – Building strong foundations –
- Thursday 12th November – Reading-book top-tips – - - -
- Thursday 15th January – Growing vocabulary and language skills
- Thursday 19th March – Developing accurate readers
- Thursday 7th May – Understanding reading development
- Thursday 2nd July – Fostering a love of reading

Further information will be provided about each session throughout the year before you register to book.



Special Educational Needs



Information for Parents

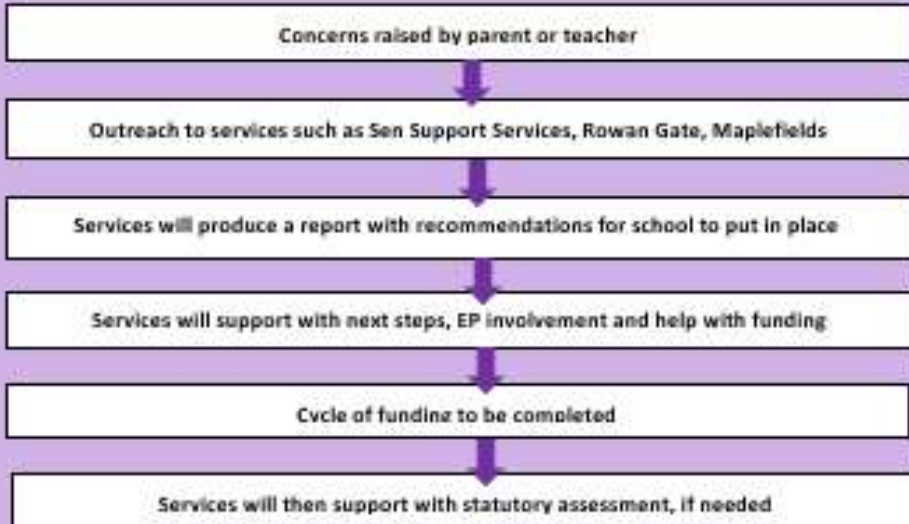
What are Special Educational Needs?

Some children have difficulties that mean they don't learn in the same way or at the same rate as other children. For example, they have a speech difficulty that makes it hard for them to be understood or express their ideas and causes problems with learning letters and sounds (phonics), that can make learning to read difficult.

These children need special support to help them to learn and to achieve.

They may need this support for a short time or for a longer period, but during this time they will be part of our Special Educational Needs (SEN) register and we will keep a close eye on their progress, look carefully at what special support they need and keep in close touch with their parents.

Hazel Leys Academy SEND Protocol



Who do I talk to if I think my child has Special Needs?

Your child's class teacher

They will be able to listen to your concerns and discuss with you how your child is managing at school.

They will discuss your concerns with the SENDCo.



The SENDCo (Special Educational Needs & Disability Co-Ordinator)

Miss Kamel is always happy to discuss any concerns with parents.

You can arrange to see her by contacting the school office or by sending an email to:

akamel@hazelleysacademy.org

What happens if my child has Special Needs?

If your child is thought to have special needs, this will be discussed with you and the child may be placed on the SEND register. This is a list of children who need to be closely monitored and who may need additional help.

Very few children with SEN need one-to-one help in school. Most of them can make progress in class with teachers who are aware of their difficulties and know how to adapt their teaching to suit them.

Many (but not all) children on the SEN register will have some small group time each week to help them with their particular difficulty (e.g. a language group or a reading group).

Communication with parents

- Parents of children on the SEN register must be given opportunities to meet with the teacher and/or SENDCo to discuss their child's progress at least 3 times a year. This can be at parents evening or at additional meetings.
- Education, Health and Care Plans (EHCPs)
These give parents a more central role in discussing and deciding what their child needs and a framework of expectations through which to support the child's needs.

What can Hazel Leys Academy offer children with Special Needs?

- A commitment to helping every child make progress and being happy at school.
- A range of interventions to help children overcome the barriers to their learning.
- Adaptions in the classroom that help children learn in a way that suits them.
- Referral to support agencies such as Speech and Language Therapists or Specialist Teaching Service.
- Regular reviews between parents, Teacher and SENDCo to discuss the children's needs and progress.