

South End Infant School

Year 2 Newsletter – June 2026

English

In English, our learning will be based on Spinning tales. The children will learn to recall a shorter version of the text, using actions. They will explore the text and take part in speaking, listening and drama activities. During daily writing tasks, the children will be expected to say each sentence out loud, before writing it. They will be expected to punctuate each sentence with a capital letter and either a full stop, question mark or exclamation mark, use their phonics to spell words, leave a space between each word and form their letters accurately. At all times, independence will be encouraged and praised. We will be looking at setting descriptions, reading comprehension. exciting adjectives and how to edit our work to make it better before innovating our own story. In SPAG lessons we will be looking at time adverbials, similes, inverted commas for speech, commas in a list, suffixes 's' and 'es' and prepositional phrases.

In our daily handwriting lessons, the children will begin by practising previously taught target words using the correct joins. They will then continue to learn to join their letters in their writing. Children will learn the 'Flick-joins' with letters from the Window Cleaner family (i, l, t, u), Jumper family (h, m, n), Abracadabra family (a, d) and Fisher family (j, y, f) into letters from the Slider family (v, w, k). They will continue with 'Flick-joins' from Jumpers and Abracadabra letters into Fishers. They will practise these joins in target words and in sentences. They will be expected to transfer these skills to all writing across the curriculum.

Maths

We will start the term with a unit of work on statistics which will look at tally charts, bar charts and pictograms and involve recording data as well as interpreting the information shown. We will look at keys being in 1s, 2s, 5s and 10s and how to record numbers in between the multiples shown. This will follow with a unit of work on position and direction. Children will need to understand and use quarter-turn, half-turn, three-quarter turn both clockwise and anti-clockwise, know their left and right and describe the movement of things using forwards, backwards, left, right, turn, clockwise, snit-clockwise.

We will then finish the year with a recap of some of the things the children found tricky. This will include addition and subtraction of two 2-digit numbers when an exchange is needed, missing number problems such as $34 - ? = 23$, revising all shapes (2D and 3D) and their properties, recognising all coins and notes and totally amounts (including a mixture of pounds and pence) and learning all multiplication and division facts for the 2, 5- and 10-times tables.

Phonics

In Phonics, we will be revising some of the trickier sounds we have learned over the year with a particular focus on spelling.

Sounds we will revise:

/or/ < or aw a ar au al oar ore our augh ough >

Example words: also, hawk, wart, stalk, horse, haul

/ae/ < ai ay ea a-e a ai ey eigh >

Example words: bake, break, train, day prey, rein, sleigh

We will also review /oo/ /er/ and /ee/

Science

In science, the children will be starting a unit called; Making connections, plant-based materials which will review some of the science knowledge from previous science units. By the end of the unit, the children will be able to explain the terms reduce, reuse and recycle and describe how paper is made. They will be able to select suitable materials for a plant pot and describe good growth conditions for seeds. They will make a plant pot from eco-friendly materials and identify non-living materials to decorate a plant pot. Working scientifically, the children will use online sources find answers to questions, identify and classify different types of material, carry out tests to assess the properties of different materials and draw conclusions about their suitability. ***There is no new knowledge organiser for this unit but please refer to previous ones to support your child's learning in science as these contains the knowledge your child should know.***

Geography

In geography our unit is called 'What is it like to live by the coast.?' By the end of the unit, the children should be able to define what a coast is and locate coasts in the UK. They will name features of coasts and label these on photographs and identify human features in a coastal town. They will describe how people use the coast and record data in tally charts and pictograms. ***Please refer to the attached Knowledge Organiser to support your child's learning in geography.***

Art and Design

In art and design, our new unit is called 'Sculpture and 3D: Clay Houses'. The children will flatten and smooth clay, rolling shapes successfully and making a range of marks in their clay. They will make a basic pinch pot and join at least one clay shape onto the side using a scoring and slipping technique. They will finish by creating a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. ***Please refer to the attached Knowledge Organiser to support your child's learning in art and design.***

How You Can Support Your Child

- Please listen to your child read daily. Minimum expectation 3x week. We are so close to the end of their infant school journey and being age related readers will do them no end of good when they make the transition to the junior school.
- Use the knowledge organisers and information included in this newsletter to help your child learn the required knowledge and skills for their age.

