

Cecil Road Nursery and Primary School.  
Year 2, Term 4, 2025-2026

Welcome to Term 4! We hope you all had a restful break and are ready for another wonderful term!



**Cecil Road Homework:**

We understand that times are busy, but your support at home allows your children to further build upon their understanding of their schoolwork. Task you can support with:

- Reading – Daily if possible (please listen to your child read, but more importantly speak to them about what they have read, ask them questions to better their understanding).
- Doodle Maths and Doodle English (Your child has been given login details for these, but if for any reason they are unable to login please just let us know).
- Numbots (Same as above for logins)
- Weekly spellings (These are in the children's yellow contact books).

**Attendance Matters:**

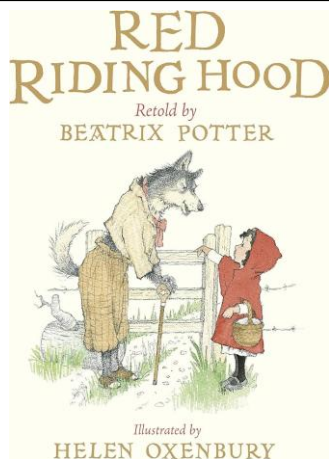
Attendance is really important and valued at Cecil Road Primary and Nursery School. Every day is an opportunity for children to grow both academically and socially. We are asking you to support your children by ensuring that they attend school every day that they can. Please arrange appointments and visits for after school, at the weekends or during the school holidays.

Johnson Class is swimming this term!

Date below:

Thursday 5th March
Thursday 12th March
Thursday 19th March
Thursday 26th March
Thursday 2nd April

## English



### Term 4 writing

In English, we will be using 'Little Red Riding Hood' retold by Beatrix Potter, as our focus text. This text is based on the classic fairy tale story but has a rather unpleasant ending. We will be working towards retelling the story focusing on our use of expanded noun phrases and apostrophes. In the latter part of the term, we will be writing poetry based on our Geography topic 'Why is our world wonderful?'. We will be exploring figurative language and will begin using personification.

### Term 4 spelling

We will be continuing our daily SPAG (spelling and grammar) lessons. Our spelling focus will be:

- Unit 13: Adding the suffix -ed (2)
- Unit 14: Adding the suffix -ed (3)
- Unit 1: The r sound spelt wr
- Unit 2: Adding the suffixes -er or -est (1)


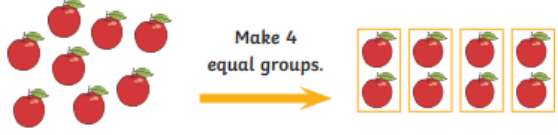







### Term 4 Reading

In our daily reading lessons, we will be exploring the book 'The Magic Finger' written by Roald Dahl. The children will develop their reading fluency skills and will begin exploring inference style questions. They will continue to practice retrieval skills and prediction work.



Mathematics

In Maths, we will be developing our knowledge and understanding of multiplication and division.

Multiplication and Division		Knowledge Organiser
Key Vocabulary	Recognise Equal Groups	Make Equal Groups
groups	 5 equal groups with 3 in each group	 Make 4 equal groups.
equal groups		Add Equal Groups
lots of	 2 equal groups with 4 in each group	 $2 + 2 + 2 + 2 = 8$ apples
arrays		The Multiplication Symbol
repeated addition	 4 equal groups of 10	 $4 \times 2 = 8$ $2 \times 4 = 8$ 8 apples
multiplication		 $2 \times 5 = 10$ $5 \times 2 = 10$ 10 cookies
times tables	 6 equal amounts of 5 pence	
		

You can support your child with this learning by:

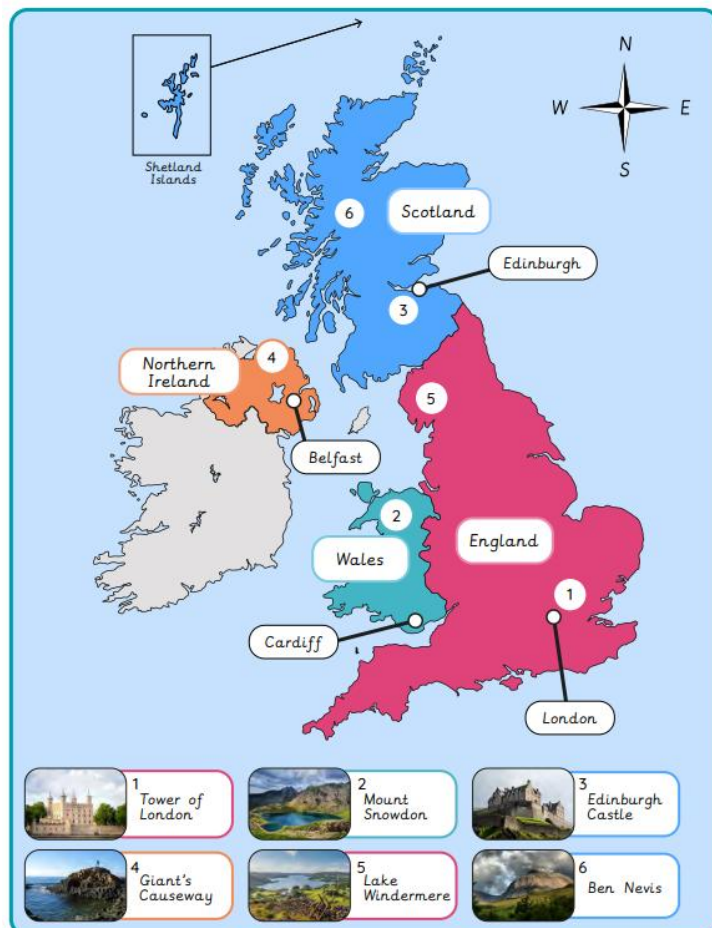
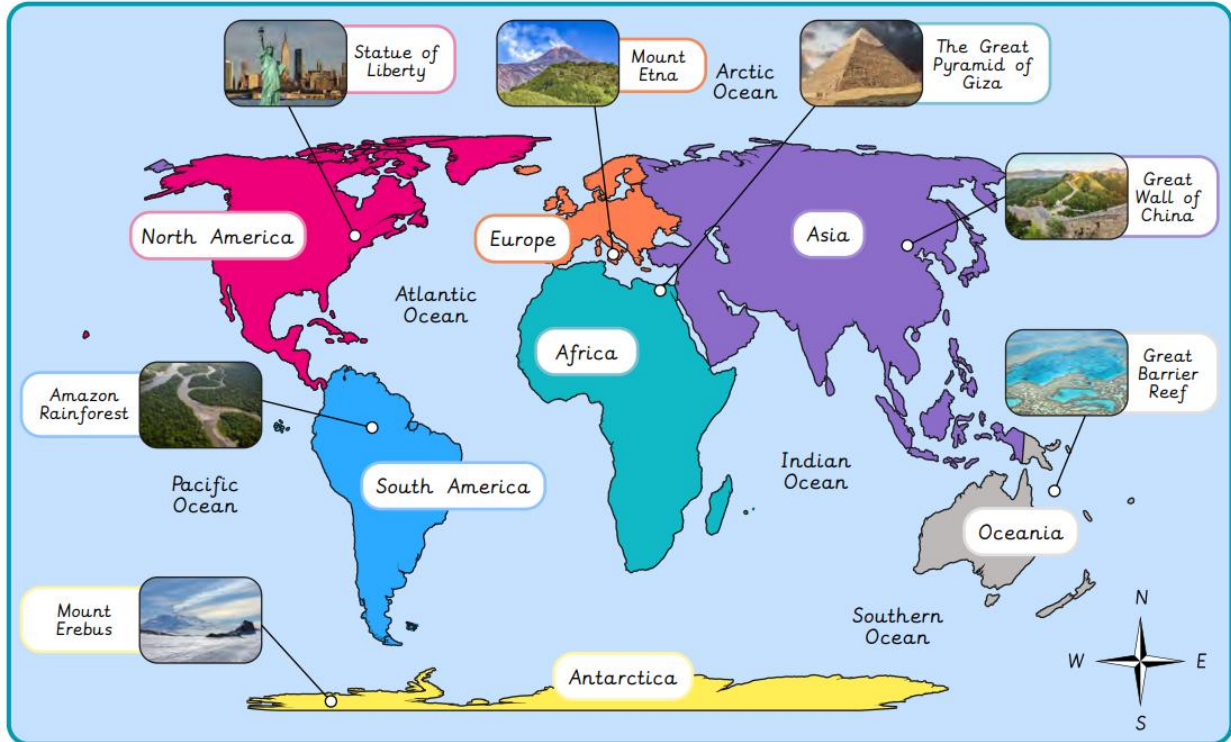
-practising their times tables (mainly focusing on 2s, 5s and 10s)

-Numbots and Doodle Maths

Why is our world wonderful?

Geography will be the main theme leading other curriculum learning during the term.

Why is our world wonderful?



Science

Y2 – Animals including Humans

Prior Learning	
R	<p>In reception and <u>nursery</u> I learnt that every living being has a life cycle and they change in shape and size as they grow.</p> <p>I know that living beings follow a similar growth pattern and made comparisons</p> <p>I was able to talk about nocturnal and diurnal animals and the difference between farm and wild animals. I categorised animals by their appearance.</p> <p>I learnt that humans and other animals can grow</p> <p>I named a range of fruit and vegetables</p> <p>I sorted foods that are healthy and unhealthy.</p>
I	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</li> <li>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</li> </ul>
I can	
	<b>Animals including Humans – Year 2</b>
	... notice that animals, including humans, have offspring which grow into adults
	... find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
	... describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

All living things **reproduce** and have **offspring**.

Some animals give birth to **live young**. Their offspring normally look like them when they are born.



Other animals have offspring which do not look like them, e.g. fish and amphibians.



All young animals change at different stages as they grow into adults.



To stay alive, all animals have 3 basic needs:

**AIR**      **WATER**      **FOOD**



**THE EATWELL PLATE**  
A guide to the right balance of the five main food groups



To grow into a healthy adult, we must eat the right types of food in the right amount and exercise.

Key Vocabulary	
<b>Adult</b>	A fully grown up animal or plant.
<b>Carnivore</b>	An animal that gets food from killing and eating other animals.
<b>Herbivore</b>	An animal that gets its energy from eating plants.
<b>Omnivore</b>	An animal that eats either other animals or plants
<b>Birds</b>	Birds are warm-blooded animals that lay eggs and have their bodies covered with feathers.
<b>Fish</b>	Fish are vertebrates (vertebrates have backbones) that live in water. They breathe using special organs called gills.
<b>Amphibians</b>	a cold-blooded vertebrate that spends some time on land but must breed and develop into an adult in water.
<b>Reptiles</b>	Reptiles are cold-blooded vertebrates. (Vertebrates have backbones.)
<b>Mammals</b>	A mammal is an animal that breathes air, has a backbone, and grows hair at some point during its life. In addition, all female mammals have glands that can produce milk.
<b>Invertebrates</b>	Invertebrates are animals without a backbone or bony skeleton.
<b>develop</b>	To grow and become stronger.
<b>Diet</b>	The food and water that an animal needs.
<b>Hygiene</b>	How clean something is (to stay healthy and stop disease and illness spreading).
<b>Life Cycle</b>	The changes living things go through to become an adult.
<b>Nutrition</b>	Food needed to live.
<b>Offspring</b>	The child of an animal.

## **PSHE**

### **What jobs do people do?**

We will learn about:

- how jobs help people earn money to pay for things they need and want
- a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and different digital devices in their jobs and everyday life

## **RE**

### **Who is Muslim and what do they believe?**

We will find out about:

- What they believe about God
- Who the prophet Muhammad was, and why he is important to Muslims
- What stories are well known for Muslims and why
- What places are special to us and to Muslims and why
- What a mosque is and what they are like

## **COMPUTING**

### **Making music**

In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

## **PE**

### **Yoga (inside – Monday)**

In this unit pupils learn to explore and develop basic yoga stretches and positions on the floor and using apparatus. Pupils learn about mindfulness and body awareness.

They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.

### **Ball skills (outside – Wednesday)**

In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.

## **DT**

### **Mechanisms: Fairground Wheel**

Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.

## **Music**

### **Step or leap? Developing an understanding of pitch**

We will develop our knowledge of pitch whilst exploring lots of different musical pieces.