



Term: Autumn 1 2025  
Year Group: Year 2

## Information to Parents

### *A prayer for our children as they embark on a new academic year*

*Dear Lord,  
Open my eyes to see new friends.  
Open my ears to hear my teacher.  
Open my mind to learn new things.  
Open my hands to help others.  
Open my mouth to speak kind words.  
Open my heart to love like You.  
I know You are always with me when I'm at school.  
In Jesus' name,  
Amen.*

Dear Parents and carers,

We extend a very warm welcome to all families as we begin the 2025/2026 academic year at Sacred Heart R.C. Primary School, Battersea. We hope that you managed to have a relaxing summer, spending quality time with friends and family.

As we commence the new academic year, we are prompted to reflect on our Federation's Mission Statement, which is based on the parable of **'The Mustard Seed and Yeast' (Matthew 13.31)**

*"A man took a grain of mustard seed, and sowed it in his field. Indeed, the seed is smaller than all seeds but when it is grown, it is greater than the herbs, and becomes a tree, so that the birds of the air come and lodge in its branches."*

At the heart of both the reading and the parable, is the notion of 'growth', that wonderful things can come from the smallest or humblest of beginnings and that each and every one of our children have God given talents that require nurturing and celebrating. In turn, these gifts from God can inspire and motivate others to succeed and to reach their full potential.

This academic year we will continue to guide our children in their learning and the choices that they make, via our **Sacred Heart Ethos**, which was drawn from our Federation Mission Statement (**The Parable of the Mustard Seed, Matthew 13:31**), Gospel values, Catholic Social Teaching (CST) principles and learning behaviours.

Our **Sacred Heart Ethos** uses the **SACRED** acronym:

**S: Service**

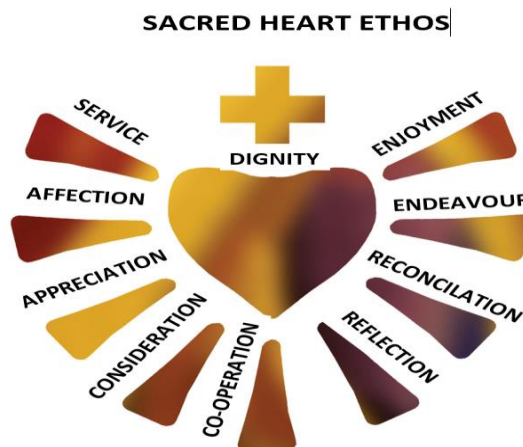
**A: Affection and Appreciation**

**C: Consideration and Co-operation**

**R: Reflection and Reconciliation**

**E: Endeavour and Enjoyment**

**D: Dignity**



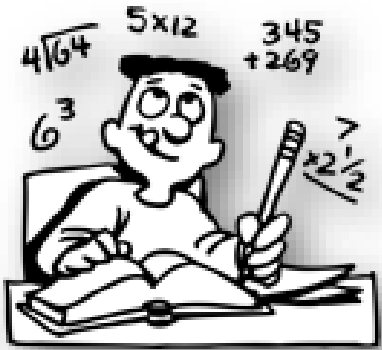
|                                       |                                                                                                                                                                                                                                        |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Service</b>                        | Helping others and the world (Being 'Pilgrims of the Earth'); We are guardians of God's creation. ( <a href="#">CST link/s-Stewardship</a> ; <a href="#">Preferential Option for the Poor</a> ; <a href="#">Distributive Justice</a> ) |
| <b>Affection and Appreciation</b>     | Showing loving kindness and care; being thankful for each other and the world around us. ( <a href="#">CST link/s-Solidarity</a> ; <a href="#">The Common Good</a> )                                                                   |
| <b>Consideration and Co-operation</b> | Showing thoughtfulness, thinking about the views of others, and working together for the common good in school and the wider world. ( <a href="#">CST link-Subsidiarity</a> , <a href="#">Distributive Justice</a> )                   |
| <b>Reflection and Reconciliation</b>  | Always being honest, listening to others, reflecting on choices & showing forgiveness and friendship. ( <a href="#">CST link/s-Promoting Peace</a> ; <a href="#">Participation</a> )                                                   |
| <b>Endeavour and Enjoyment</b>        | Always trying our best and finding joy in all that we do, for both ourselves and others. ( <a href="#">CST link/s The Common Good</a> )                                                                                                |
| <b>Dignity</b>                        | Recognising that everyone is special and unique-valuing and respecting ourselves and others ( <a href="#">CST link/s Human Dignity</a> ; <a href="#">The Common Good</a> )                                                             |

Please also support your child in achieving their academic goals by encouraging them to develop their learning behaviours. The **8 learning behaviours** we focus on at school are:

**Not giving up   Being curious   Having a go   Co-operating   Enjoying learnin  
Improving   Using your imagination   Concentrating**

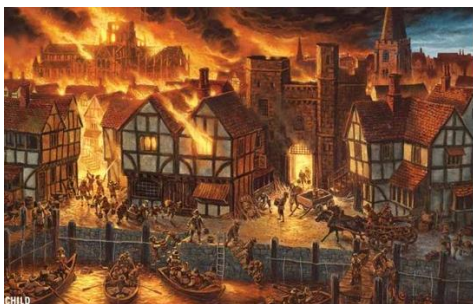
We very much look forward to an enjoyable and rewarding year ahead at Sacred Heart, Battersea, working closely together with our wider school community, our parish and our partner school, St Mary's.

Here is a brief outline of what your child will be learning about this half term.

| Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Coverage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggestions as to how you can support learning at home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>English</p>  <p>The image shows three book covers. The first is 'Toby and the Great Fire of London' by Margaret Heath and Jane Cope, featuring a boy in a blue coat. The second is 'The Name Jar' by Yangsook Choi, showing a girl in a green shirt holding a jar. The third is 'Those Shoes' by Maribeth Boelts, illustrated by Noah Z. Jones, showing four children walking.</p> | <p>This half term we will be focusing on Great Fire of London texts in conjunction with our History topic. We will begin by studying 'Toby and the Great Fire of London' where the children will write character descriptions, ask questions of Toby and write a letter. We will then move on to a diverse range of texts about fitting in and being unique. The children will be exposed to titles such as 'Those Shoes' by Maribeth Boelt and 'The Name Jar' by Y Choi. They will write letters of advice, a diary entry and undertake a short character study. There is plenty of opportunity for writing!</p> <p>This will be substantiated by daily phonics and reading practice groups following the Little Wandle programme.</p> | <p>To support your child at home:</p> <ul style="list-style-type: none"> <li>• Discuss the Great Fire of London at home and encourage your children to find out more about it for themselves. Perhaps visit the library, to both find books about The Great Fire of London and to widen their experience of books.</li> <li>• Read every evening at home with your child. Encourage them to show their fluency, prosody and comprehension skills that they have practised in school that week.</li> <li>• Encourage your child to practise their spellings each week and to make up and write sentences with these words in them so that they can read and understand them in context.</li> </ul> |
| <p>Maths</p>  <p>The image is a cartoon of a boy sitting at a desk, looking at a book and holding a pencil. Above him are several math problems: <math>4\overline{)64}</math>, <math>5 \times 12</math>, <math>345 + 269</math>, <math>6^3</math>, and <math>7 \frac{1}{2} \times 2 \frac{1}{2}</math>.</p>                                                                          | <p>This half term in Maths, Year 2 will be focusing on developing their understanding of tens and ones. Children will learn that one ten is equal to ten ones, and use this knowledge to represent and work with multiples of ten in different ways, including on number lines and in equations. They will practise adding and subtracting multiples of ten, as well as exploring counting beyond 100 and grouping objects into tens and ones. The children will also represent and compare numbers from 20–99, partitioning them into tens and ones, and use this understanding to add two two-digit numbers.</p> <p>Following this, the children will practise adding three numbers</p>                                               | <p>This half term, you can support your child's maths learning in fun, everyday ways:</p> <ul style="list-style-type: none"> <li>• <b>Counting in tens:</b> Count up the stairs in tens (10, 20, 30...) or practise with 10p coins.</li> <li>• <b>Adding three numbers:</b> Roll three dice or pick three playing cards and add them together, looking for pairs that make ten first.</li> <li>• <b>Partitioning numbers:</b> Ask "What is 58 made of?" and encourage your child to explain "50 and 8," using coins, Lego, or straws to show tens and ones.</li> <li>• <b>Showing numbers in different ways:</b> For 34,</li> </ul>                                                               |

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                     | <p>together and learn that addends can be added in any order, including using strategies such as finding pairs that make ten. They will also add and subtract across ten to build fluency. Alongside this, children will compare numbers to find how many more or less there are in each set, and use subtraction to calculate the difference in a variety of contexts. They will apply these skills to interpret information, working with pictograms and bar charts to calculate and explain differences.</p>                                                                                                                                                        | <p>they could draw 3 tens and 4 ones, write it as <math>30 + 4</math>, or count out 34 objects.</p> <ul style="list-style-type: none"> <li>• <b>How many more/less:</b> In shops or at home, compare prices or quantities, e.g. "Bananas are 52p and apples are 47p — how much more are the bananas?"</li> <li>• <b>Charts and pictograms:</b> Look at football scores, weather charts, or TV guides and ask, "How many more sunny days than rainy?" or "What's the difference in goals?"</li> </ul>                                                                                                                                                                                                    |
| <p><b>RE</b></p>  | <p>Our topic is 'new beginnings' including the Story of Creation. Through this topic we will explore the key questions:</p> <ul style="list-style-type: none"> <li>-Who made the world and everything in it?</li> <li>-What were the beginnings in the story?</li> <li>-Who is there to guide us at every beginning?</li> </ul> <p>The children will reflect on how God shows his love for us with each new beginning. We will discuss ways in which we can be thankful for this and celebrate each new day through prayer. Finally, as a class we will share ways in which we know that God is close to us during our new beginnings and how he helps us to grow.</p> | <p>You can support your child at home by:</p> <ul style="list-style-type: none"> <li>• Talking about special new beginnings in your child's life and how these moments made them feel.</li> <li>• Sharing the Story of Creation using a children's Bible, storybook, or short video, and discussing what God created on each day.</li> <li>• Encouraging your child to say a short thank-you prayer at the start or end of the day.</li> <li>• Noticing the beauty of the world together — flowers, trees, animals — and talking about how this shows God's love.</li> <li>• Sharing times when you or your family have felt guided or supported by God during new beginnings or challenges.</li> </ul> |
| <p><b>Science</b></p>                                                                               | <p>This half term, our Science topic is 'Living things and their habitats'. The children will learn about what animals eat in order to survive in particular habitats, and learn why certain species are suited to habitats such as the rainforest</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>You can support your child at home by:</p> <ul style="list-style-type: none"> <li>• Talking about different animals and the habitats they live in — for example,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                         | <p>and oceans. What would happen if a penguin swapped habitats with a camel? They will create simple food chains and gain an understanding that habitats are constantly changing. What impact do humans have? They will learn about scientist, Prem Singh Gill and his research into Antarctic seals.</p>                                                                                                                                                                                                                                                                                                                                                                       | <p>why polar bears live in the Arctic or camels in deserts.</p> <ul style="list-style-type: none"> <li>• Watching nature documentaries or short videos about rainforests, oceans, or Antarctic wildlife, and discussing what the animals eat and how they survive.</li> <li>• Exploring simple food chains together, e.g., drawing a chain showing “grass → rabbit → fox.”</li> <li>• Discussing how humans affect habitats, such as pollution, deforestation, or conservation efforts.</li> <li>• Sharing stories of real-life scientists or wildlife researchers, and encouraging curiosity about the natural world.</li> <li>• Visit the Science Museum (it’s free!)</li> <li>• Sign up to the brilliant ‘Explorify’ where you will find all sorts of interesting activities to entertain the curious mind (odd one out, zoom in, zoom out, what if...?)<br/><a href="https://explorify.uk/">https://explorify.uk/</a></li> </ul> |
| <p><b>PSHE/Online Safety</b></p>   | <p>This half term we will be focusing on creating a positive classroom environment and an introduction to different feelings. The children will be using our PSHE and RSE lessons to explore ways in which we are all unique but all created and loved by God. We will focus on ways we can be respectful and inclusive; as well as supportive of others. The children will then move onto a focus on their bodies and ways they can keep themselves healthy.</p> <p>Alongside this, the children will revisit the zones of regulation initially explored in Reception and Year 1. The children will remind themselves of different feelings and things which may make them</p> | <p>To support your child at home:</p> <ul style="list-style-type: none"> <li>• Continue to encourage your child to talk about their emotions and feelings on a regular basis. Remind them that we all have emotions and that it is quite natural to experience different feelings in our everyday lives. All emotions have a place in our lives, but it is our behaviours linked to specific emotions that shape who we are. Model for your child positive behaviours and methods for getting back to ‘Green’, whilst dealing with your own different emotions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                          | <p>feel this way. As a class we will recap methods for regulating our emotions and getting ourselves back into the Green Zone, where we are 'happy, calm and ready'.</p> <p>Through online safety the children will be focusing on 'managing information online' and 'tech talk and truth'. They will be able to explain what voice activated searching is and how it might be used, and know it is not a real person. They will also be able to articulate why some information online may not be real or true.</p>                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Talk about technology around your home that might be voice activated and ask your child how it should be used. Why do we use it? How does it make our lives easier? Are there any downsides?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>History</b></p>  | <p>This half term we will be learning about The Great Fire of London. The children will learn why Pudding Lane is so significant to British history and develop their historical skills by placing the event on a historical timeline, comparing the distant past with the present and also sequencing the events that unfolded in chronological order. They will engage in a variety of activities including drama to understand where and when the fire started, identify key events that took place, and to know why the fire spread so quickly before stopping. The children will discover the past through different sources including Samuel Pepys' diary and be able to articulate how London has changed over time.</p> | <p>You can support your child at home by:</p> <ul style="list-style-type: none"> <li>• Discussing timelines and sequencing events from familiar stories or daily routines to practise chronological thinking.</li> <li>• Reading age-appropriate books or watching short videos about the Great Fire of London together.</li> <li>• Exploring maps or pictures of London then and now, comparing what has changed.</li> <li>• Encouraging your child to retell the story in their own words, or act it out at home using drama and role play.</li> <li>• Talking about sources of historical information, such as diaries, letters, or pictures, and discussing what they can tell us about the past.</li> <li>• Perhaps visit The Monument and Seething Lane (where Samuel Pepys lived).</li> </ul> |
| <p><b>Art</b></p>                                                                                        | <p>This term, the children will be covering a unit called 'Drawing: Telling a story'. They will begin by mark making with charcoal, and then learn how to create texture.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>To support your child at home:</p> <ul style="list-style-type: none"> <li>• Your child could experiment in sketchbooks or on paper to increase</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                           |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <p>They will develop their observational drawing skills and create their own characters, applying expression. Finally, the children will develop their illustrations to tell a story.</p>                                                                                                                       | <p>their pencil control and improve their sketching technique. They could develop their observational skills by looking closely at objects around your home or in the park and drawing them.</p>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Computing</b></p>  | <p>Year 2 children will focus on digital literacy. This half term they will create an e-book with text and images focused on the Great Fire of London.</p> <p>We will continue to use iPads to safely interact with age appropriate software.</p>                                                               | <p>You can support your child at home by:</p> <ul style="list-style-type: none"> <li>• Encouraging your child to practise typing or using simple software to create digital stories or presentations.</li> <li>• Talking together about how to safely search for information online and choose age-appropriate content.</li> <li>• Looking at e-books or digital projects together and discussing how text and images work together to tell a story.</li> <li>• Supporting your child to plan their ideas before creating digital content, e.g., writing a short outline or sketching pictures.</li> </ul> |
| <p><b>PE</b></p>       | <p>Developing the basic fundamental skills, Agility, Balance and Co-ordination and learning to apply these within well-known sports. The focus this term is netball and tag rugby so the children will be developing their footwork &amp; dodging skills, as well as good passing and receiving techniques.</p> | <p>To help your children at home:</p> <ul style="list-style-type: none"> <li>• Continue to practice the skills needed for dodging, by playing 'tag' with your child, or practice their throwing and catching skills.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Music</b></p>                                                                                       | <p>This half term we will be starting to learn the recorder - learning the to play the notes B, A and G, reading notes and rhythms including crotchets and quavers,</p>                                                                                                                                         | <p>You can support your child at home by:</p> <ul style="list-style-type: none"> <li>• Helping your child identify the notes B, A, and G, and practising playing them</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                   |                                           |                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | and playing some simple children's tunes. | <p>slowly and clearly (if you have a recorder)</p> <ul style="list-style-type: none"> <li>• Clapping or tapping out rhythms together to reinforce crotchets and quavers.</li> </ul> |
|-----------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Year 2 will have their class assembly on **Wednesday 12<sup>th</sup> November**.

All teachers at Sacred Heart School follow the homework policy.

**In Year 2 we will follow this homework timetable:**

| Subject          | Handed out                                                                                                                                                                                                                                                                    | Due in | How you can help                                                                                                                                                                        |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spellings</b> | Friday                                                                                                                                                                                                                                                                        | Friday | Practise each spelling every evening and ask them to use it in a sentence orally. Spellings tested on Friday.                                                                           |
| <b>Maths</b>     | Friday                                                                                                                                                                                                                                                                        | Friday | Please help your child with the weekly Maths activity – give them counters or beads to help them add and take-away if needed.                                                           |
| <b>English</b>   | Friday                                                                                                                                                                                                                                                                        | Friday | Please read the passage together with your child – if it is a little tricky read it to them and help them to find answers in the text by underlining or highlighting what is important. |
| <b>Reading</b>   | Your child will need to have their reading book and reading record book in school every day. Please check your child's reading record book for changing day. <b>Please sign to say you have read with your child and questioned them about what is happening in the text.</b> |        |                                                                                                                                                                                         |

PE is an essential part of the curriculum. We are lucky enough to have specialist teachers and coaches. Please send your child in wearing his or her PE kit on Tuesdays and Thursdays. Please remember that the school rule is that if your child is unable to participate in PE owing to sickness, then they are not well enough to come to school.

PE days for Year 2 are Tuesdays and Thursdays.

Please remember to remove your child's earrings on a Monday and Wednesday evening.

Kind regards,  
Mrs Cook  
Miss Creasey  
Miss Chloe