

MANOR PARK CE (VC) FIRST SCHOOL & PRE-SCHOOL

Mellstock Avenue
Dorchester, Dorset
DT1 2BH

Head of School: Mrs Tamara Sterck

LOVE FOR GOD, LOVE FOR EACH OTHER
LOVE FOR LEARNING

Telephone School office: (01305) 268741
Website: www.manorpark.dorset.sch.uk

3rd November 2025

Dear families of Year 2,

Welcome back to the new term here at Manor Park First School. We hope you have all had a lovely break and are ready to get back to school. Here is some information to outline what your children will be learning this term in all the different curriculum areas. Do encourage your child to tell you about what they have been learning at school – it really helps the children to secure their learning when they discuss it with others.

In **Mathematics** we are learning to:





- recognise odd and even numbers
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context
- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental methods

In **English** we are learning to:

- Use adjectives and precise verbs to describe objects.
- Organise the text in the appropriate style.
- Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses.
- Punctuate sentences correctly.
- Use noun phrases.
- Adverbs of time to help sequencing
- Learn how to use sentences with different forms: statement, question, command



| | |
|--|---|
| <ul style="list-style-type: none"> • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> – a two-digit number and ones – a two-digit number and tens – adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • ask and answer questions about totalling and comparing categorical data • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins to equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | <ul style="list-style-type: none"> • Start to use simile, adverb, connective, preposition starters (to achieve higher standard) • Speak audibly and fluently with an increasing command of Standard English • Participate in performances, role play and improvisations. • Become increasingly familiar with and able to retell a wider range of stories. • Write our own diamante poem about fireworks and space or a star. • Write a set of instructions for how to make Pirate stew. • Write a story based on the model of the story Something Fishy. • Learn script for Nativity production and perform it. <div data-bbox="1241 241 1501 327" data-label="Image"> </div> <div data-bbox="1241 353 1501 405" data-label="Image"> </div> <div data-bbox="1257 589 1501 741" data-label="Image"> </div> |
| <p>In RE we are learning about:</p> <p>Christian Saviour</p> <p>Why was Jesus given the name 'Saviour'?</p> <ul style="list-style-type: none"> • We will learn about the Christmas story and be able to explain that Jesus was more than just a baby, but the 'saviour' of the world • We will learn about what happens in the church during 'Advent' • We will also discuss what Christmas wreaths or advent calendars represent | <p>In DT we are learning about:</p> <p><u>Creating a Moving Vehicle</u></p> <ul style="list-style-type: none"> • I have my own ideas and plan what to do next. • I can explain what I want to do and describe how I may do it. • I can explain the purpose of the product, how it will work and how it will be suitable. • I can describe my design using pictures, words, models and diagrams. • I can design and others can follow the criteria. • I can choose the best material and tools and explain my choices. • I can use knowledge of existing products for my ideas. • I can explain what I am making and how it fits the purpose. • I can make a suggestion for what to do next. • I can join materials and components in different ways. • I can measure, mark out and shape materials with support. • I can describe which tools I need and why. • I can use finishing techniques to make my product look good. • I can work safely. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • I can say what I like and do not like about existing products. • I can say how well my designs and product met the given design criteria. • I can talk about what I would do differently next time. • I am beginning to understand how to use wheels and axles. • I can measure materials. • I can describe different materials. • I can use joining, rolling or folding to make it stronger.  |
| <p>In PE we are learning:</p> <p><u>Sending and receiving (with our coach)</u></p> <p>Physical: roll, track, catch, receive with feet, kick, send and receive with a racket.</p> <ul style="list-style-type: none"> • Social: communication, collaboration, leadership. • Emotional: honesty, determination. • Thinking: identifying how to improve, comprehension. <p><u>Team building</u> Physical: balance, jump, run, coordination.</p> <ul style="list-style-type: none"> • Social: support and encourage others, communication, inclusion, trust, kindness. • Emotional: perseverance, confidence, determination, acceptance. • Thinking: comprehension, identify strengths and areas for development, problem solving. | <p>In Science we are learning to:</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use. • Label a picture or diagram of an object made from different materials • For a given object, identify what properties a suitable material needs to have. • Recognise that a material may come in different forms which have different properties.  |
| <p>In PHSE we are learning:</p> <p>During the first weeks back at school, the children will be looking at 'My Happy mind Places', which will be closely</p> | <p>In Music we are learning to:</p> <ul style="list-style-type: none"> • Sing/chant simple songs/rhymes with a small range (e.g do-so), in time with |

linked to the learning they did in the 'Meet my Brain' unit where they learnt all about how their brains work, the hippocampus, amygdala and the prefrontal cortex. We will continue to use 'Happy Breathing' throughout our learning to promote a positive and calm learning environment.

We will introduce our next unit which is called 'Celebrate'.



others (by memory), generally in tune, (e.g unison, call and response, partner songs/simple 2 part rounds).

- Respond to cues/gestures of the teacher to start/stop, sing with dynamics, change tempo etc.
- Tap pulse whilst singing.
- Perform actions or tap a rhythmic ostinato, generally in time, whilst singing.
- Keep a regular pulse at varying tempos.
- Copy simple rhythms on body percussion or percussion instruments, with control.



In **Computing** we will be learning about developing understanding of technology and how it can help us.

To explain how information technology helps us:

- I can recognise common types of technology
- I can demonstrate how IT devices work together
- I can say why we use IT

To explain how to use information technology safely:

- I can list different uses of information technology
- I can talk about different rules for using IT
- I can say how rules can help keep me safe

To recognise that choices are made when using information technology:

- I can identify the choices that I make when using IT
- I can use IT for different types of activities
- I can explain the need to use IT in different ways



Additional class information:

Spellings

Spelling tests will start in Year 2 on a Friday, and the new list will be taught throughout the week. Please make sure your child frequently practises spellings at home to support this

Reading

Reading on a daily basis is very important in Year 2. Please encourage your child to read daily. We expect children to read at least 4 times a week. Their reads count towards earning their reading badges. Please record all reading in the online reading diary (Learning with Parents). If you have any questions about logging in, please come and see us.

Maths

The children have all been given a login for Mathseeds. Our expectation is that children complete their homework each week. The homework should take no longer than 15 minutes to complete, then the children are free to explore the interactive games on Mathseeds, which allows them to build up even more points. We have found that children love receiving certificates, rewarding them for practising their mathematical skills, whilst having fun!

Times tables

In addition to reading every day, Year 2 children should be practising their times tables daily. All children have a log-in to TTRockstars and the expectation is that they go on this for at least **5 minutes** each day. If your child does not have access to a computer or tablet to be able to do this, please let us know so that we can find time for them to practise their times tables during the day. Most Android and iOS systems support TTRockstars.

DT - Junk modelling request!!

We will be making our own carts for transportation in DT and will require a variety of junk modelling resources to do so. Please could you collect cardboard boxes, tubes etc and send them into school with your child. Thank you!

PE

Will be on **Tuesdays** with their sports coach and on **Wednesdays** with their class teacher. Children should come to school in their PE kits on PE days.

Please make sure your child comes to school dressed in the correct PE uniform. Children need to wear their daily black school trainers for PE. No extra shoes are needed.



We look forward to a fantastic term and working with you and your children.

Kind regards

Team Year 2