



**Address:** High Street, Harefield, Middlesex, UB9 6BT

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**Web:** [www.harefieldinfant.com](http://www.harefieldinfant.com)

**Executive Head Teacher:** Mr A. Sunner

**Head of School:** Mr J. Downs

Friday, 24<sup>th</sup> October 2025

Dear Year 2 parents/carers,

## **Year 2 Curriculum Letter - Autumn (2nd half)**

### **Message from the teachers**

Well done to all of Year 2 for a fantastic start to the academic year. We hope you all had a fun and relaxing half term and that you are ready for an exciting lead up to Christmas. This letter will briefly outline some of the lessons that Year 2 will have fun exploring through the second half of the Autumn Term.

### **Our Core Values**

Happiness: we spread joy to those around us.

Compassion: we care and are kind to all.

Respect: we treat others as we like to be treated.

Teamwork: we work well with everyone.

### **Year 2 Staffing**

Elder class teacher: Miss Mac

Birch class teacher: Miss Heffernan

Year 2 learning support assistants: Mrs Childs and Mrs Warne

### **Communication**

Please feel free to arrange a meeting should you wish to speak to one of the teachers in person. Alternatively, you can email class teachers directly on the class email accounts and we will do our best to get back to you within a couple of working days.

[Elderclass@harefieldinfant.com](mailto:Elderclass@harefieldinfant.com)

[Birchclass@harefieldinfant.com](mailto:Birchclass@harefieldinfant.com)

### **Homework**

Homework, along with answers, will be sent out every **Friday** to be returned the following **Friday**. Spelling tests will take place every **Friday**.

**HAPPINESS · COMPASSION · RESPECT · TEAMWORK**

## Reading at home

Phonics reading books will be sent out every **Friday**. These are to be returned every **Friday**.

We will also visit the school library each **Monday** on a weekly basis, from where the children can select a book to borrow and read at home. Please return these books to school once your child has finished reading it. New home reading books and library books will not be issued until the previous ones have been returned.

## Autumn Term Learning

This half term we will be learning the following in each subject area.



### English

Year 2 will be reading 'The Elves and the Shoemaker' by Emma Caulfield. We will use this to write a letter, where the children inform a friend about something strange that has been happening to them. Later in the half term, we will be creating poems about the cheeky elves!

### Mathematics

In mathematics this half term, Year 2 will continue to look at addition and subtraction to and within 100. We will solve addition and subtraction problems across tens and begin to use this knowledge to compare number sentences.

Later in the term, we will move onto shape. The children will learn to recognise 2D and 3D shapes, identify lines of symmetry and count vertices, faces and edges on a shape.

Kim is working out  $28 + 19$

I know I  
need to make  
an exchange



How does Kim know this?

What is  $28 + 19$ ?

### Physical Education

Indoor P.E. will be taking place in Year 2 for both classes on **Thursday**. The indoor P.E. unit this term is called 'The Gunpowder Plot'. In this dance unit, children will



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understand how dance can be used to communicate ideas through movement, gesture and expression.

Birch class will be having outdoor P.E. on **Friday**. The outdoor P.E. unit this term is called 'Throwing and Catching', where we will learn how to roll and stop a ball, how to throw underarm for accuracy, throw overarm for distance and begin to apply this to some basic invasion games.

Please ensure you send your child to school wearing their P.E. kits on these days.

### **Forest School**

Forest School will be taking place each **Friday** afternoon for **Elder** Class this half term. The children will be given opportunities to learn in nature, building a range of skills and making observations of the changing seasons.

### **Music**

We are very fortunate to have a specialist music teacher in school every week to teach Year 2 music lessons. Elder class have their music lessons every Monday and Birch class have their music lessons every Wednesday.

### **Personal, Social, Health and Economic Education**

Through the P.S.H.E unit 'Celebrating Difference' the children will discuss and accept everyone is different, continue to learn how they can stand up for themselves and others and reflect on how they can celebrate difference and continue friendships.

### **Computing**

In computing this term, year 2 will continue with the 'Digital Artists' unit, which teaches children basic skills needed when using a computer.

In **Science**, year 2 will be learning about materials, and then will use this knowledge to investigate how waterproof different materials are – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **History**, year 2 will be learning about 'The Gunpowder Plot – attached is a knowledge organiser with more information about what the children will be learning this unit.



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In **Religious Education**, year 2's topic is 'Light and dark' – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **Design and Technology**, Year 2's unit is 'Fabric bunting'. Children will learn about working with fabric and will evaluate a range of bunting types before making their own.

Please feel free to contact us via the class email accounts should you have any questions over the term ahead.

Yours faithfully,

Miss Mac and Miss Heffernan  
Year 2 teachers

### Key Vocabulary

- **material** – what an object is made from  

- **natural material** – a material that comes from animals, plants or the Earth  

- **man-made material** – a material made by humans  

- **recycle** – to change rubbish into a material that can be used again  

- **Independent variable** (what will change) – the material  

- **dependent variable** (what will be measured) – the amount of water that has passed through the material  

- **controlled variable** (what is kept the same) – the amount of water used, the time taken before checking the results and the size of the material squares  


• **smooth** – an even surface



• **rough** – an uneven surface



• **flexible** – can change shape easily



• **rigid** – cannot change shape easily



• **brittle** – easily broken



• **flexible** – can change shape easily



• **shiny** – a surface that can reflect light easily



• **dull** – not clear, bright or shiny



• **hard** – not easily broken or bent



• **rock** – a natural material found on or underneath the Earth's surface



• **stone** – a smaller rock



• **pebble** – a small, smooth rock that has been shaped by water



• **brick** – a man-made building material



• **fabric** – a material made from weaving or knitting threads together



• **tough** – not easily broken



• **lightweight** – fabric that is thin and light



• **soft** – a material that can easily change shape or is gentle to touch



• **transparent** – materials you can see through



• **translucent** – materials that allow some light to pass through so you cannot see clearly through them



• **opaque** – materials you cannot see through



• **squash** – to crush or squeeze something



• **bend** – to force something to curve



• **twist** – to bend or curl something out of shape



• **stretch** – to make something longer without ripping, breaking or tearing it



## Knowledge

- Objects can be made from different materials.
- Some materials are natural such as sand, wood and wool.
- Some are man-made such as plastic and brick.
- Some materials are recyclable and can be used again.
- Paper and cardboard are made from wood.
- Wood, paper and cardboard come from trees.
- There are different strengths of wood, paper and cardboard.
- Wood, paper and cardboard can all be recycled and used again.
- Rocks are a natural material.
- Bricks are a man-made material.
- Rocks and bricks can be used to build houses, buildings and roads.
- Glass is hard and brittle.
- Plastic can be flexible or hard.
- Some plastic can be recycled.
- All glass is recyclable.
- Metal comes in many forms and colours.
- Some metals are flexible and can easily change shape.
- Some metals cannot change shape easily.
- Metal can be used to make many different objects.
- Fabrics can be natural.
- Fabrics can be man-made.
- Fabrics have different uses.
- Materials have particular uses.
- Some objects can be made from different materials.
- Some materials are suitable for an object.
- Some materials are unsuitable for an object.
- Some materials can change shape and some cannot.
- Some materials can be bent.
- Some materials can twist.
- Some materials can be squashed.
- Some materials can be stretched.

## Key Vocabulary

|              |                                                                                    |
|--------------|------------------------------------------------------------------------------------|
| London       | The capital city of England and the UK where the <b>Gunpowder Plot</b> took place. |
| plot         | A secret plan to do something that could hurt others or is not allowed.            |
| gunpowder    | A powder used to create explosions.                                                |
| Catholic     | A Christian who is a member of the <b>Catholic</b> Church.                         |
| Protestant   | A Christian who is a member of the Church of England.                              |
| Guy Fawkes   | A <b>gunpowder</b> expert who was blamed for the <b>plot</b> .                     |
| King James I | The king of England when the <b>Gunpowder Plot</b> took place.                     |



## Key People



Guy Fawkes



Robert Catesby



Thomas Percy



King James I

## The Plotters Planning the Gunpowder Plot



Bonfire Night

Did you know that the failure of the **Gunpowder Plot** is remembered every year on 5<sup>th</sup> November?

People light bonfires and set off fireworks.



Key Facts

|                                      |                                                                                                                                                                                                        |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What was the <b>Gunpowder Plot</b> ? | The <b>Gunpowder Plot</b> was a <b>plot</b> to kill <b>King James I</b> and his government by blowing up the Houses of Parliament.                                                                     |
| Why was there a <b>plot</b> ?        | The plotters were all <b>Catholic</b> . They thought that <b>King James I</b> was being unfair to <b>Catholics</b> because he was a <b>Protestant</b> . They did not want him to be the king any more. |
| Did the <b>plot</b> succeed?         | The <b>plot</b> failed. <b>Guy Fawkes</b> was found with <b>gunpowder</b> in the cellar at the Houses of Parliament.                                                                                   |

**24<sup>th</sup> March 1603**  
King James I becomes King of England.

**May 1604**  
The group begin to plot against King James I.

**13<sup>th</sup> April 1570**  
Guy Fawkes is born.

**March 1605**  
The plotters rent a cellar under the Houses of Parliament.

**5<sup>th</sup> November 1605**  
Guy Fawkes is found in the cellar with 36 barrels of gunpowder by the king's guards.

**26<sup>th</sup> October 1605**  
Lord Monteagle, who is a Catholic, receives an unsigned letter that warns him not to go to the opening of Parliament on the **5<sup>th</sup> November**.

**31<sup>st</sup> January 1606**  
Guy Fawkes is executed.

Timeline of Events

| Key Vocabulary   |                                                               |
|------------------|---------------------------------------------------------------|
| <b>exile</b>     | To be made to stay away from home.                            |
| <b>diya</b>      | A small oil lamp (usually made from clay).                    |
| <b>Hanukkah</b>  | The <b>Jewish</b> festival of light (also known as Chanukah). |
| <b>Jewish</b>    | A follower of Judaism or something of the religion.           |
| <b>miracle</b>   | An amazing event that happened but cannot be explained.       |
| <b>menorah</b>   | A special candlestick used in <b>Jewish</b> worship.          |
| <b>celebrate</b> | To take part in enjoyable activities for a special occasion.  |
| <b>Diwali</b>    | The <b>Hindu</b> festival of light.                           |
| <b>Hindu</b>     | Followers of the religion of Hindu Dharma.                    |

## Diwali

**Diwali** is celebrated by **Hindus** and Sikhs in October or November.

It is the start of the **Hindu** new year and lasts for five days.

The word **Diwali** comes from a word that means 'lighted row of lamps'.



## Diwali



**Diwali celebrates** the victory of good over evil and light over darkness. At **Diwali**, some **Hindus** remember the story of Rama and Sita returning from **exile**, where their way home was lit by lamps. **Hindus** light **diyas** at **Diwali**.

Fireworks are set off during **Diwali celebrations**.

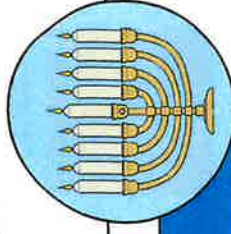


## Hanukkah

**Hanukkah celebrates** one of the greatest **miracles** in **Jewish** history. King Antiochus attacked Jerusalem and destroyed the temple, the **Jewish** place of worship. The Maccabees defeated Antiochus but there was only enough oil to keep the special temple lamp lit for one day. However, the lamp kept burning for eight days until more oil could be found. It kept burning for eight days and nights - a **miracle**!

## The Hanukkah

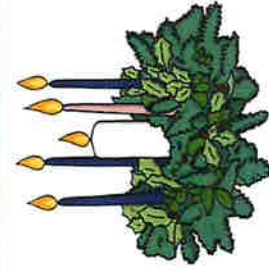
A Hanukkah is a nine-branched menorah. Each night of **Hanukkah**, a branch of the Hanukkah is lit as a reminder of the **Hanukkah miracles**. One of the branches is taller or separate from the others. This is called the shamash, or helper, candle. The shamash is used to light the other branches.



**Hanukkah** is celebrated in November or December each year.

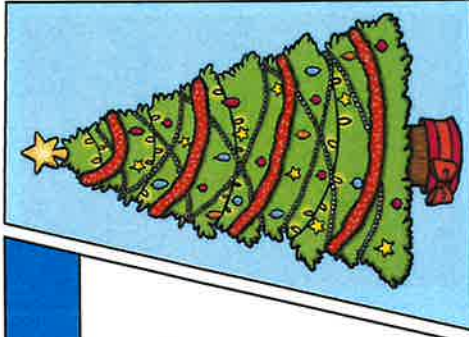
| Key Vocabulary    |                                                                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advent</b>     | The four weeks leading up to <b>Christmas</b> (starting on the nearest Sunday to 30 <sup>th</sup> November).                                             |
| <b>Christians</b> | Followers of the religion of Christianity.                                                                                                               |
| <b>Christmas</b>  | The <b>Christian</b> festival that <b>celebrates</b> the birth of <b>Jesus</b> . <b>Christmas</b> Day is <b>celebrated</b> on 25 <sup>th</sup> December. |
| <b>Jesus</b>      | The founder of Christianity, believed by <b>Christians</b> to be the Son of God.                                                                         |

Advent

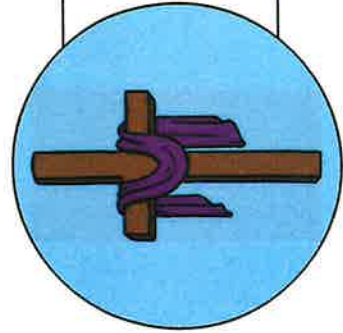


**Advent** is the start of the **Christian** year. It is when **Christians** start to prepare for **Christmas**. Churches display an **Advent** crown or wreath. These have four candles which represent hope, peace, faith, love and joy. Some **Advent** wreaths have a fifth white candle in the middle which represents **Jesus**.

Christmas



**Christians** use lights to help them **celebrate Christmas**. There are many types of lights, e.g candles, tree lights and hanging light decorations. A star is often placed on top of the **Christmas** tree as a reminder of the star that led the Wise Men to Bethlehem. Many churches and schools hold Christmas services. A Christingle is an orange decorated with a red ribbon, sweets and a candle. The lit candle represents **Jesus** as the 'light of the world.'



Light is important to **Christians**, as they believe **Jesus** to be the 'light of the world', bringing light and hope to people, even in times of darkness.