

# Little Hadham Primary School



Little Hadham  
Primary School  
'Believing and Achieving'

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Headteacher : Ms S Connolly

School Year  
2025 - 2026

## Beech Class Beech Class

### Summer Term 2026

Dear Parents,

Welcome back everyone - we hope you all had a lovely Easter break.

In **English**, Year 2 children will begin by focusing on writing letters and postcards. They will learn how to structure their writing for different purposes and audiences, using appropriate language, punctuation, and layout. Children will then move on to exploring poetry through the text "Dread Cat" by Michael Rosen. They will investigate rhythm, rhyme, and performance, developing confidence in reading and performing poems aloud, as well as creating their own poetic responses inspired by the text.

Year 1 children will be working with the key texts "Where the Poppies Grow" and "Dragon Slayer". Through these texts, they will develop their understanding of storytelling, character, and setting. Children will build their sentence writing skills, using simple conjunctions and expanding their vocabulary to describe events and characters in more detail. They will also be encouraged to retell stories, sequence events, and begin to create their own short pieces of writing inspired by the texts.

### Maths

Year 1 will be: understanding multiplication and division (grouping and sharing); fractions (finding halves and quarters of shapes); using positional language such as left, right, forwards, backwards, above and below; understanding numbers up to 100; understanding money (recognising and using notes and coins); and learning to tell the time (to the hour and half past). Children will also continue to develop their arithmetic skills through number fluency and their reasoning skills by explaining how they solve problems and justify their answers. These skills will be further supported through Winning with Numbers, helping children to build confidence and accuracy in their mathematical understanding.

Year 2 will be: practising fractions (recognising halves and quarters and counting in fractions); exploring time (knowing how many minutes and hours are in a day and telling the time to 5 minutes); looking at a range of data handling (tally charts, block diagrams and pictograms); and using positional language (including half turns and quarter turns). They will also build on their understanding of money and continue to develop both their arithmetic fluency and reasoning skills to explain and prove their mathematical thinking. In addition, children will use *Winning with Numbers* to strengthen core skills and *Times Tables Rock Stars* to support and develop their multiplication knowledge and recall.

### **Geography - Biomes Around the World (First Half Term)**

In Geography, children will learn about different biomes across the world, such as deserts, rainforests, tundra, and grasslands. They will explore how climate, plants, and animals vary between these regions and how people adapt their way of life to suit each environment. Through this, children will develop their understanding of how physical geography influences both living things and human activity across the globe.

The key question for this unit is: "How do different biomes shape the plants, animals, and people that live there?"

Year 1 children will begin by identifying what a biome is and locating different biomes on a world map. They will focus on recognising simple features of each biome, such as hot deserts, cold tundra, and lush rainforests, using basic geographical vocabulary to describe what they see.

Year 2 children will build on this by comparing biomes in more detail, looking closely at climate patterns and how these affect vegetation, wildlife, and human life. They will explore how people adapt to living in extreme environments, such as using specific clothing, housing, and food sources, and will use maps and atlases to locate key biomes around the world.

### **History - Great Engineers: Isambard Kingdom Brunel (After Half Term)**

After half term, the History focus will shift to the theme of *Great Engineers*, with a particular study of Isambard Kingdom Brunel. Children will learn about Brunel, a famous engineer whose inventions and ambitious projects transformed transport and industry in Britain. They will explore his key achievements, including the construction of bridges, railways, and ships, and consider how his work changed people's lives and helped to connect different parts of the country in new and innovative ways.

The key question for this unit is: "What did Isambard Kingdom Brunel achieve in his lifetime?"

Year 1 children will begin by learning who Brunel was and recognising his importance as an engineer. They will explore some of his most famous creations and understand that he helped to design and build structures that people still use or know about today. They will use simple historical vocabulary such as engineer, design, build, and transport.

Year 2 children will build on this by looking more closely at Brunel's major projects, such as the Great Western Railway, Clifton Suspension Bridge, and his steamships. They will begin to understand the challenges he faced and how his inventions changed travel, trade, and industry. They will also consider the impact of his work on Britain at the time and why he is still

remembered today as one of the greatest engineers in history.

### **Science -Plants (Before Half Term)**

This half term, children will explore the fascinating world of plants. They will identify and name a variety of common wild and garden plants, including trees, flowers, and shrubs. Children will learn to describe the basic structure of plants, including roots, stems, leaves, and flowers, and begin to understand the purpose of each part. They will also explore seeds and bulbs, learning how plants grow from them and observing the stages of growth over time.

Through hands-on observations, children will investigate what plants need in order to grow and stay healthy, including water, light, air, and a suitable temperature. They will also learn how to care for plants by watering them appropriately, ensuring they receive enough light, and understanding the importance of looking after living things responsibly.

Children will observe how plants change over time as they grow from seeds or bulbs into mature plants. They will take part in simple experiments and make careful observations, helping them to develop their scientific skills of enquiry, prediction, and recording findings.

### **Science Living Things and Their Habitats (After Half Term)**

After half term, children will move on to learning about living things and their habitats. They will explore different habitats such as woodlands, oceans, deserts, and gardens, and identify the living things that can be found in each environment. They will learn how different animals and plants are suited to the places where they live and how they depend on their habitats to survive.

Children will also begin to classify living things based on simple characteristics, such as whether they are plants or animals, and further into groups such as mammals, birds, fish, amphibians, and reptiles (appropriate to age). They will explore food chains and understand how animals depend on each other for survival.

Throughout this topic, children will develop their scientific enquiry skills by asking questions, making observations, and recording what they find out about the natural world around them. Children will also use continuous provision activities to support and deepen their science learning through hands-on exploration, investigation, and independent enquiry.

In **PSHE**, in the topic "Being My Best," your children will focus on personal development and social skills. They'll learn about self-awareness, emotions, and how to express themselves positively. Through engaging activities and discussions, they'll explore concepts like kindness, empathy, and cooperation, laying the foundation for healthy relationships and self-confidence.

In "Growing and Changing," your children will discover the wonders of growth and development, both in themselves and in living things around them. They'll learn about life cycles, including those of plants and animals, and explore concepts such as aging and physical changes. Through hands-on experiences and observations, they'll gain a deeper understanding of the natural world and the processes of growth and change. These topics will not only enrich their knowledge but also foster a sense of curiosity and appreciation for the journey of life.

In **RE**, the children In Year 1, will look at the rich traditions of Judaism, focusing on key aspects such as Shabbat, Rosh Hashanah, Yom Kippur, and Chanukah. They'll explore the

significance of Shabbat to Jewish children, learning about the special rituals and foods associated with this sacred day. Through discussions and activities, they'll understand the importance of behaviour in connection with their faith. Additionally, they'll investigate the significance of Rosh Hashanah, Yom Kippur, and Chanukah, recognising symbols and traditions associated with these celebrations. They'll explore how Jewish children might feel about participating in these activities and how it impacts their relationship with God. In Year 2, they'll delve deeper into the special relationship Jews have with God, exploring stories of Abraham and Moses and their significance to Jewish faith today. They'll learn about the importance of agreements and keeping promises, and they'll analyse specific rituals and practices that demonstrate the unique bond between Jews and God. Through these lessons, your children will gain a deeper understanding and appreciation of Judaism and its central beliefs and traditions.

In **Computing**, children will be exploring how digital media can be changed and manipulated. They will learn how images, text, and simple media can be edited using age-appropriate software, developing their understanding of how digital content can be created and modified. Children will also begin to develop their awareness of how digital media is used in everyday life, including how changes can affect meaning and presentation.

They will continue to build their confidence using devices such as tablets and computers, practising basic skills including typing, selecting, dragging, and saving work. Through practical activities, children will develop their understanding of how technology can be used creatively and safely to produce and change digital content.

In **Music**, the children will begin by creating simple rhyming patterns and exploring rhythm through words and sounds. They will experiment with clapping, chanting, and playing instruments to develop a sense of beat and structure in music. Children will then move on to understanding music through simple graphic and pictorial scores, learning how sounds can be represented visually. They will use these scores to help them follow, create, and perform music with increasing confidence.

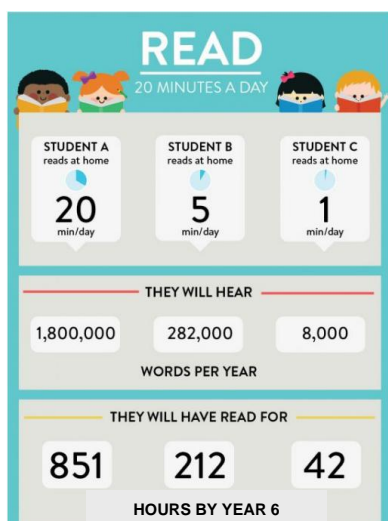
They will continue to explore environmental sounds, body percussion, and a range of instruments, developing their listening skills and ability to respond to different musical elements. Through singing, movement, and performance, children will build creativity, coordination, and an appreciation of how music can be structured and communicated.

### **Design Technology - Puppets**

In Design Technology, children will be creating their own puppets. They will explore different types of puppets and identify the materials and simple mechanisms used to make them move or function. Children will plan, design, and make their own puppet, selecting appropriate materials and using basic joining techniques such as sewing, gluing, or fastening.

They will evaluate their finished products, thinking about what worked well and what could be improved. Through this process, children will develop their designing, making, and evaluating skills, as well as their ability to work carefully and creatively to produce a finished product.

On Wednesdays and Thursdays the children have P.E lessons and on Fridays they will have their forest sessions. Please ensure that children have their named wellies in school each day so they are ready for outdoor learning as well as Forest each week.



*Please remember that regular daily reading is an essential part of home learning and really makes a difference across the curriculum.*

*A signature is all you need to do in your child's reading journal to show us that you have read to or heard your child read.*

We will be changing reading books on Tuesdays and Fridays, but we still need to have both reading books and red diaries in school every day. Logins for TT Rockstars (Year 2's) and Winning with Numbers will be in your child's reading/homework diary.

Please be sure to label your children's clothing that they bring to school, specifically their jumpers, coats and hats. Each day we have a pile of clothing without names that we cannot seem to shift.

Please do look at our class page on the school website. Every other week we will share with you photos and information about our learning. We also post information, photos and videos onto Google Classroom so please regularly check to make sure you haven't missed anything.

We hope you find this information useful. We thank you for your help in supporting your child so they can achieve their full potential. You are welcome to pop in and speak to us if you have any questions or queries!

Yours sincerely,

**Ms Goslitski and Ms Bland**