



Holy Trinity C of E Primary School
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September 2026

Dear Parents and Carers,

It has been a delight to welcome the children into Year 2. We have enjoyed hearing all about their holidays and helping them settle into the new year. They are already getting used to the routine of being in Year 2 and all have found their feet! We are excited to be teaching in Kingfisher Class and looking forward to guiding your child through the year.

Communication between home and school is crucial for children's progress so, with this in mind, please do not hesitate to send in a post-it note in your child's reading record should you wish to alert us to any matter, not just reading related (for example if your child is to be collected at the end of the day by another parent). If all items of clothing could be named, that would help enormously in allow us to return items to their owner. This includes water bottles please. Thank you. As we have very limited cloakroom space, please only send in a book bag with your child, not a rucksack. This is in addition to any lunch box and of course their water bottle as already mentioned.

To make the home school partnership easier, here is some information about the curriculum topics we cover this term.

Reading

Reading is absolutely critical for progress in all areas and underpins the whole curriculum. With this in mind, please ensure your child reads every day. This can be a mix of their colour book-band book, phonics book (if they have one) but also any reading literature they love such as recipes, comics and instructions.

Please can your child bring their reading diary in each day with a new comment/mark for their reading. This will then be checked by the teacher or TA in class. If your child has finished their book, they will change it independently. This encourages autonomy and personal choice.

Please discuss the text with them as they read aloud, questioning them on meaning and explaining any unfamiliar vocabulary. These conversations around the text are invaluable.

Your child will be regularly assessed when we feel they might be ready to move on a new colour band but this is dependent on fluency and an ability to understand the text.

Homework

Homework will be set on a **Thursday** to be completed by the **following Tuesday**. This will be a Maths and English task. Occasionally other subjects maybe included. Homework will be collated in Homework folders.

Spellings

Spelling Shed phonic words will be given out on a **Thursday**, and then the children will be tested on them the following Thursday. This year their spelling words will be linked to the SPAG (Spelling, Punctuation and Grammar) curriculum for Year 2, which includes some phonic patterns but also punctuation or grammar rules. The list can be found on their Ed Shed login (where there are interactive games to practice) and Google Classroom.

Spelling Stars, comprising National Curriculum Year 2 vocabulary and high frequency words (HFW) will be given out at the beginning of each term to be learnt for a test during the last week of term. **These will also be added to Spelling Shed and on Google Classroom to print if you prefer.**

Please help your child practise these words weekly up until the last week of term when the class will be tested. This method allows the words to form in the children's long-term memory rather than them just learning for one test and the words then not being used confidently in tasks such as Big Writes.

P.E.

Kingfisher Class will have P.E on Monday and Tuesday with Mr. Whittle, our specialist P.E. teacher. Please continue to send your child to school in their P.E. kit on these days. This term, one session will focus on fundamental skills and the other ball skills. **Please ensure all items of clothing are named.**

English

The class books we will be studying this term that will provide inspiration for our written work are:

'Beegu' by Alexis Deacon

'Dogs' by Emily Gravett (non-fiction)

'The Day the Crayons Quit'

The writing skills covered at this term:

- ... Accurately form letters in a cursive style.
- ... Write simple sentences using capital letters and full stops, extending to using a range of punctuation, connectives, openers and adjectives
- ... Use varied, appropriate vocabulary.
- ... Use expanded noun phrases.
- ... Consider what he/she is going to write before beginning (ideas, new vocabulary, key words).
- ... Begin to use paragraphs and appropriate layout to add clarity to writing.
- ... Spell words with increasing accuracy.
- ... Write setting and character descriptions.
- ... Write letters for a specific purpose.
- ... Writing in role using the first person.
- ... Use heading and sub-headings when writing an information text.

Maths

EYFS and KS1 continue to be enrolled in a national programme called Mastering Number in KS1, which seeks to secure solid foundations for number sense in young children. The goal is to ensure your child leaves KS1 with fluency, confidence and flexibility when working with numbers, ensuring the best foundation for future maths learning. This will involve a number of short numeracy sessions per week in addition to maths lessons.

Maths skills and topics your child will learn this term are as follows:

- **Place value to 100**, involving;
 - ... Counting objects to 100 by making 10s.
 - ... Recognising 10s and 1s.
 - ... Partitioning numbers to 100.
 - ... Writing numbers to 100 in words.
 - ... Placing 10s and 1s on a number line to 100.
 - ... Comparing and ordering objects and numbers.
 - ... Counting in 2s, 5s and 10s.
 - ... Counting in 3s.
- **Addition and Subtraction**, involving;
 - ... Number bonds to 10.
 - ... Number bonds to 100.
 - ... Adding and subtracting 1s.
 - ... Adding by making 10.
 - ... Adding 3-digit numbers.
 - ... Subtract a 1-digit number from a 2-digit number.
 - ... 10 more, 10 less.
 - ... Adding and subtracting 10s.
- **Shape**, involving;
 - ... Recognising and naming 2D and 3D shapes
 - ... Being able to sort 2D and 3D shapes based on different criteria
 - ... Patterns with 2D and 3D shapes

Science

In Science we will be studying living things and their habitats including the following:

- ... Distinguishing living organisms from non-living things and their habitats
- ... Performing simple investigations.

... Knowing the life processes of living things.

Music

Music is taught using the music scheme Kapow. The focus this term will be Call & Response based on animals before we begin Nativity songs towards Christmas.

R.E.

Our enquiry question for this term is: Who should you follow? The learning objectives are to find out about religious leaders and discover how and why they are followed. Areas covered are:

- ... Qualities of a good leader
- ... Moses
- ... Joshua
- ... The role of a vicar
- ... The role of a Rabbi
- ... Similarities and differences between people who lead us.

After half term, we will be investigating whether religious symbols mean the same to everyone.

PSHE

This term, our topic 'My Healthy Self: How can we look after our bodies?', will allow the children to develop their understanding of physical and mental wellbeing. This will include thinking about exercise, diet, sleep and teeth.

After half term, we will be undertaking a topic on 'Connecting with others: Building safe, healthy relationships during which we will look at different families and communities and think about positive relationship attributes like kindness and respect.

Computing

Computing lessons follow a structured programme, this term focusing on computing systems and networks. Children will learn:

- ... The difference between a desktop and laptop computer.
- ... That people control technology.
- ... Some input devices that give a computer an instruction about what to do (output).
- ... That computers often work together.
- ... Common uses of information technology beyond school.
- ... To use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- ... Use logical reasoning to predict the behaviour of simple programmes.

After half term, they will be introduced to programming, specifically what an algorithm is (in simple terms) and what debugging means.

D.T.

During term 2, Kingfishers will embark on a D.T. project to make a moving monster. This will involve:

- ... Exploring and evaluating a range of existing products.
- ... Examining and using mechanisms such as levers, sliders, wheels and axles.
- ... Designing a purposeful, functional and appealing product for themselves and other users based on design criteria.
- ... Generating, developing, modelling and communicating their ideas through talking and drawing, templates, mock-ups and where appropriate, using information and communication technology.
- ... Evaluating their ideas and products against design criteria.
- ... Selecting and using a wide range of materials and components.

Art and Design

Although drawing and painting is often incorporated into other areas of the curriculum, for example to provide inspiration for writing in English, Art and Design is also studied as a discrete subject. This term, children will be using charcoal to:

- ... Develop a range of mark making techniques.

- ... Making observational drawings.
- ... Creating characters and adding expressions.
- ... Develop illustrations to tell a story.

History and Geography

As with Art & D.T., humanities are taught alternately. We start the year with Geography, looking at oceans and continents. Kingfishers will:

- ... name and locate the world's seven continents and five oceans.
- ... use world maps, atlases and globes to identify the continents and oceans studied in Key Stage 1.
- ... use basic geographical vocabulary to refer to key physical and human features.

Next term in History we will identify how people used their voices or actions to make a difference during the Victorian era, focusing on Lord Shaftesbury and Dr. Barnardo.

Attendance:

In line with the DfE, it is our aim that the attendance of pupils at our school is as close to 100% as possible. An attendance figure of less than 90% (**which equates to a child missing half a day of school every week**) is significant; in these circumstances, a child is classified as **persistently absent**.

While we understand that there are genuine reasons, notably illness, which mean it is not appropriate to send your child to school, as I am sure you can appreciate, any time away from the classroom is incredibly disruptive. A lesson missed puts a child at a disadvantage especially when that lesson falls within a sequence of planned learning activities. It can increase anxiety and in some cases affect social interactions and friendship groups.

In addition, research has been carried out which shows a clear link between attendance and attainment at all key stages: [The link between attendance and attainment in an assessment year](#) In summary, from the data analysed: at KS2, pupils who attended school nearly every day in Year 6 (with an attendance rate of 95-100%) were 1.3 times more likely to achieve the expected standard in reading, writing and maths compared to pupils who only attended 90-95% of the time. **This means missing just 10 days of Year 6 reduced the likelihood of reaching the expected standard by around 25%.** Pupils who attended nearly every day were 1.8 times more likely to achieve the standard than persistently absent pupils who only attend 85-90% of the time (relating to 4 -6 weeks more time in school).

The trend continued into Year 11: at KS4, pupils who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in English and Maths GCSE compared to pupils who only attended 90-95% of the time (relating to up to 2 weeks more time in school over the course of a year) and 3 times more likely than persistently absent pupils who only attend 85-90% of the time (relating to 4 - 6 weeks more time in school). **This means missing just 10 days of year 11 reduced the likelihood of achieving grade 5 in English and Maths by around 50%.**

Therefore, we encourage you to send your child to school unless they have a temperature, are vomiting, have diarrhoea or any of the contagious illnesses as outlined in NHS guidance: [Is my child too ill for school? - NHS](#)

A request for term time absence for holidays is not permitted. Please refer to the RBWM term time dates that are on our website and that you have been sent a copy of when booking holidays: [School term dates 2026/27 | School term dates | Royal Borough of Windsor and Maidenhead](#)

Punctuality:

Arriving promptly in the morning is also important as it will ensure a positive start to the day for your child. The school gate opens at 8:45am **with the expectation that every child has passed through by 8:55am**. The gate will be locked at 9am at which point your child will be marked late.

For a child arriving late, entering a classroom where their peers have already begun the day can be trauma-inducing. Their start to the day is less calm and it is likely they will miss out on early morning activities designed to recap, motivate and engage. Therefore, we encourage you to ensure your child arrives at school as close to 8:45am as possible.

I hope this overview of the term ahead is useful to you. Once again, if you have any questions or queries, please do not hesitate to make contact. While this is a class newsletter containing specific information relevant to our class, on a Friday the school newsletter will be emailed to you. Please find a moment to read the weekly newsletter as it will contain important information to help you navigate the term.

Thank you for all your support in making the term an exciting, stimulating and educational one for your children!

Kind regards,

Miss Law and Miss Shaw