

Head of School: Mrs J Eddy

<u>Welcome to Year 2's spring term newsletter. We very much hope that you enjoy</u> <u>hearing about our learning and looking at our photos.</u>

In Year 2 the children's spring reading journey began by reading and expressing how text makes them feel. The children practised reciting a poem dramatically. All our reading is supported by our daily spelling programme, SPAG, guided reading programme and weekly reading comprehensions. (National Curriculum, Year 2-Reading-continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear. Writing- writing poetry and reading aloud what they have written with appropriate intonation to make the meaning clear. The children also had a signed book donated by, the award-winning author Jackie Morris and illustrator, Catherine Hyde.

The children really enjoyed her book, Little Evie in the Wild Wood and sharing her writing journey from her first ideas to the completed book. The children learnt a great deal about how to improve their reading and understanding. In English we have studied different version of the Aesop fable The Sun and the Wind and written character descriptions. We have acted out the story, annotated texts and explored details of the story and its message. (National Curriculum English Year 2: to understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences based on what is being said and done
- answering and asking questions





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In addition to our curriculum-based reading we have two exciting and well resourced book areas with book reviews and author information to share. The children really enjoy sharing information with their peers and adults about their favourite authors. Also displayed are the children's reading photos. There are interactive resources the children use to develop good reading skills and practise. For adults who come into hear readers we have question prompt cards to challenge all readers.

The children's English journey has had a focus on learning and life skills covering knowing and managing feelings. The children took part in a discussion with a partner or small group, taking turns and listening to each other ideas, then worked together to learn a poem by heart. Our poem was Who has seen the wind? By Christina Rossetti. The children then took part in a 'think, pair, share' exploring what they thought about the poem:

- What could they visualise?
- What could they hear?
- What colours could they see?
- What was the weather like in the poem?
- How does this compare to the weather we experienced outside today?

The challenge was to learn a poem off by heart. The children then wrote their own weather poems in the same style. (National Curriculum English Year 2- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Thank you to Rebecca Cobb for an exciting workshop in Year 2 and sharing your books and latest publication.

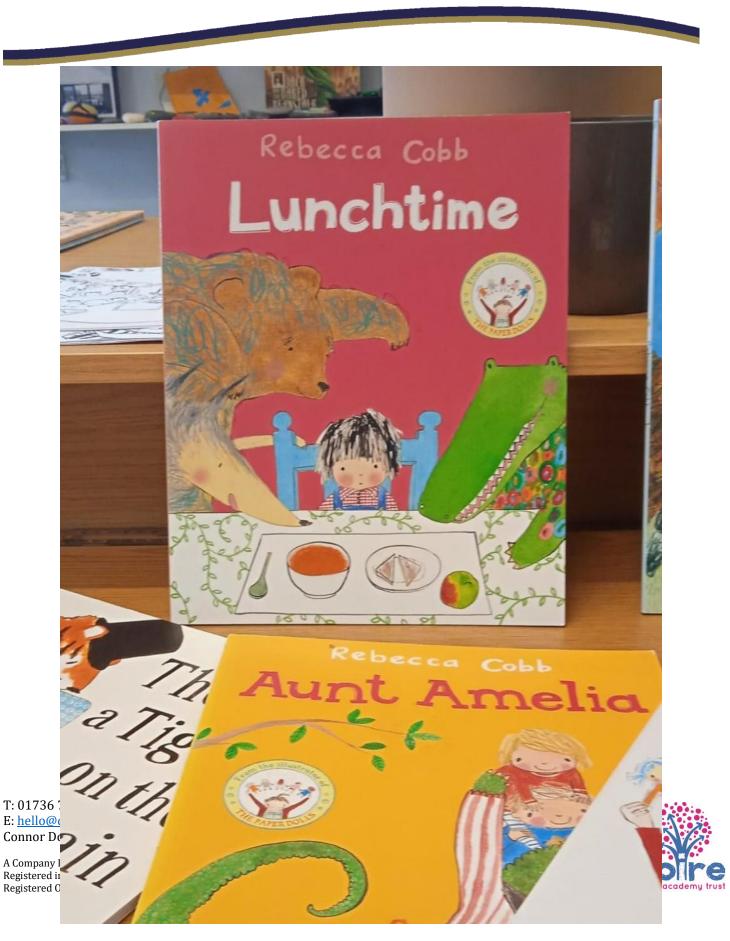


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During our second English focus the children wrote postcards, letters and instructions. The children used lots of the inspiring ideas from the fable Town Mouse, Country Mouse in their postcard and letter writing. The children wrote including key features. During our SPAG lessons the children learnt how to use and write past and present tense. There was lots of evidence of this being transferred into the children's writing. In phonics we have been learning about suffixes and these have been evident with the use of exciting new words such as boastful, strongest.

All our writing is supported by our daily spelling programme, SPAG, guided reading programme and weekly reading comprehensions.

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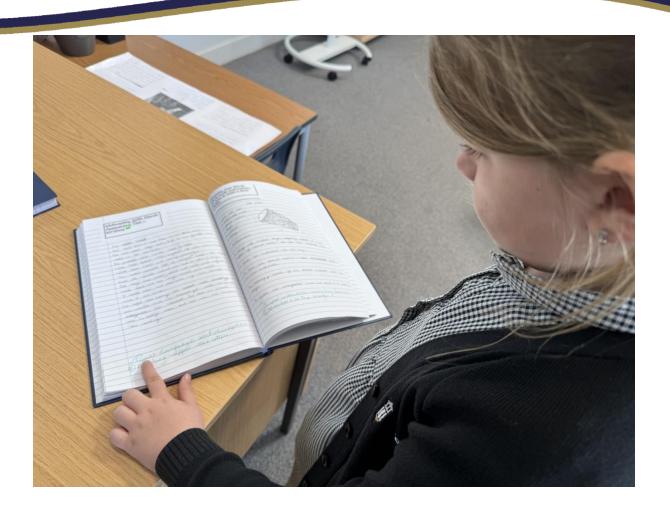
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Wednesday 20th March Assessment Test- Writing	bid four
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In maths the children have had an exciting and challenging term. The children's first unit was money followed by multiplication and division. I saw lots of evidence of reflective enquiry and independent learning as the children demonstrated their skill and understanding. Next, we looked at length and height. We took our maths learning outside to further develop skills in practical, fun sessions to cement understanding and provide challenge and opportunities for all.

The children's reasoning and word problem solving challenges have often been cross curricular. This was followed by geometry and the properties of shapes. Week nine saw the children exploring mass, capacity, and temperature. The children have been so enthusiastic about their times table tests. They have transferred skills well and made impressive progress.

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History this term has cross curricular links and involved a study of black history matters.

Our history learning journey began with the launch of our study of a key historical character, Florence Nightingale. The aim was to find out about significant historical events, people, and places. The children identified and compared features of buildings and objects from the past and present, talked about the history of the building and posed questions and learnt how these can be answered through examining a variety of evidence.

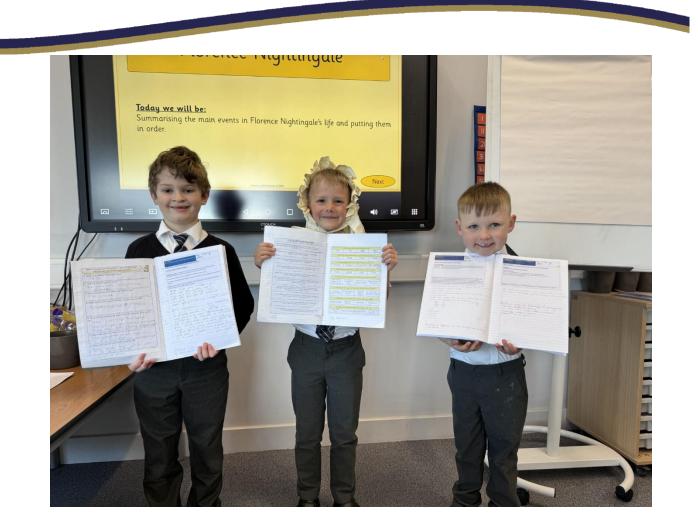
This led them into an in-depth study of Florence Nightingale where the children used historical enquiry, historical understanding, and chronological understanding to explore and answer the question Who are these people and how would their lives be different now? The learning about history was cross curricular as we also studied

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Rer Jasan konsilarin, andrantes and differences between inn active in medical care today and in Victorian Nahtingsle? • Can children describe some basic first aid?	Bey lesson knowledge: Can you recall and describe the main events in Florence Nightingale's life?
	Can you order events chronologically?
Children: Ask children to create a poster to show some basic first aid rules. Provide children with books, ledits or access to the internet to help them find some information if they need it. Children could neare their poster on pain paper or use the template on worksheet 58. • EXTEND - Children children have finished, ask them to think about how this poster would have been different if when children have finished, ask them to think about how this poster would have been different if it was made before Florence Nightingale introduced the changes she brought to nurses.	Challenge: to chronologically order Florence Nightingale's life events and present in a booklet.
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In addition the children have learnt about special annual events of historical importance.

In geography Year 2 have learnt about Kenya during their theme On Safari. Pupils learnt about the landscape of Kenya, savannah animals and weather patterns, they collected and analysed weather, located the Equator and learnt about hot and cold locations in the world with an in-depth study of Kenya. The childrens map reading skills were developed further through their orienteering outdoor learning sessions.

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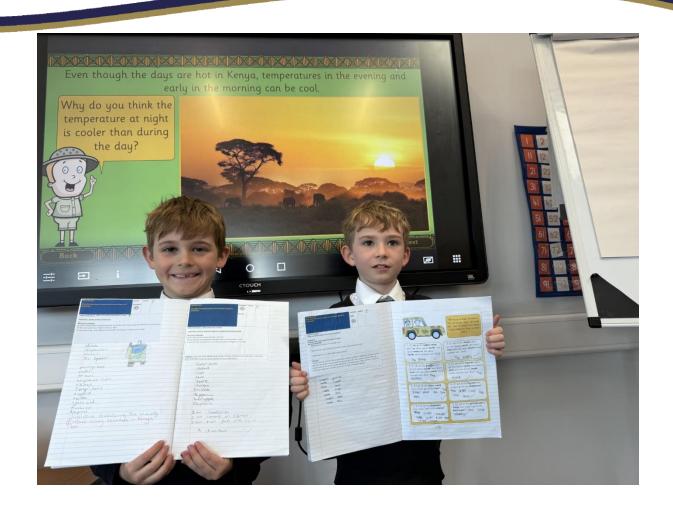


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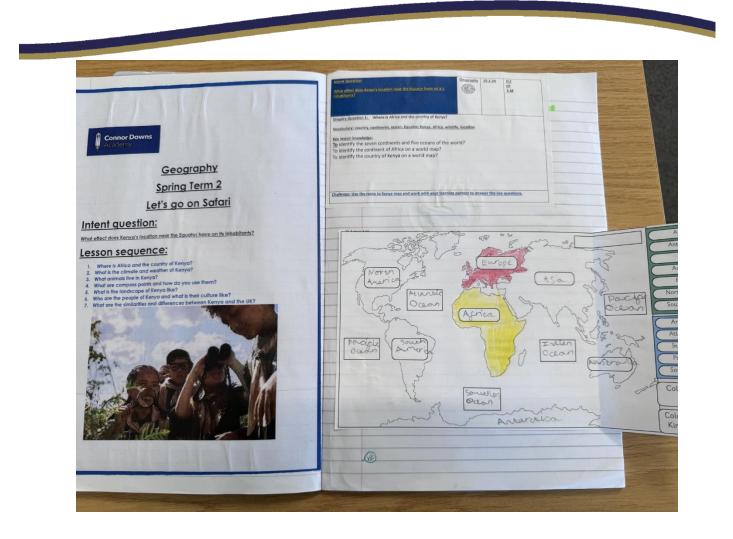


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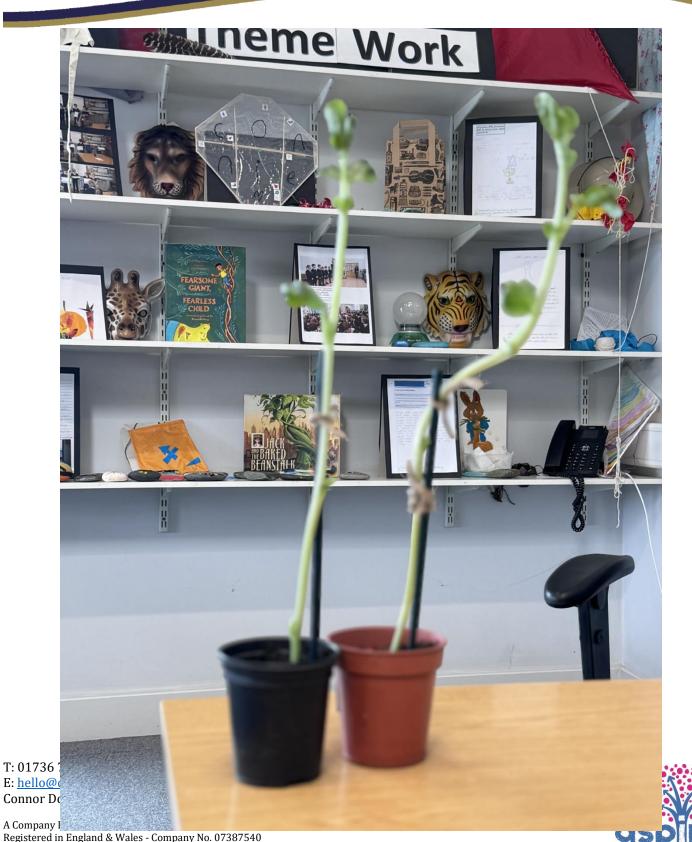
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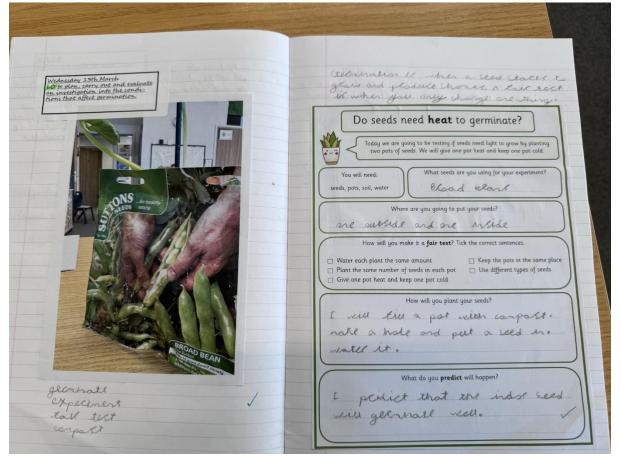
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The children have explored Science through our themes, Growing Plants and Growth and Survival. The term began with the children learning about how seeds and seedlings change over time, identifying similarities and differences between different plants, recording and displaying evidence and understanding the sequence of stages that plants go through whilst growing. We then grew our own plants and explored the factors that might affect the growth of our seedlings.



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	Tuesday 27th February
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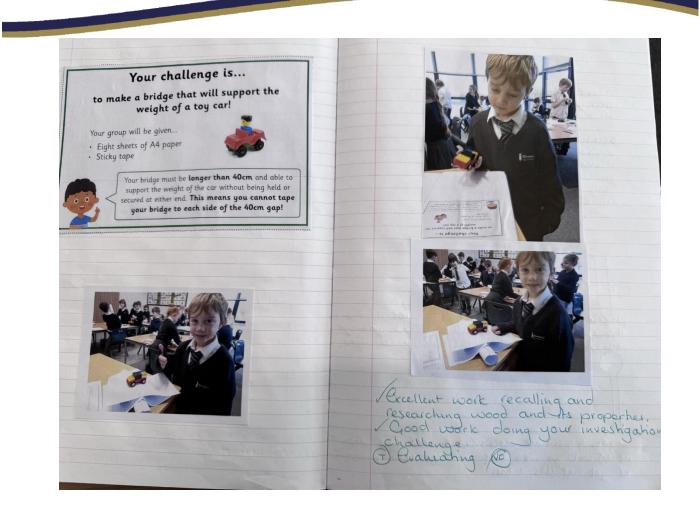


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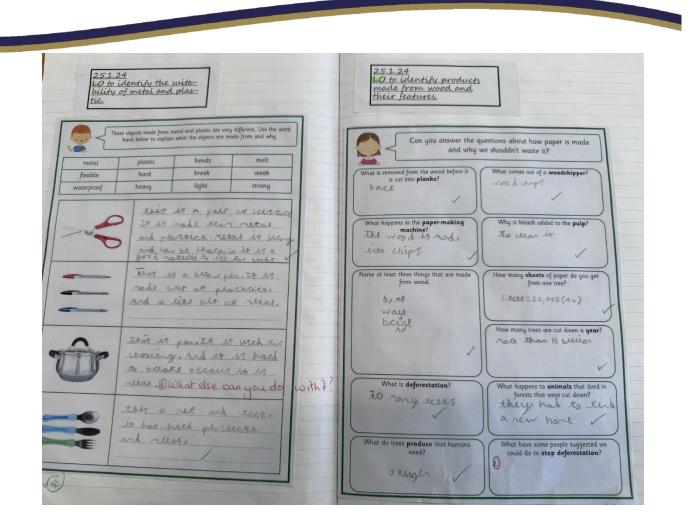


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In computing, in Year 2, the children had exciting lessons learning about digital design and making music. The children listened to music and shared how it made them feel. Next they identified patterns in music and experimented with sound using a computer. After that the children learnt how to use a computer to create a musical pattern to create music for a purpose. Concluding their digital design program by reviewing and refining their computer work.

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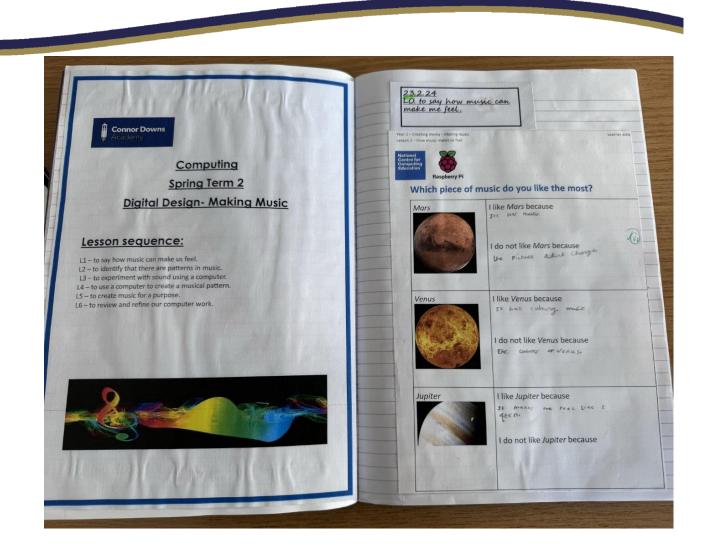
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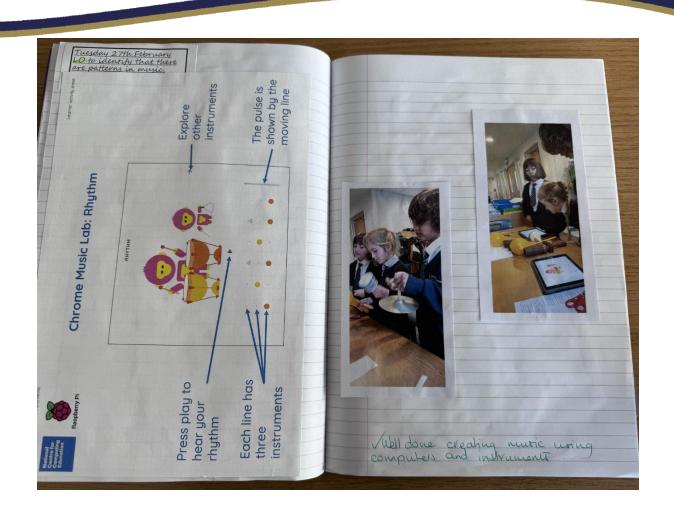


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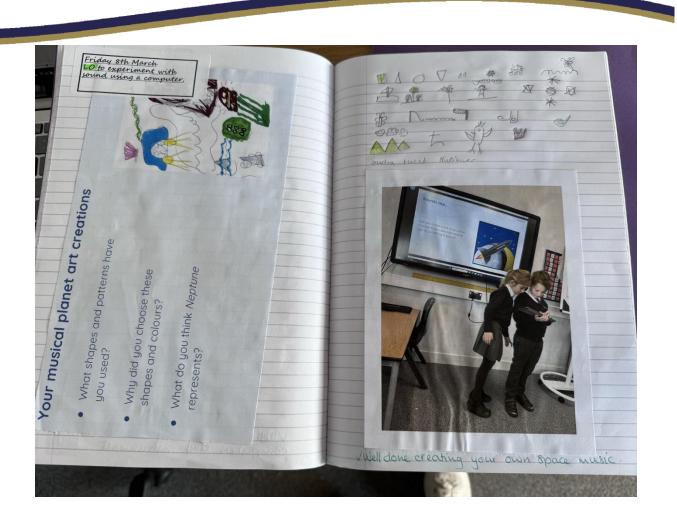


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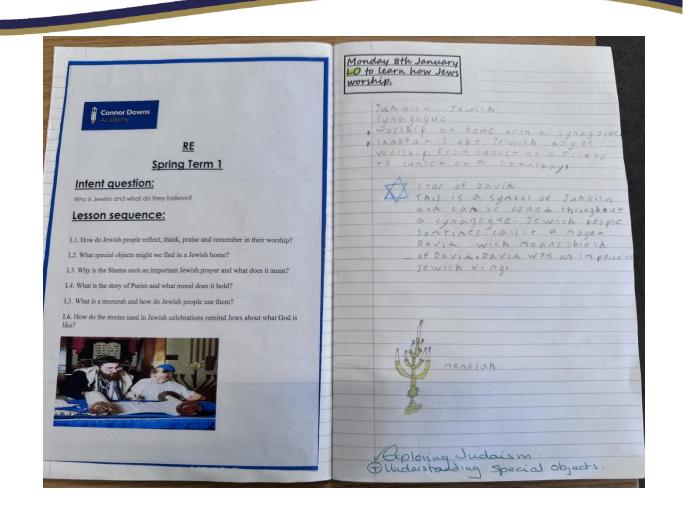
RE has seen the children developing their understanding of Christianity. Our focus has been to explore Salvation and why Easter matters to Christians. The children began by exploring what Christians mean when they use the term salvation. Next the children learnt about key events in the Christian Easter calendar including: Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday and how Christians mark these events. RE concluded with the children consolidating there learning on how the stories of Holy Week and Easter link with the idea of salvation.

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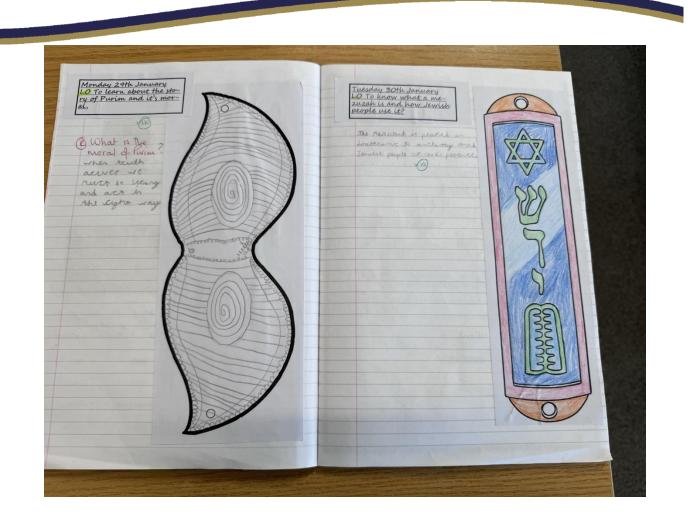


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Wednesday 20th March LO To learn about Easter Sunday and how Chris tians remember. Easter unday is part at the mo calendal, on Ester sunday weise celeblat the day Jesus was releblat the day means the day he loss ten the dead Easter sur Lay is repetrat. attel good teiday A AA Easter sunday in a church the church bells king sut and the chulch is decolated with tranely, such as white ulies, and the coloules white and gold. What a wonderful summany Have a wonderful Jamily / Easter Celeplate Easte on Easter eggs burt with tarily and trends · Eggs on spoon lall a having and giving Easter turs & and Early e gan to knuch diner with all triends and tankly with girts. O lating mat classes ours a cerebrating and putting up deculate T: 01736 E: hello@ Connor Do A Company I

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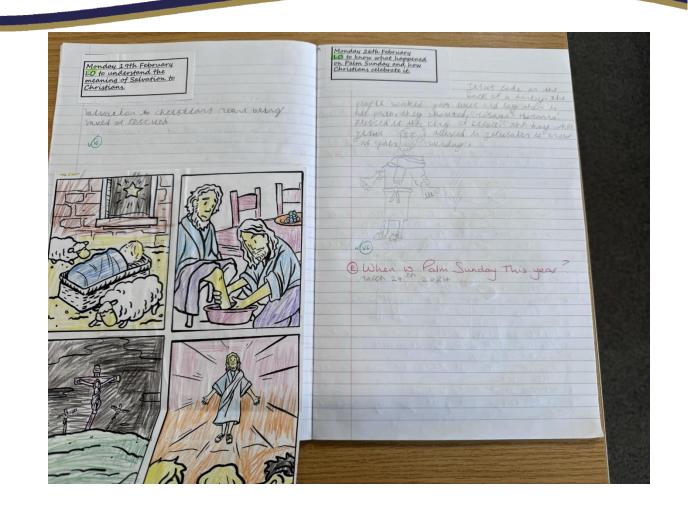
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0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0	Lesson sequence:
the second secon	Lesson 1: What do Christians mean when the use the term 'Salvation'? Lesson 2: What happened on Palm Sunday and how do Christians celebrate it?
	Lesson 3: What happened on Maundy Thursday that is so important that Christians and how do they mark the event in worship? Lesson 4: What happened on Good Friday and how do Christians mark
	the event in worship? Lesson 5: What happened on Easter Sunday and how do Christians mark the event in worship?
We Assessment 55 Oxcellent.	Lesson 6: How do the stories of Holy Week and Easter link with the idea of Salvation

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Art, this term has involved exploring ways of painting on rocks, making sculptures with sticks and twigs. The children made animal pictures with leaves, learnt how to weave with natural materials and explored ways of making mandalas.

The children designed and made collages linked to their theme Earth Art this had cross curricular links with their character development learning journey; to be able to develop perseverance, resilience and team building skills.

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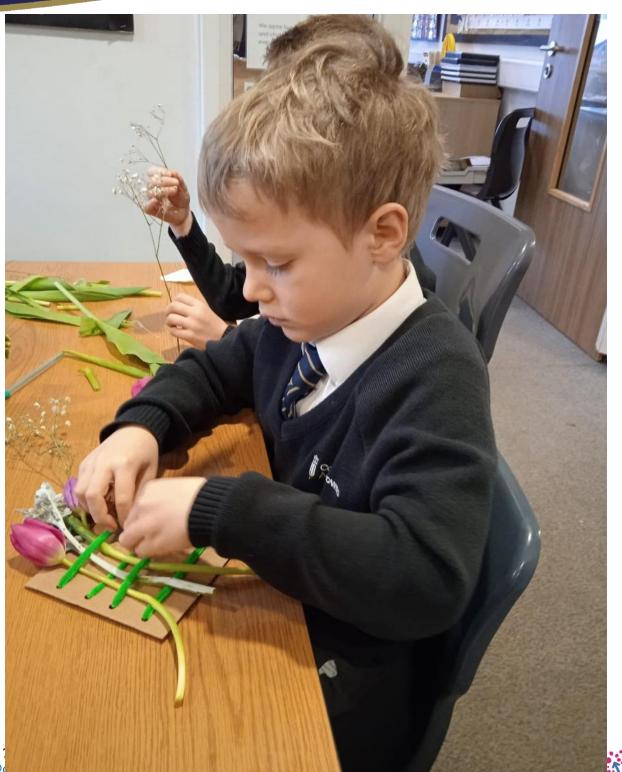


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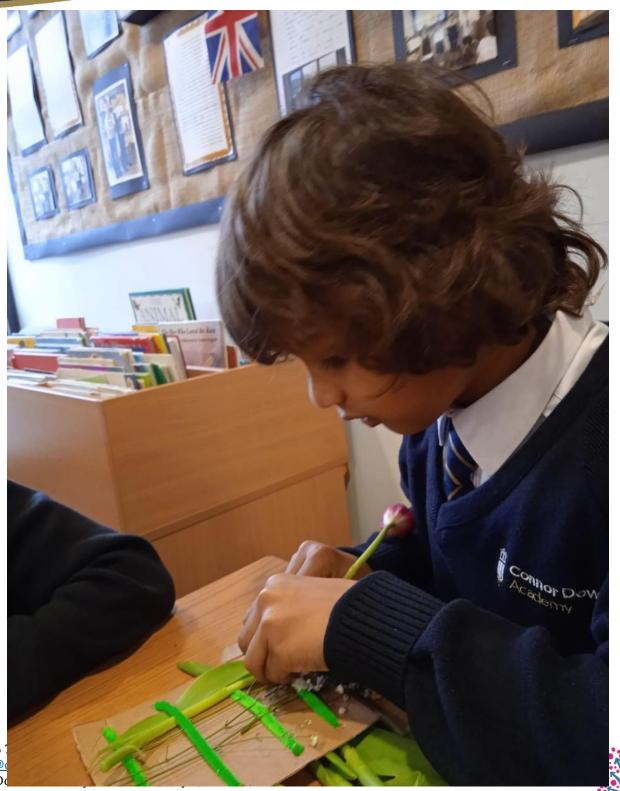


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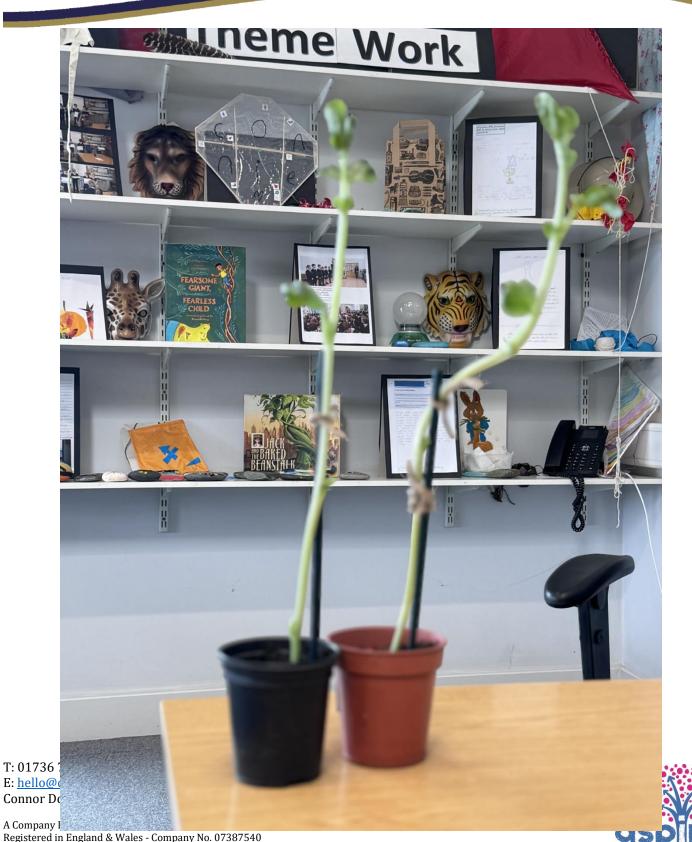


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The children have completed a variety of DT activities through our theme Mechanical Systems. The children really enjoyed and developed their skills through our challenge to construct a vehicle. The children learnt to investigate a variety of vehicles and their uses and features. They investigated wheels, axles and chassis, ways to create the body of the vehicle prior to creating, making and evaluating their own products. Cross curricular links were made with science, maths, and English.



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In PE the children have develop fundamental movement skills, becoming increasingly competent and confident. They have had access to a broad range of opportunities to extend their agility, balance, and coordination.

Spring 1 focused on tennis skills with a coach from Hayle Tennis Club. The children learnt to throw and catch a ball with control, to control a ball with a racket and perform a forehand.

Spring 2's theme was Dance. Skills learnt involved developing a whole group movement, using improvisation to various dynamics and movement qualities, exploring using their whole body to create sequences of movement and exploring music as a stimulus.

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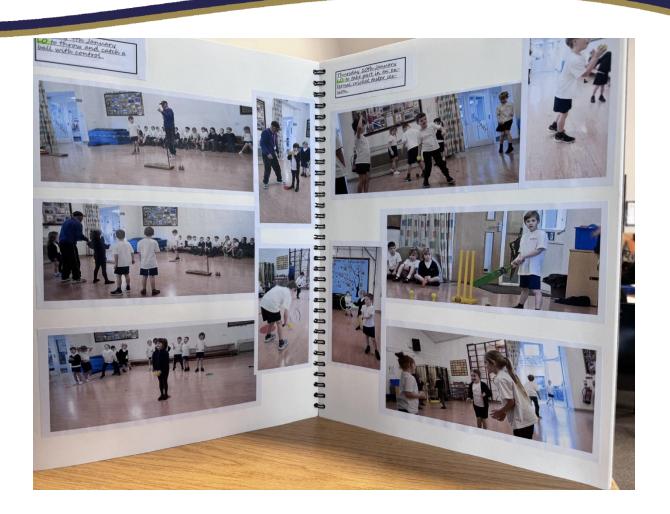


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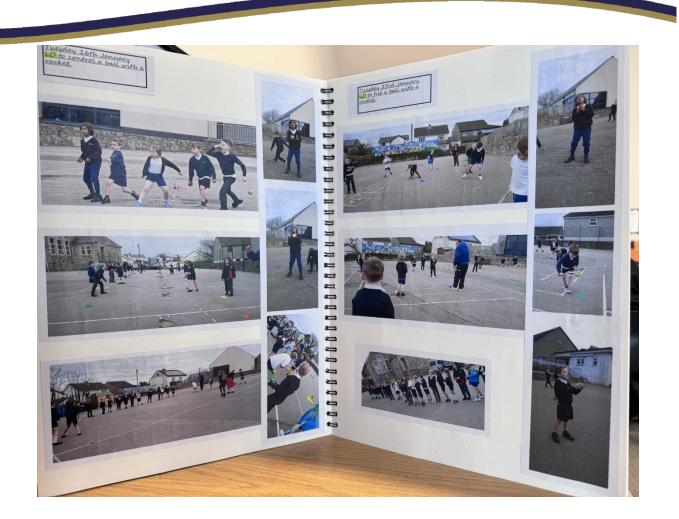


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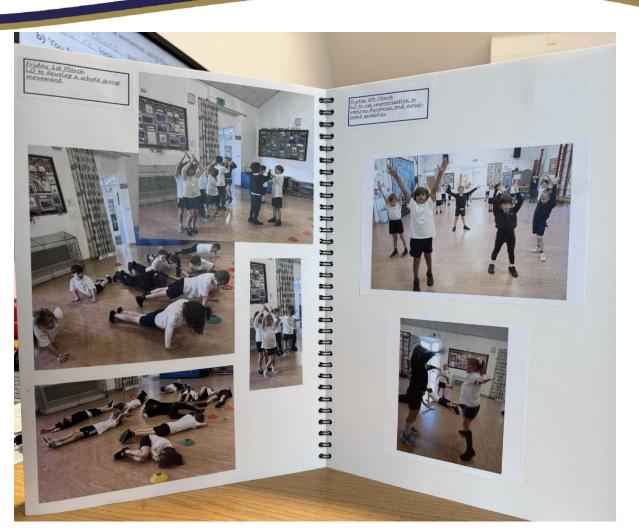


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The children have continued their music journey by listening to an appraising the song Zootime, a reggae song. The children enjoyed learning to sing and play instruments to the song. Also to improvise and compose their own adaptations.

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Wishing you and your families a happy and restful Easter break. Looking forward to seeing you all in the summer term. Thank you for all your support and kindness.



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