

Head of School: Mrs J Eddy

#### Year 2 Spring Term Newsletter 2023.

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

In Year 2 the children's spring reading journey began by reading and expressing how text makes them feel and using rhyme and alliteration to create their own magic spell poems. The children practised reciting a poem dramatically. All our reading is supported by our daily spelling programme, SPAG, guided reading programme and twice 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 a 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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and predicting what might happen based on what has been read so far). 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.

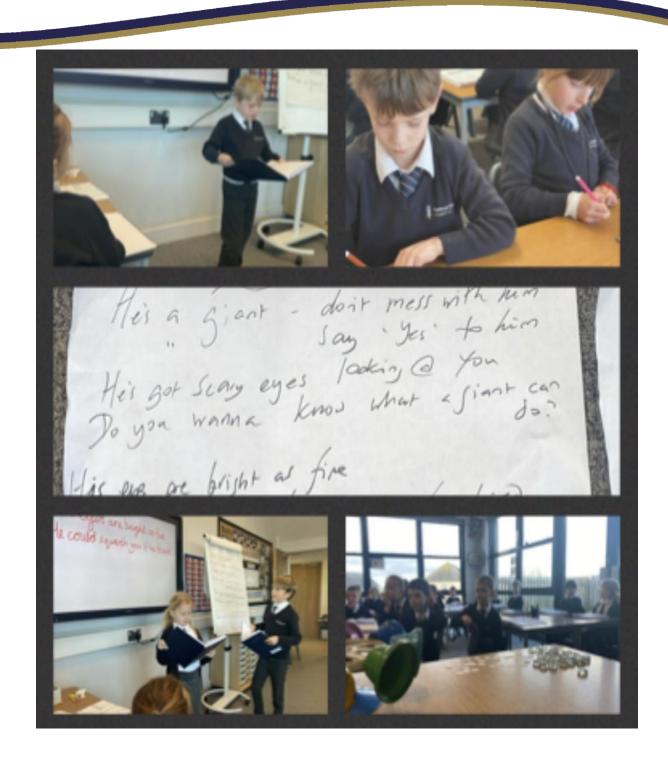
The children's poetry was supported and enhanced by a workshop with a local poet, Sally Crabtree.

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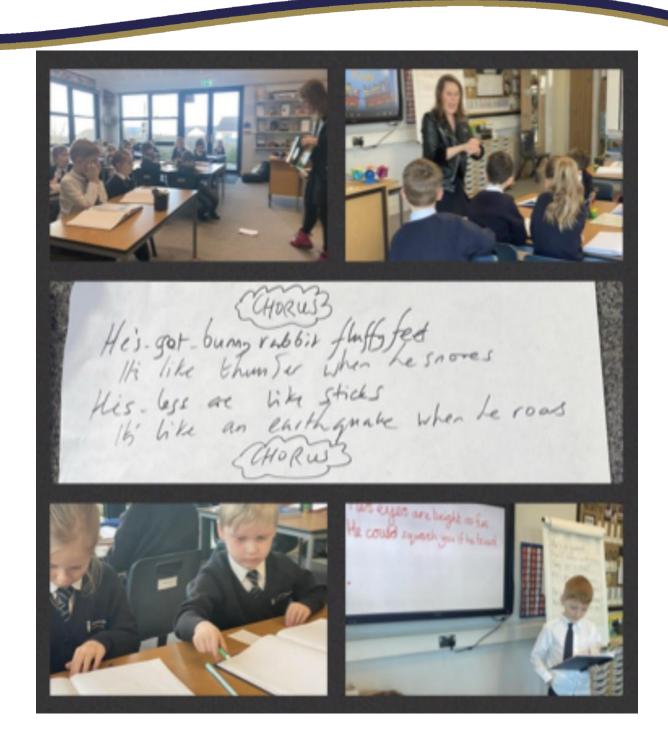


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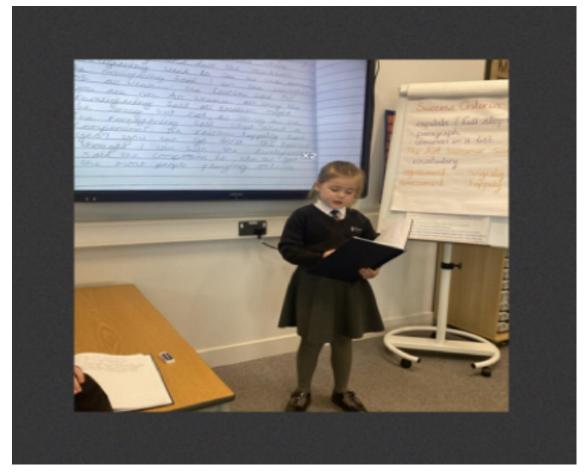
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During our second English focus the children wrote stories based on the Aesop fable, The Sun, and the Wind. The children explored the fable through drama and music, they planned their own stories inventing new characters and including a moral. (National Curriculum Year 2 Reading, to read words containing common suffixes and writing for different purposes). The children used lots of the inspiring ideas from Jackie Morris's book in their own story writing. The children wrote in clear parts and included speech. During our SPAG lessons the children learnt how to write and punctuate speech. 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.



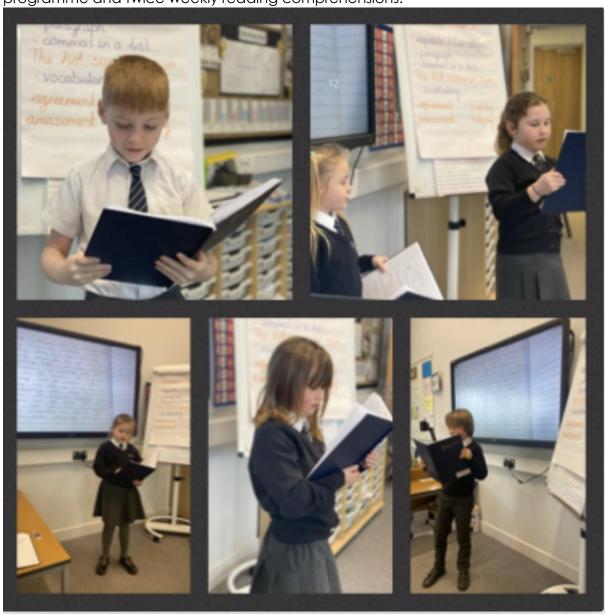
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All our writing is supported by our daily spelling programme, SPAG, guided reading programme and twice weekly reading comprehensions.



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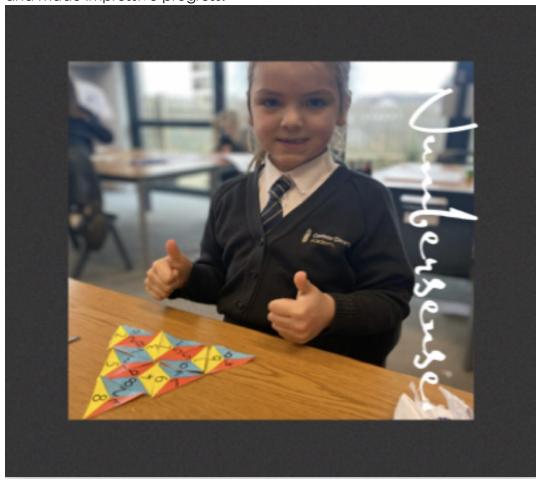




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In maths the children have had an exciting and challenging term. The children's first unit was money followed by multiplication and division. I saw lots of evidence of reflective enquiry and independent learning as the children demonstrated their skill 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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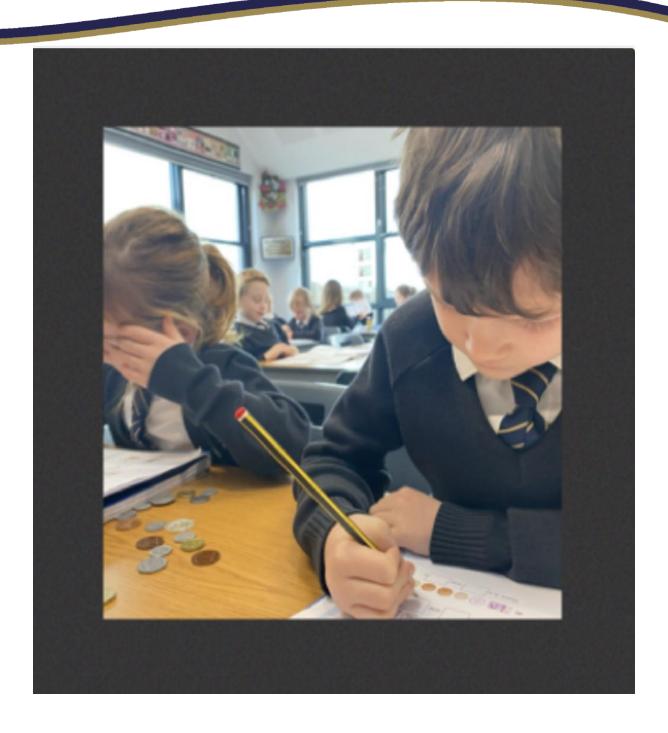


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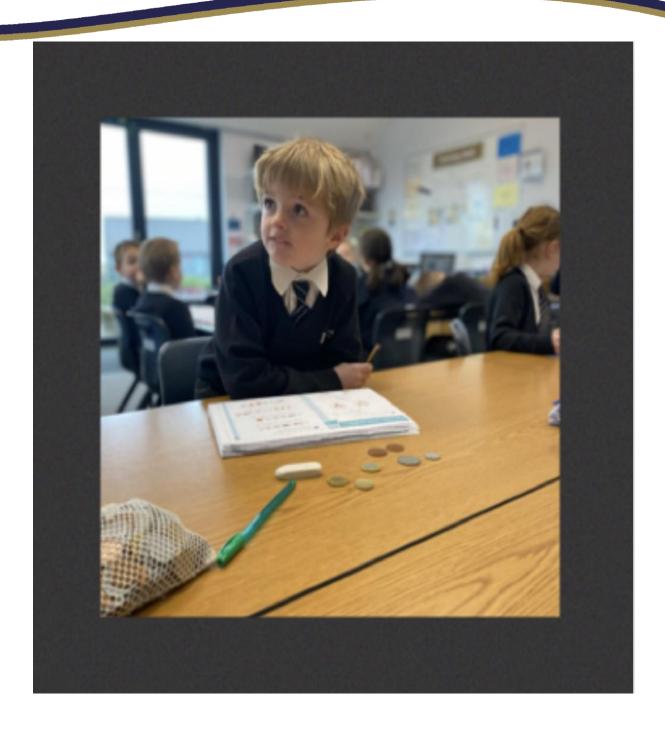


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History this term has cross curricular links and involved a study of black history matters.

The children learnt about The Great Fire of London exploring their intent Question: How did London change after The Great Fire? Pupils developed their historical enquiry by using photographs and illustrations to compare London today with London in 1666 and maps to explain some of the ways London has changed over time. They discovered that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. The children read extracts from Samuel Pepys diary and explained what they tell us about the fire. The children also distinguish between objects, writing and pictures as historical sources.

Alongside this the children's historical understanding learning journey began by explaining some of the ways in which London was different in 1666 to today. Discovering the key events of the Great Fire of London and researching some of the factors that made the Great Fire last so long and be so difficult to put out.

Chronological Understanding was developed as the children learnt that the Great Fire of London took place in the Stuart period. The children placed the Great Fire of London on a timeline and explored this further through activities linked to our whole school timeline.

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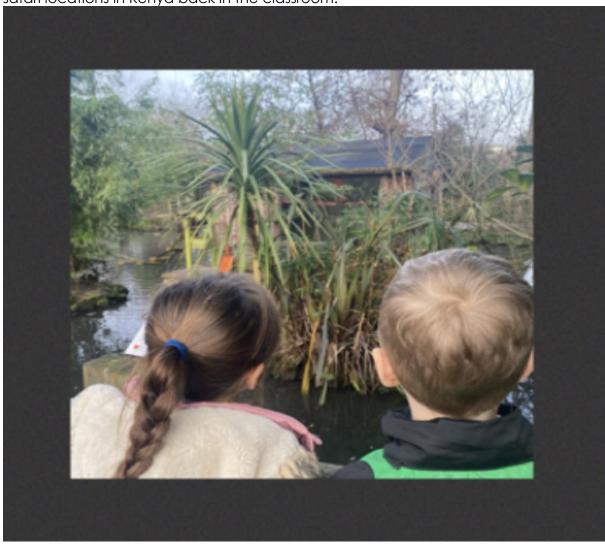




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In addition the children have learnt about special annual events of historical importance.

Our spring term school trip was geography based and also supported our writing unit. The children followed up their learning, On Safari with a trip to Newquay Zoo. During the visit the children learnt about safari animals, the savannah habitat and endangered species. The children had a wonderful time and it inspired their study of safari locations in Kenya back in the classroom.



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In geography Year 2 have learnt to compare town and country life, find out about life of pupils in another school and know where our school and the link school are on a map of UK. Also, as part of their theme Town Mouse, Country Mouse the children identifed the features of the UK and surrounding seas and made a model of our area. Their next step was to use aerial photographs and plan perspectives to recognise landmarks and basic physical features, identify the features of my locality, identify symbols used to represent places on a map, use symbols on my maps and create a model of a town and another model of a country area.

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 and Cornwall.

The childrens map reading skills were developed further through their orienteering outdoor learning sessions.



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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

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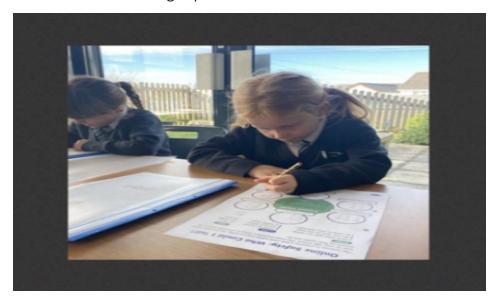


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sequence of stages that plants go through whilst growing. We then grew our own plants and explored the factors that might affect the growth of our seedlings.

In computing, in Year 2, the children had exciting lessons making models and wind turbines, they then used iPads to programme them to move, rotate, make a noise, and managed the speed of their rotations. (National Curriculum Computing Key Stage 1: to understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions). Cross curricular links were made to enhance the children's understanding in maths on shape and direction and their weather study in geography. The children have been focusing on online safety, communication, and collaboration.

The children have written and sent a pen-pal letter via email to our link school. We focussed on sending suitable and purposeful emails and developing awareness of appropriate language (National Curriculum Computing KS1 to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies).

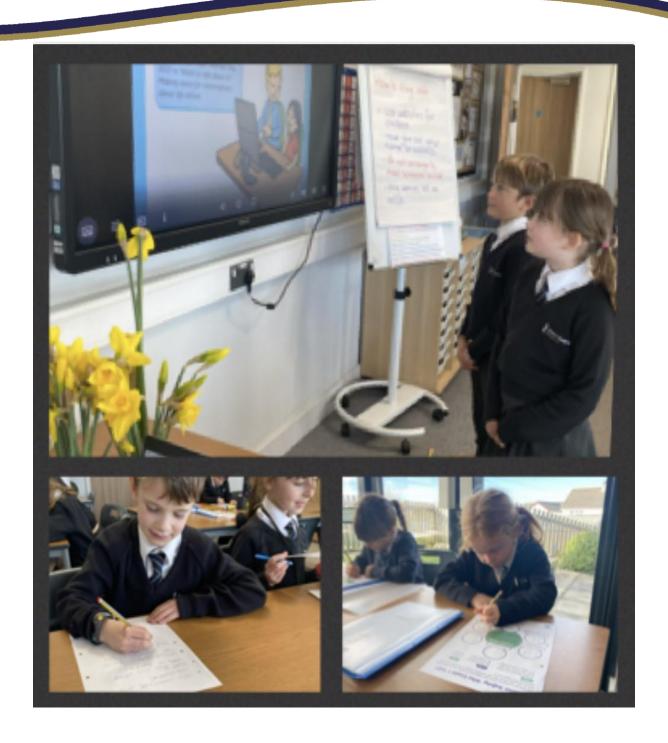


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RE has seen the children developing their understanding of Christianity. Our focus has been to explore Salvation and why Easter matters to Christians. The children began by taking a springtime walk looking at signs of Easter and new life. They discussed the signs that tell us that Easter is coming. The children then shared the Easter story expressing their thoughts, feelings, and questions. Pupils made Bible timelines using artwork and keywords. They then looked at Easter egg connections and how they symbolise new life. The children's work was cross curricular with links to science, outdoor learning, art, geography, and English.



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Art, this term has involved painting, creating sculptures and photography. We launched our painting focus through our theme Blown Away. The children began by exploring the work of artists John Constable and Luke Howard, they made links to their own experience and work and mixed colours with white (tints) or black (shades).

The children designed and made sculptures 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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Their next focus was to use techniques investigating form and space through digital photography. The children learnt about the artist Slinkachu, looked at objects from different positions/angles, created digital photographs which changed the scale using model people and created photos like a micro habitat. This was cross curricular and linked to our science and geography work on habitats. In addition, links were made in English and reading to our focus on Aesop fables.

The children have completed a variety of DT activities through our themes Blown Away and Town Mouse, Country Mouse. The children really enjoyed and developed their skills through our challenge to construct a kite and be able to fly it. The children learnt to follow instructions carefully, decorate the kite with big shapes so that you could see them up in the sky and to keep the string wound up on card so that it didn't tangle. Pupils assessed and evaluated their designs by testing and sharing ideas.

During our theme Town Mouse, Country Mouse the children learnt about different varieties of vehicles and developed an understanding of wheels, axles, and chassis. Next, they analysed products (vehicles), observed join components used in various ways to create movement and understood the need to use temporary joins.

The children designed and made a moving vehicle for either Town Mouse or Country Mouse, which will travel, from the top of the hill all the way to their door. The children included: wheels which were attached securely to the axle or wheels, our vehicle needed to travel in a straight line (at least 50 cm) and carry a small figure.

Cross curricular links were made with science, maths, and English.

In games 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.

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The children have engaged in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. The children have been taught to master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities and participate in team games, developing simple tactics for attacking and defending. Cross curricular links to character development and science have been made.



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The children have continued their music journey by describing what we hear referring to musical elements, representing environmental sounds using instruments/body percussion and working with others to create a soundscape. They did this for an urban and rural landscape.

Next the children learnt the song Town Mouse, Country Mouse and sang and spoke it rhythmically (rap), changing the lyrics of a melody and rap and performed in a

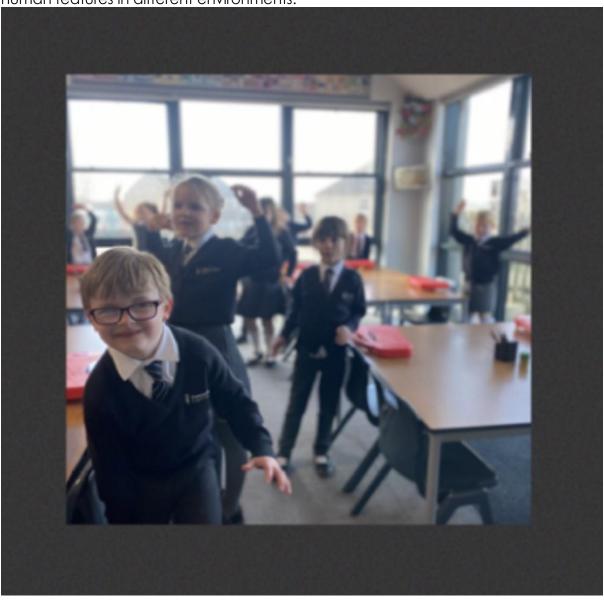
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small group. They combined their singing, rapping and soundscape work in a composition and worked with others to create a complete piece. This linked cross curricular to the children's learning in geography and their study of the physical and human features in different environments.



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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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