



Connor Downs
Academy

Year 2

Autumn Term 2025

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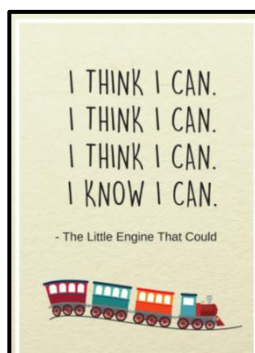
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A warm welcome to Year 2!

We are delighted to share with you our Autumn Term Newsletter, which provides an overview of the exciting learning opportunities and activities the children have enjoyed this term. Inside, you will find information about our curriculum, creative projects, and memorable experiences, all of which highlight the achievements that make Year 2 such a special stage in their education. The children have been outstanding in their efforts, and we are incredibly proud of their hard work and enthusiasm.



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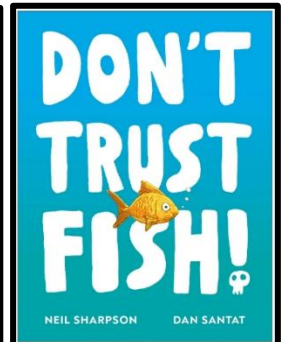
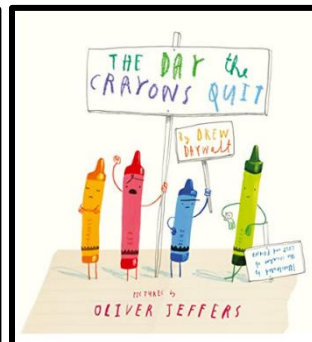
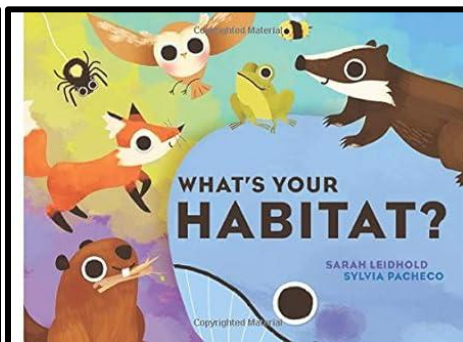
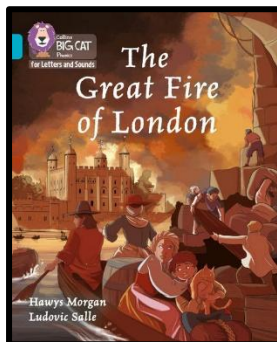
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Books we have enjoyed reading this term.

"Reading is Everything"



Pupil Voice



Pupil



Voice

Adam: "I would have wanted to help Samuel Pepys save his cheese!"

Missy: "I learned that a desert is a habitat too, even though it looks empty."

Lowenna: "I liked how the crayons had feelings; it made me think my pencils could talk too."

Bowen: "Fish don't talk, so you never know what they're thinking."

Jacob: "You can find snakes in the rainforest"

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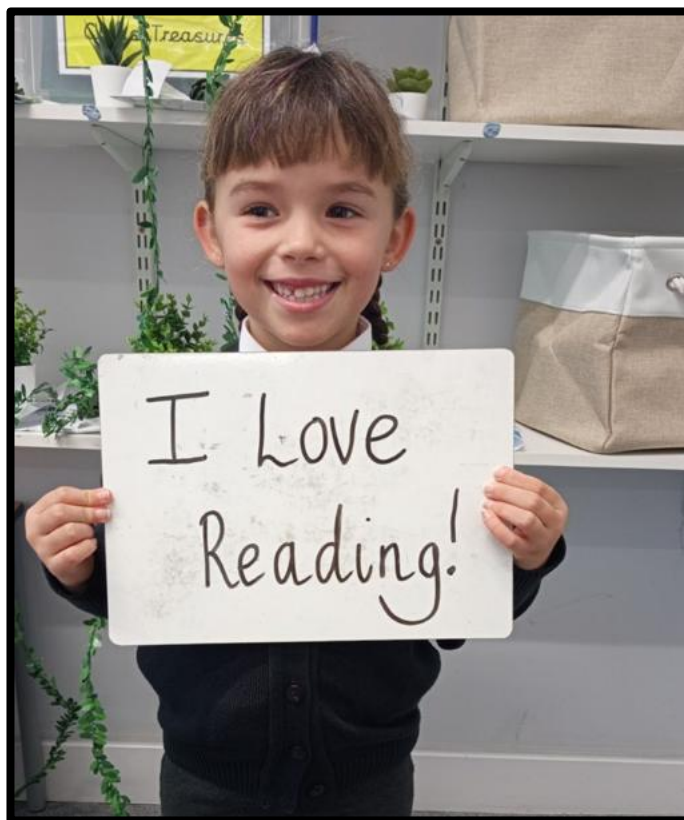
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Practise Reading sessions

Throughout the autumn term, Year 2 pupils have taken part in regular guided reading sessions designed to strengthen their fluency, comprehension, and enjoyment of texts. Each week, children have worked in small groups with an adult to practise decoding strategies, explore vocabulary, and discuss the meaning of stories and information texts. Sessions have focused on developing confidence in reading aloud, answering questions using evidence from the text, and making predictions about what might happen next. Pupils have also been encouraged to share their personal responses, fostering a love of reading and building critical thinking skills. Across the term, we have seen excellent progress in both accuracy and understanding, and the children have shown great enthusiasm for the books they have explored.



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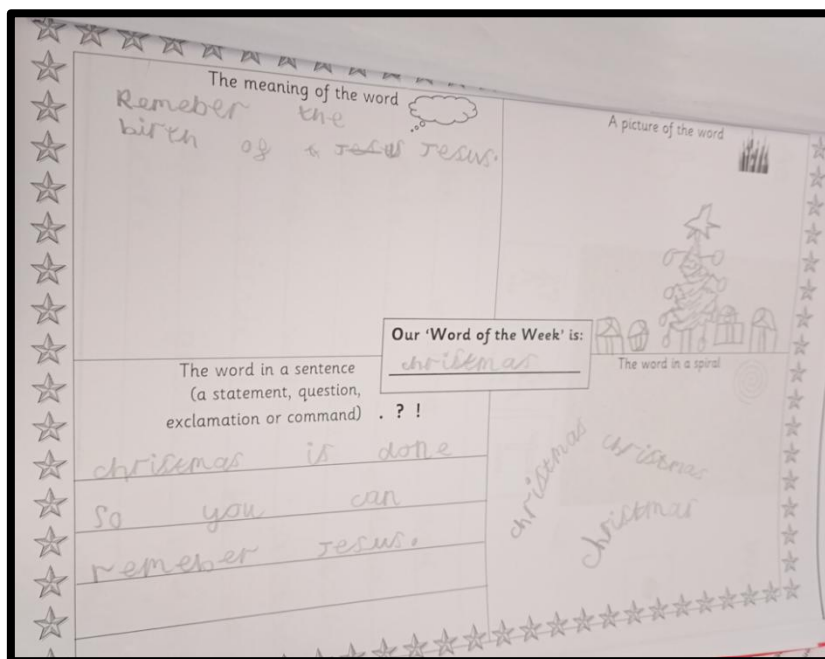




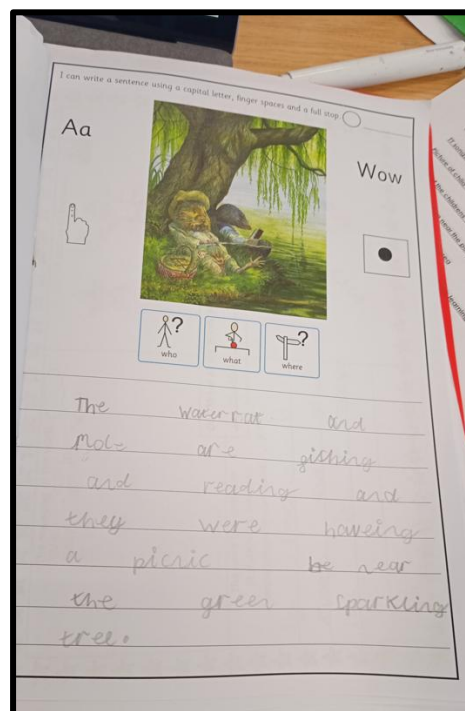
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Year 2 Spellings List	1st attempt	2nd attempt	3rd attempt
cities	cities	cities	cities
shriek	shriek	shriek	shriek
friend	friend	friend	friend
sorry	sorry	sorry	sorry
action	action	action	action
measure	measure	measure	measure
great	great	great	great
myth	myth	myth	myth
reply	reply	reply	reply
basic	basic	basic	basic
water	water	water	water
please			



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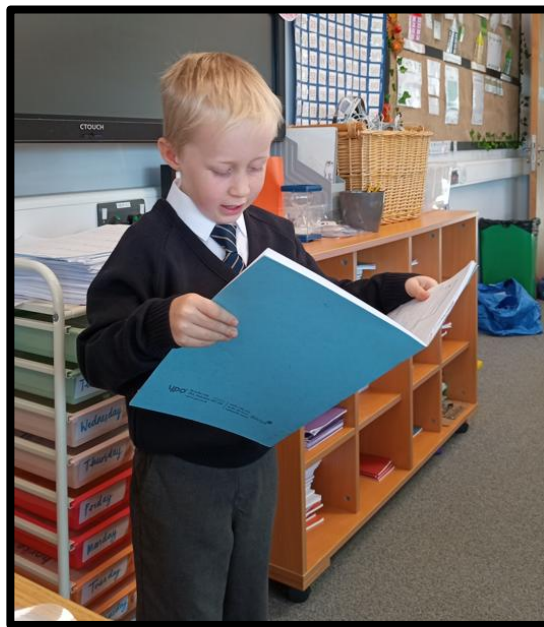
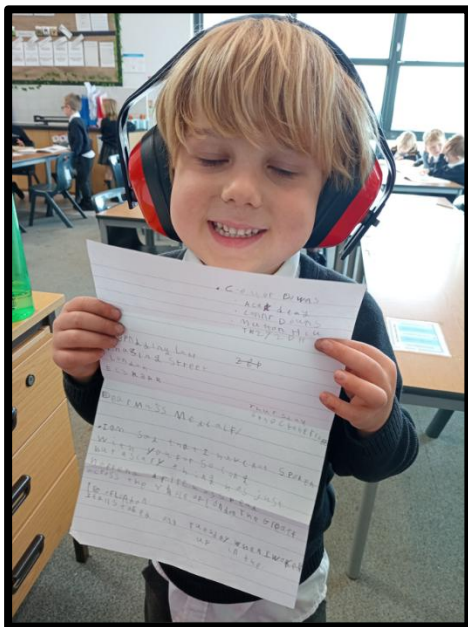
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English – The Great Fire of London

This Term, Year 2 have explored the events of the Great Fire of London through narrative writing, using a range of innovations to bring history to life. The children have been immersed into cross-curricular learning opportunities where they have experimented with diary-style entries in History. Imagining themselves as eyewitnesses in 1666 and enriched their stories with sensory language to describe the sights, sounds and feelings of the fire. The children created characters such as bakers, neighbours, and even Samuel Pepys, adding dialogue and emotion to their accounts. To dig deeper into their learning, Year 2 used repetition, onomatopoeias, and similes. These innovations helped the children to sequence events clearly, develop empathy, and produce creative memorable narratives that captured both the drama and significance of the Great Fire of London.



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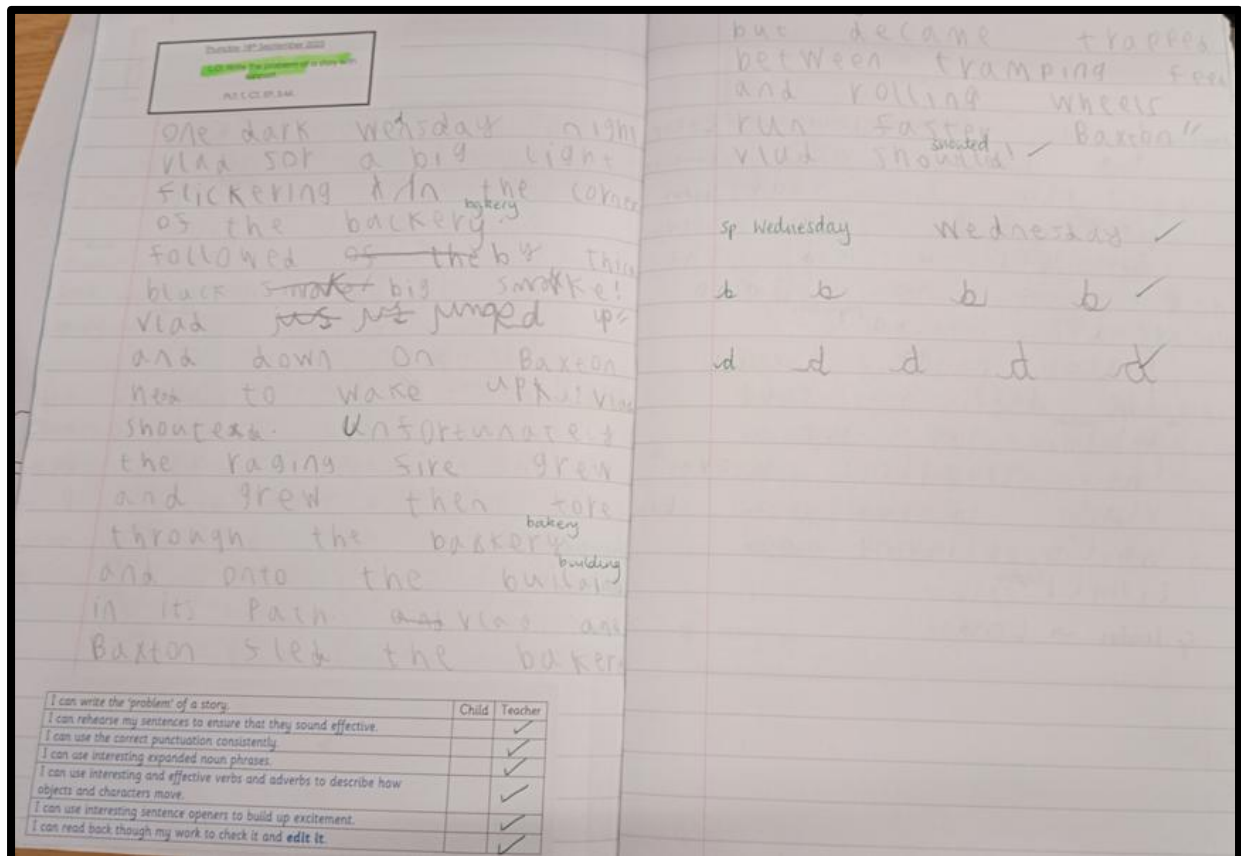
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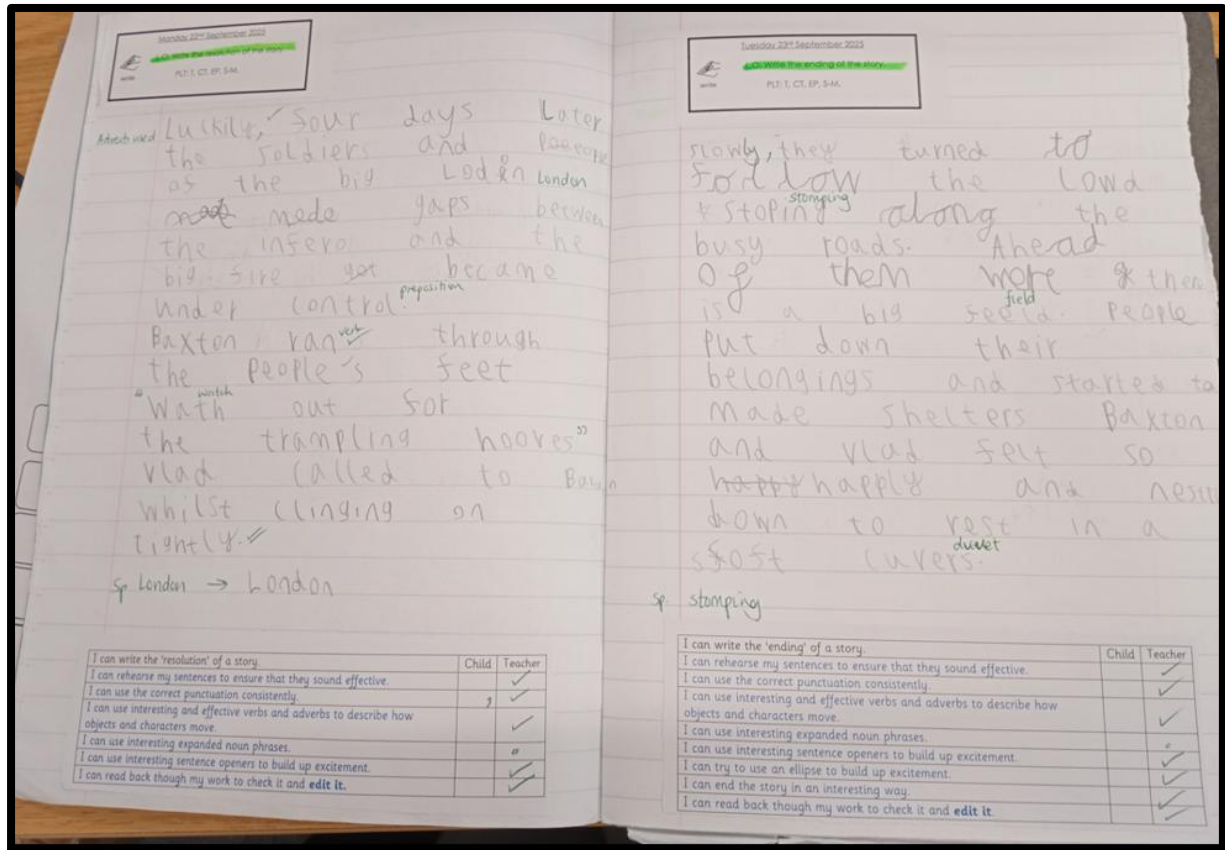
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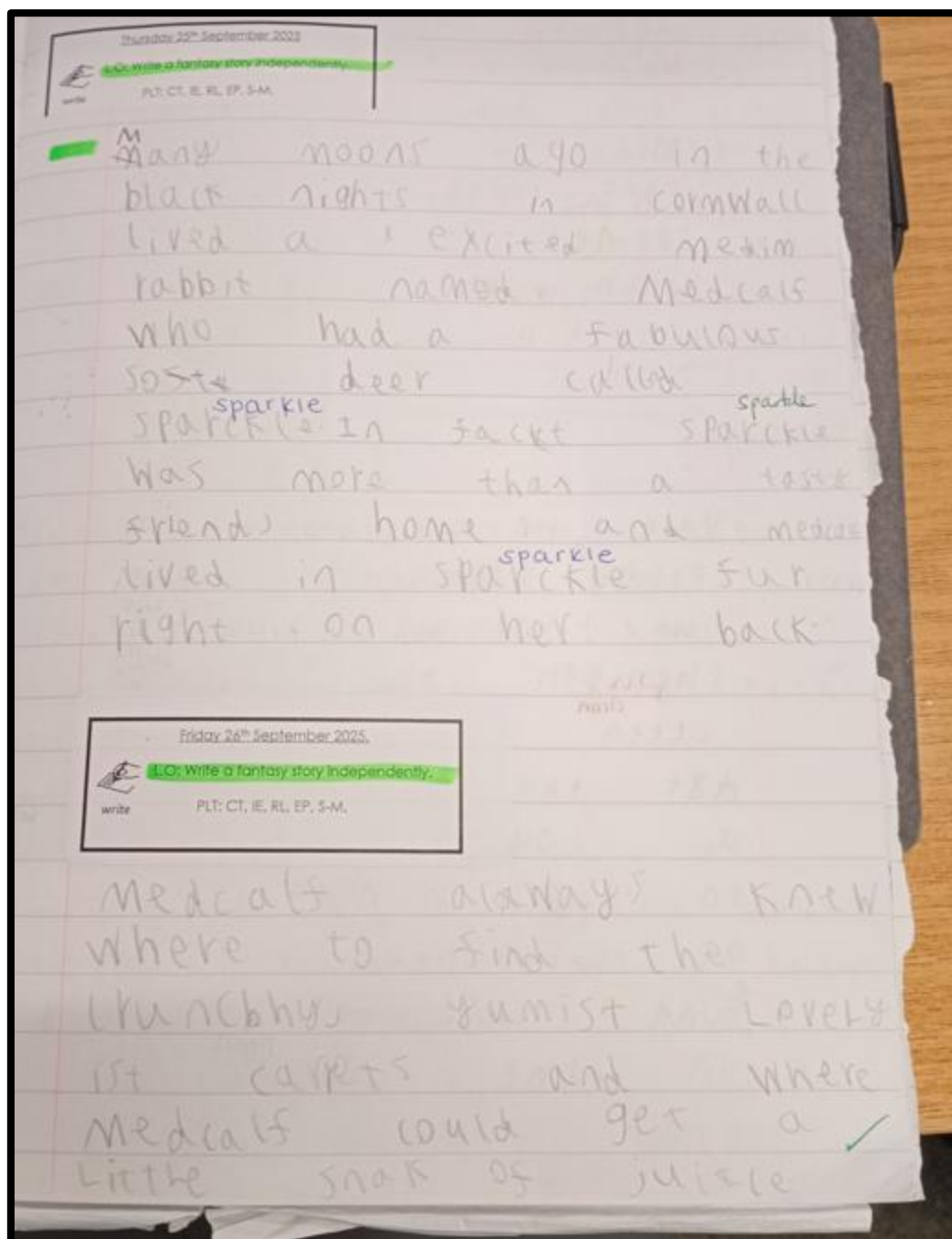
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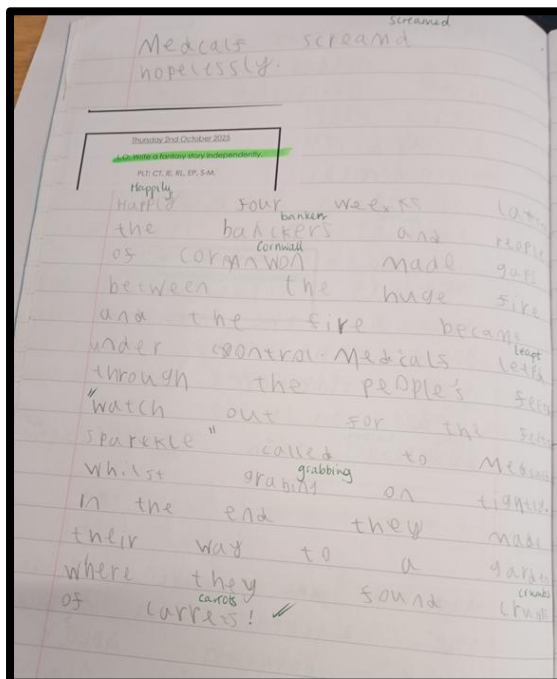
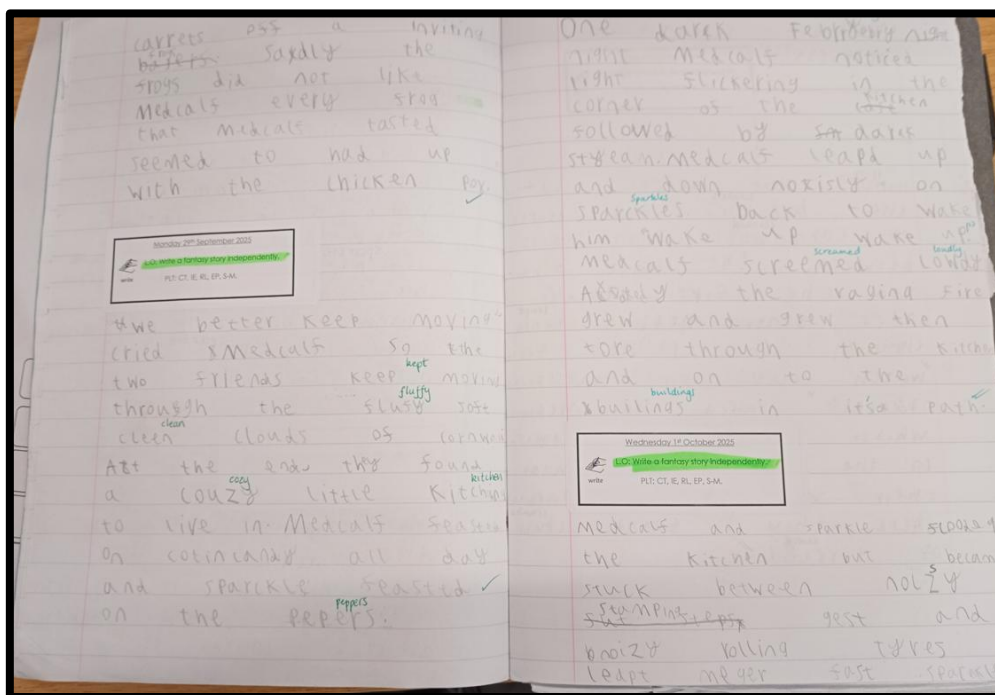




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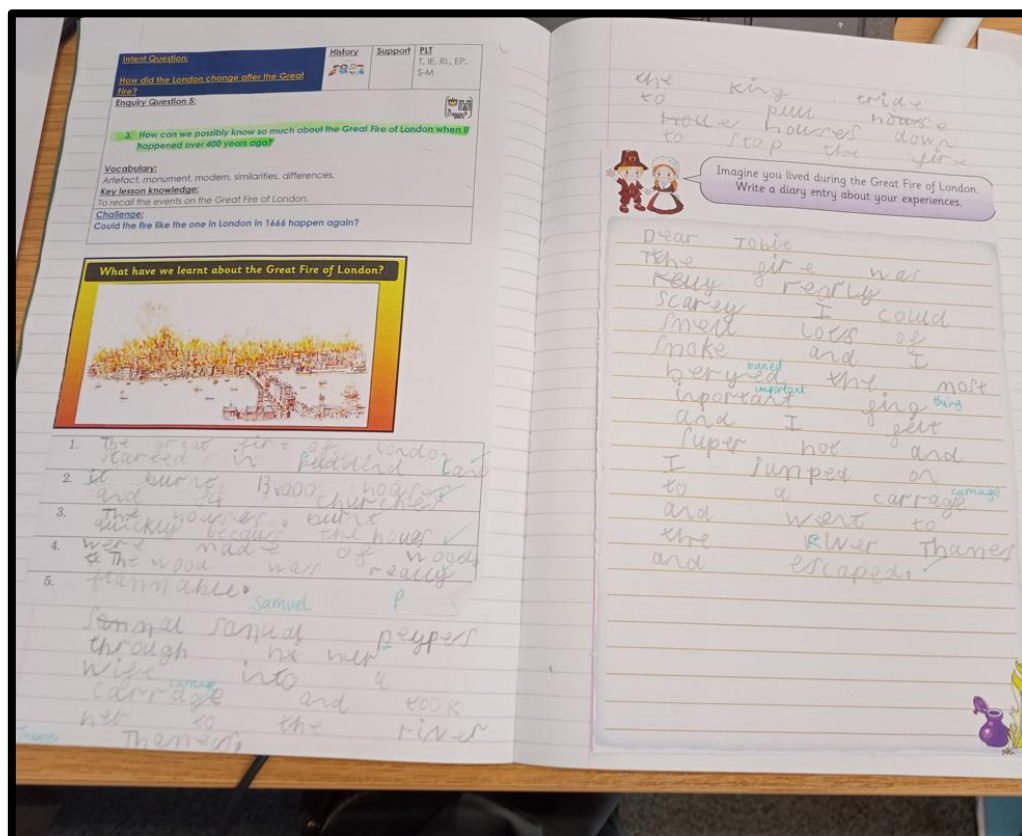
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Pupil Voice



Pupil



Voice

Emily: "I wrote my diary entry about my sister and stepped back in time and pretended we were apart of the Great Fire of London"

Amelia: "I decided to write about the fact that there were no firefighters in my diary entry".

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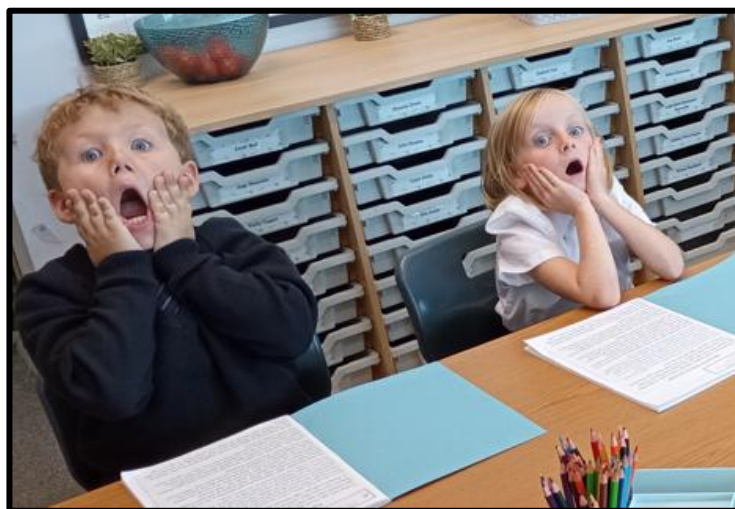
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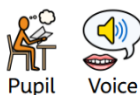
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Pupil Voice



Alexis: "Storytelling was so much fun, I enjoyed playing the part of Vlad".

Zac: "I enjoyed role-playing and reacting the beginning part of the story!"

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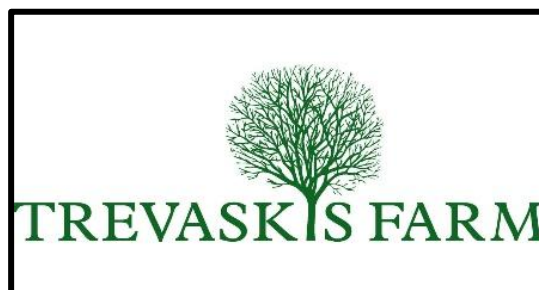
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English – Life at the Farm

During Autumn Term 2, Year 2 children have been developing their skills in writing non-chronological reports linked to our science topic **Living Things and Their Habitats**. They learned how to organise information into clear sections with headings and subheadings, write factual sentences, and use key vocabulary such as *habitat*, *adaptation*, and *survival*. Pupils also practised presenting information logically rather than in time order, and explored features such as diagrams, labels, and bullet points to make their reports more informative.

In English, Year 2 focused on *Animals on the Farm* and the important roles they play in our lives, with a special emphasis on Trevaskis Farm. Children investigated how animals such as cows, sheep, pigs, and chickens provide us with food, clothing, and other resources. They discussed the needs of farm animals, including shelter, food, and care, and considered how farmers look after them throughout the year. This topic has helped pupils to understand the connection between farms, animals, and everyday life, while combining scientific knowledge with literacy skills to produce reports that are both accurate and engaging.



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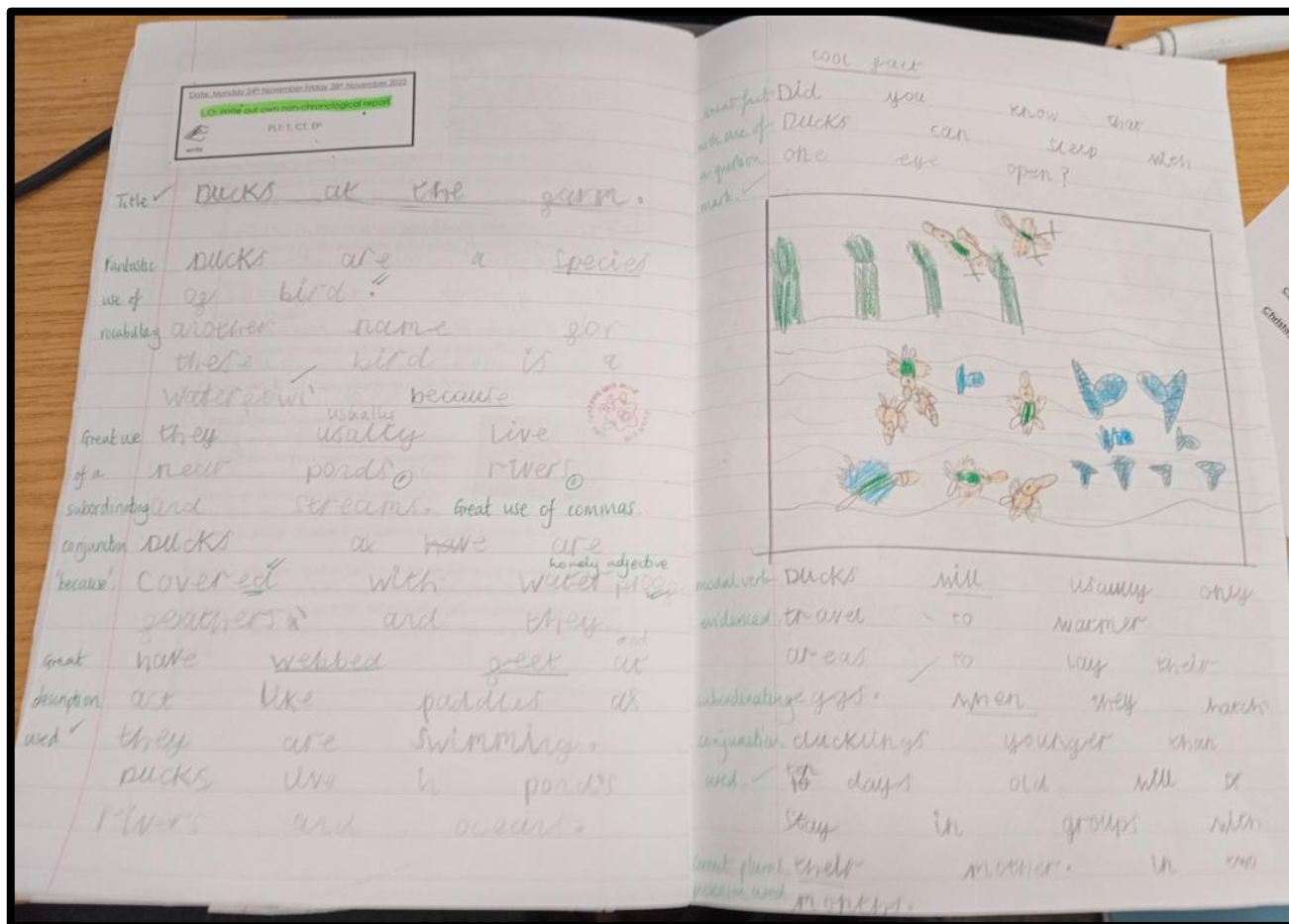
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Pupil Voice



Pupil



Voice

Conor: "I loved learning about dogs and chickens and how they live on a farm".

Freddie: "I found it interesting how horses can sleep with their eyes open"?

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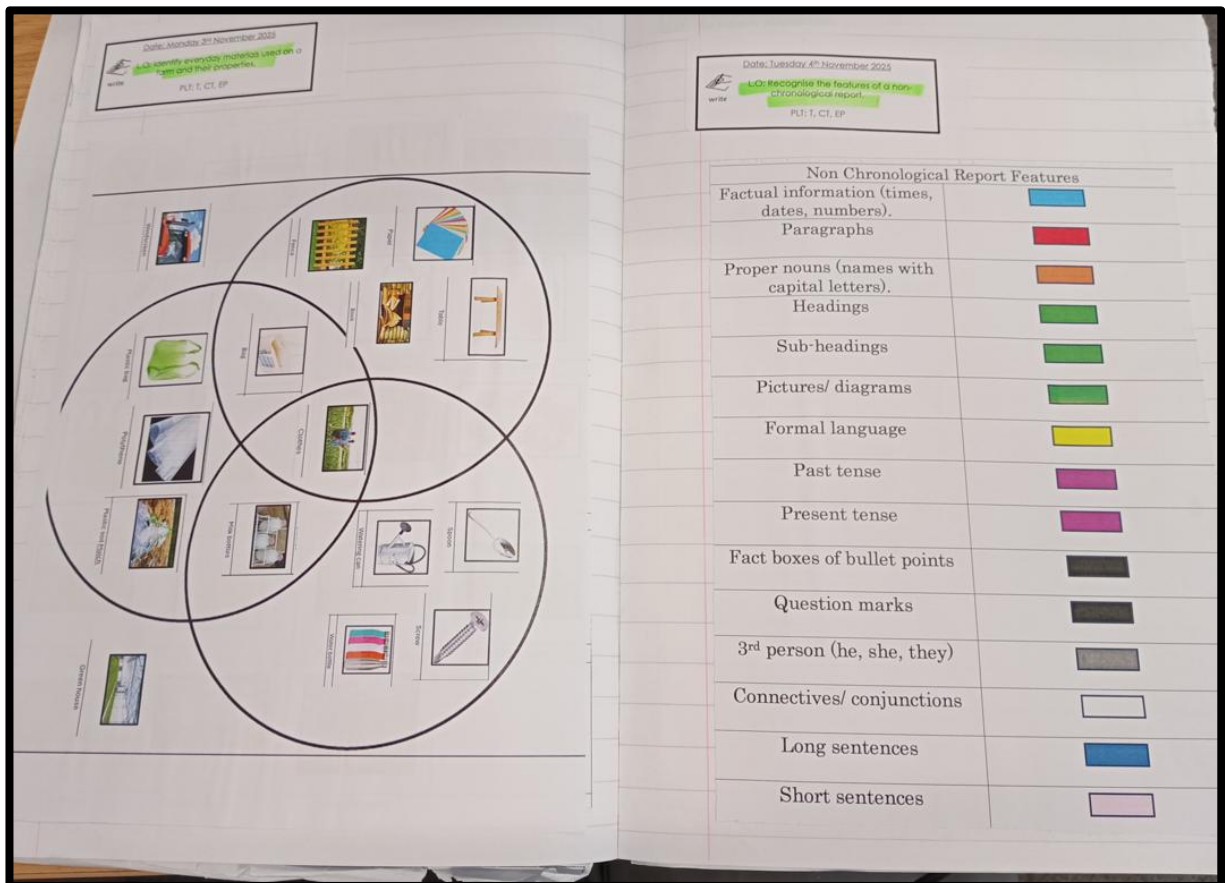
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Pupil Voice



Lilly, Phoenix and Ailla: "We worked as a group to arrange the farm materials into a Venn-diagram. It was interesting to find out the similarities and the differences"

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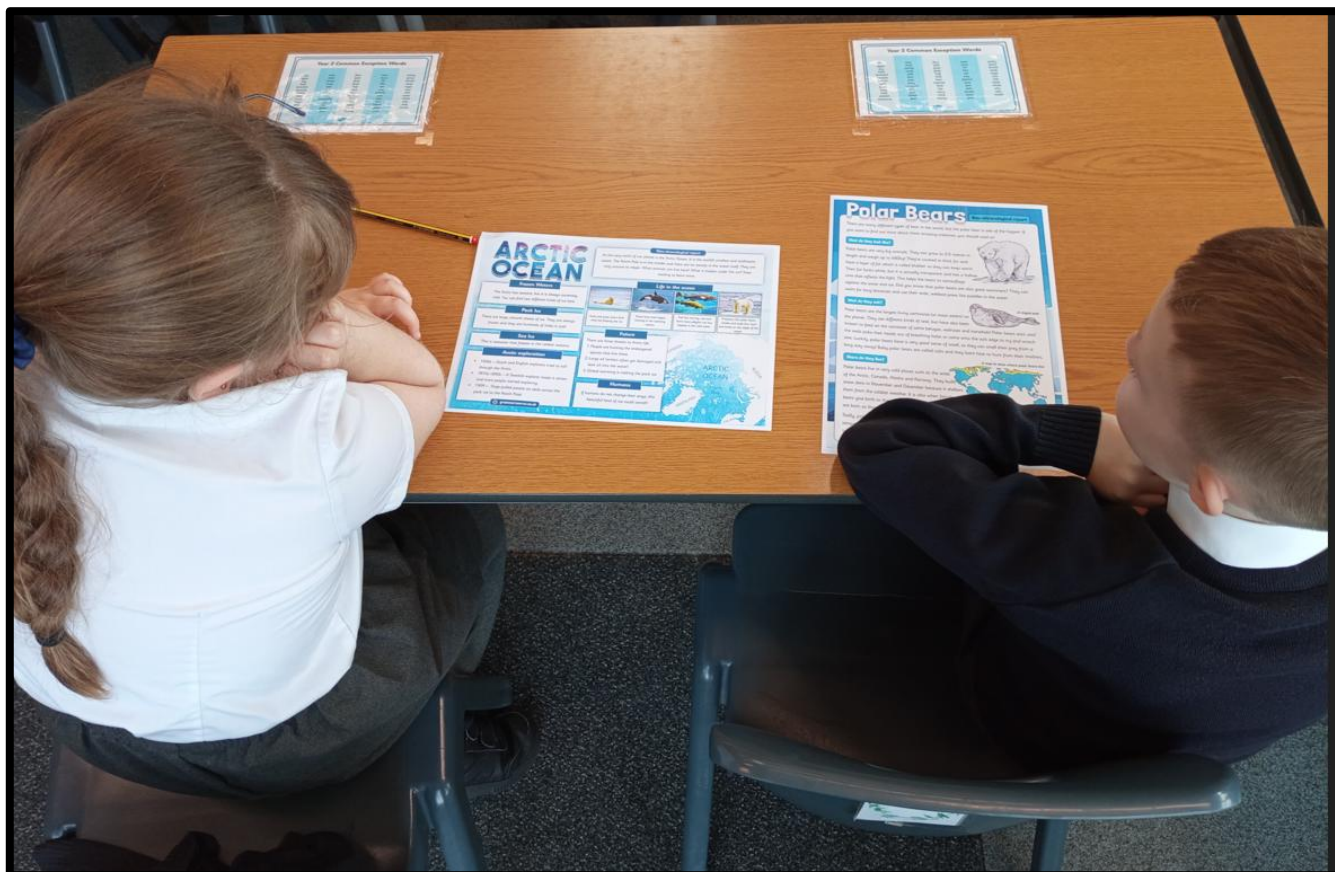
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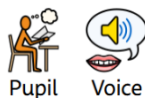
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Pupil Voice



Pupil

Voice

Lily-Rose: "We read the non-chronological report 'Arctic Ocean', and we found out some cool facts- it is freezing in the Arctic!"

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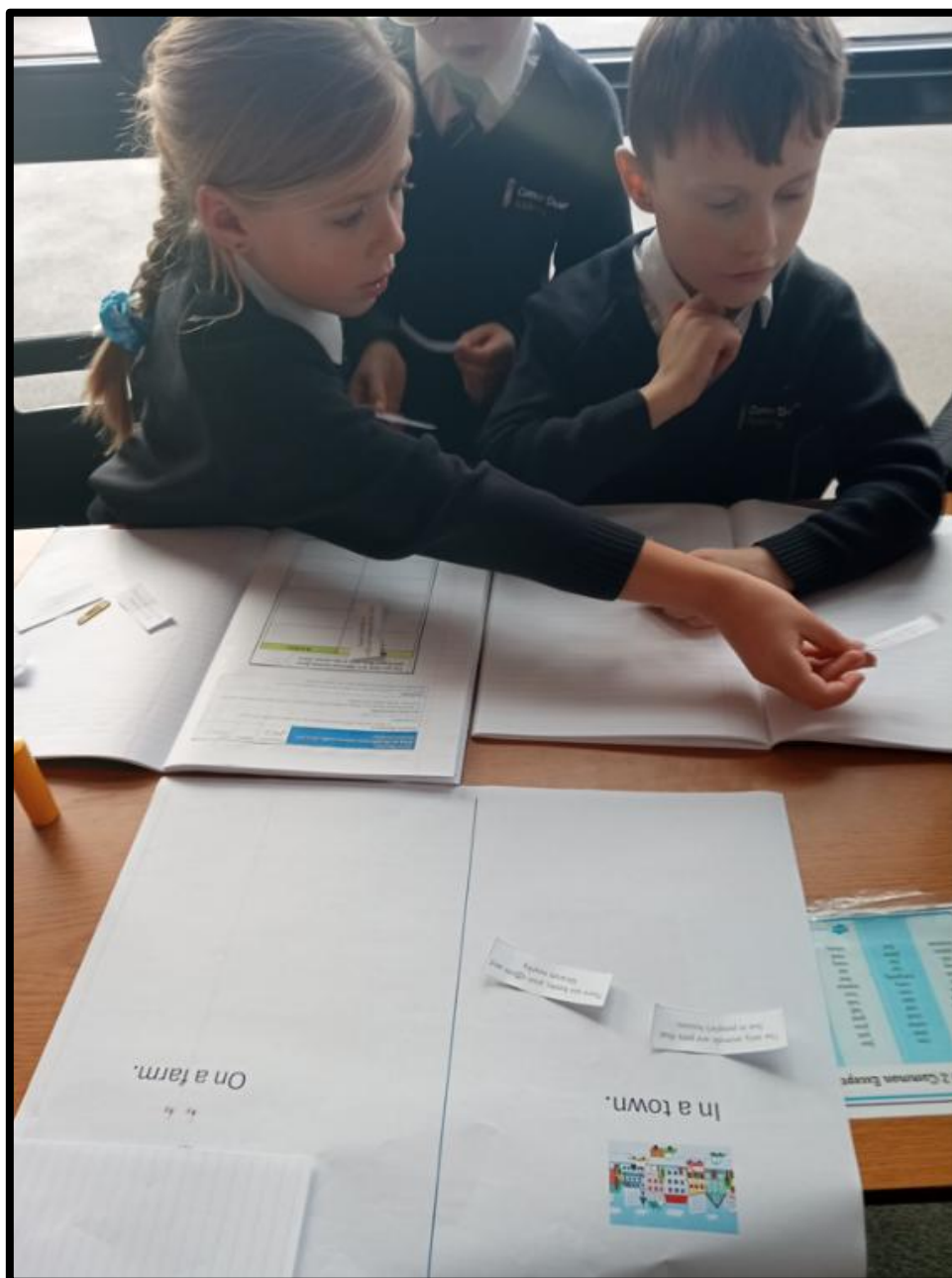




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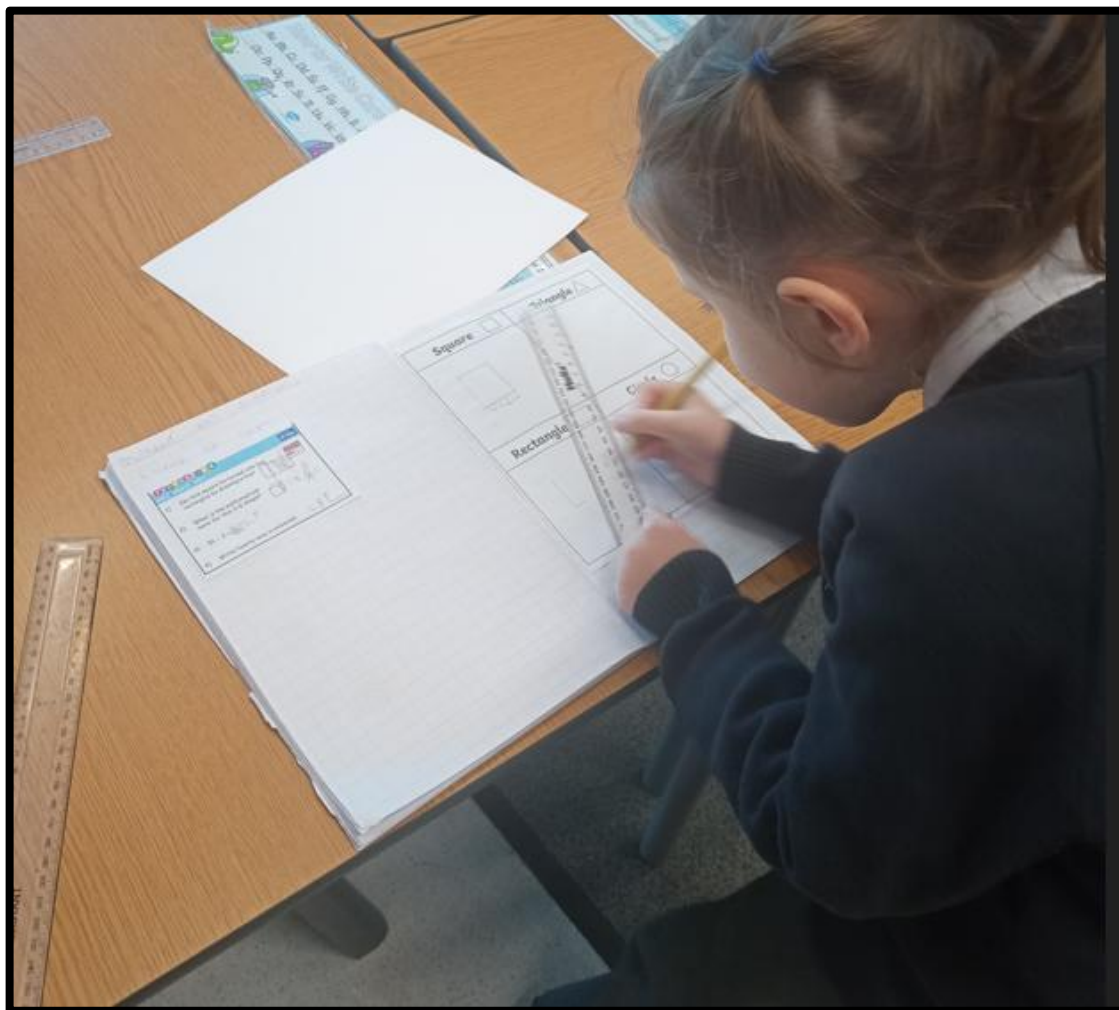


Maths

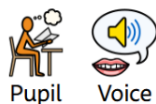
Prior to beginning their maths learning this year, Year 2 pupils took part in a special growth mindset lesson inspired by the work of Dr Carol Dweck. They were taught that in maths, mistakes are not something to fear but an important part of learning. Every time they try, they grow stronger, and each challenge helps their brain to develop. The children learned the importance of perseverance — never giving up — and discovered that with practice comes confidence. As one child summed it up perfectly: ***“Maths is like a puzzle – keep working and you will find the answer!”***



At the beginning of the year, Year 2 pupils were introduced to using a ruler as part of their maths learning, giving them practical opportunities to develop both numeracy skills and real-life application. They practised measuring lines carefully in centimetres, making sure to start at zero and read the scale accurately. This skill was then transferred into science lessons, where children measured everyday materials during experiments and discovered the importance of precision. Their growing confidence with measurement has also supported their understanding in shape work and problem-solving activities, helping them to apply maths skills meaningfully in real-life contexts.



Pupil Voice



Pupil

Voice

Ava H: *"Using a ruler is important for life skills and I know how to use one when I need to measure something in my learning".*

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This term, Year 2 pupils have been strengthening their understanding of place value, learning to recognise the value of each digit in two-digit numbers and using this knowledge to compare and order numbers confidently. They have practised the first two operations — addition, subtraction, — through practical activities, problem-solving tasks, and written methods, developing both accuracy and fluency. In shape work, children explored 2D and 3D shapes, identifying their properties such as sides, vertices, and faces, and using mathematical vocabulary to describe them. These lessons have helped pupils to build strong foundations in number and geometry, while encouraging them to apply their skills in real-life contexts and collaborative problem-solving.



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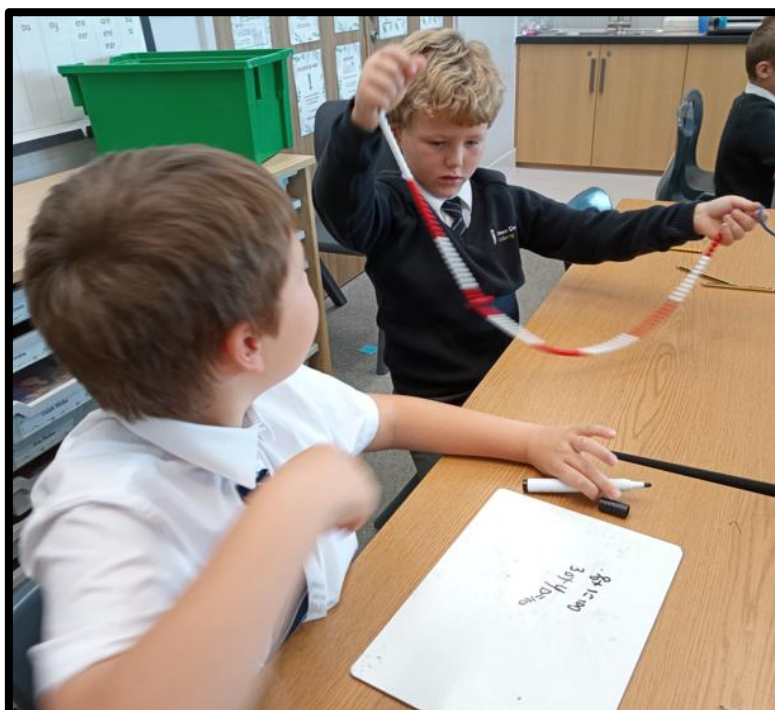




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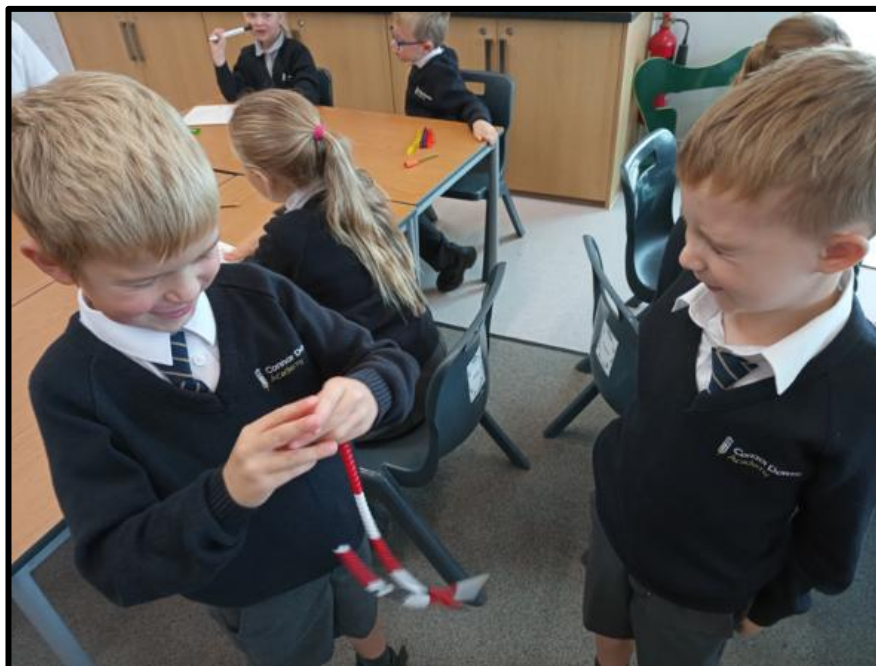
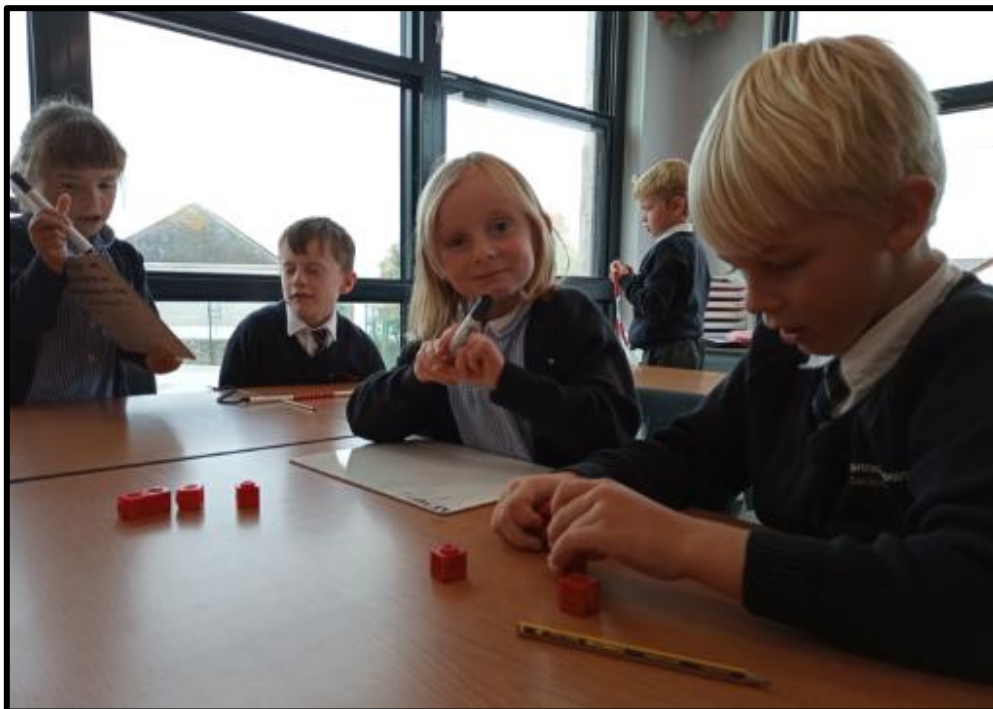




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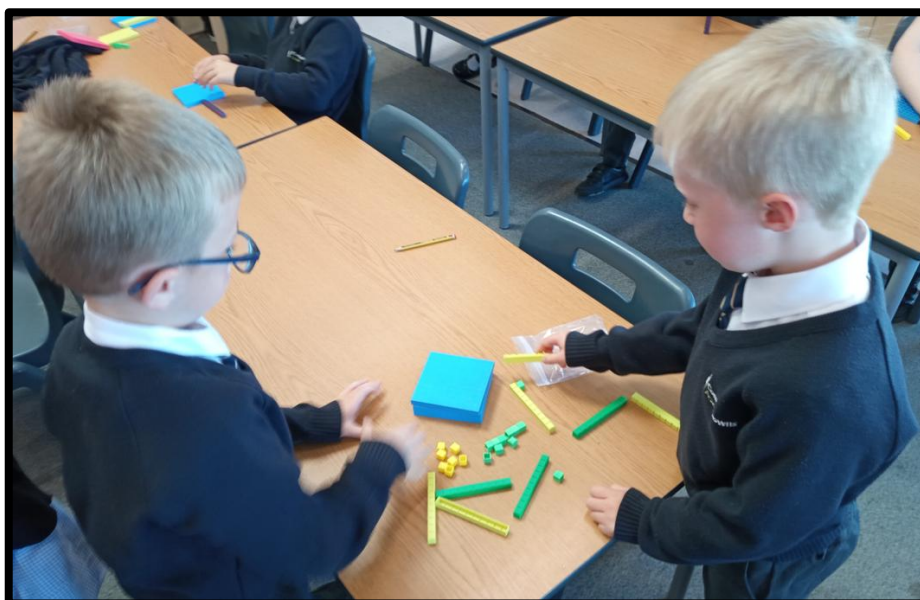
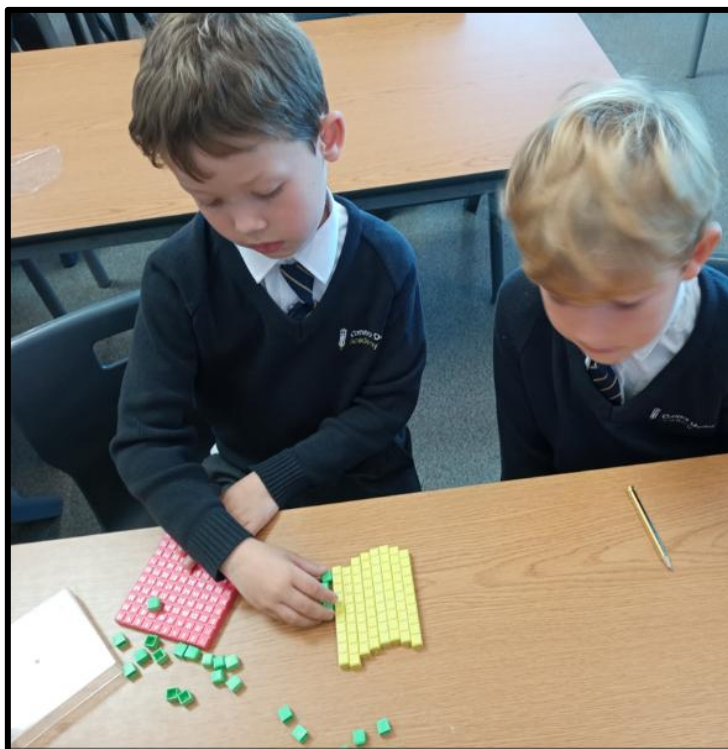




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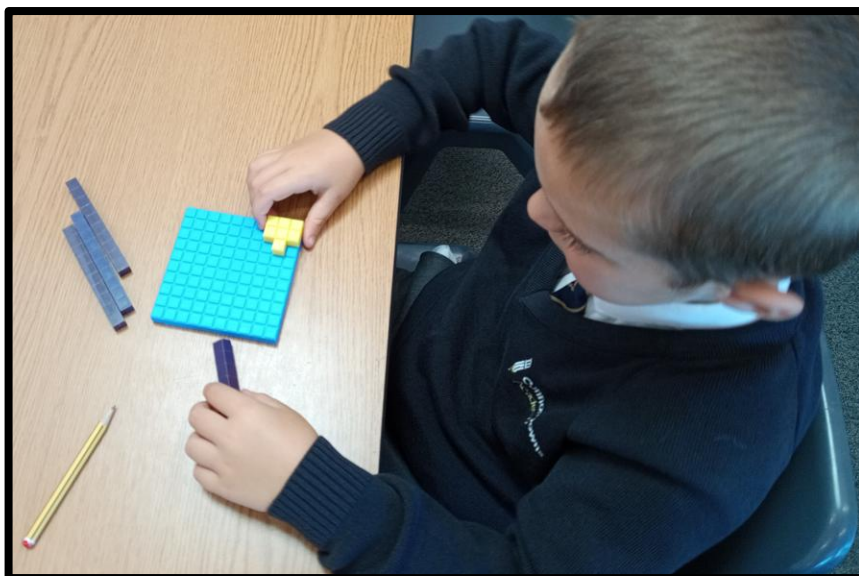




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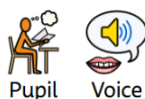
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Pupil Voice



Ava R: "Miss Medcalf helped me to understand two-digit numbers in our place value lesson".

Bowen: "I used counters and stuck them to the flipchart paper to show the value of my tens and ones".

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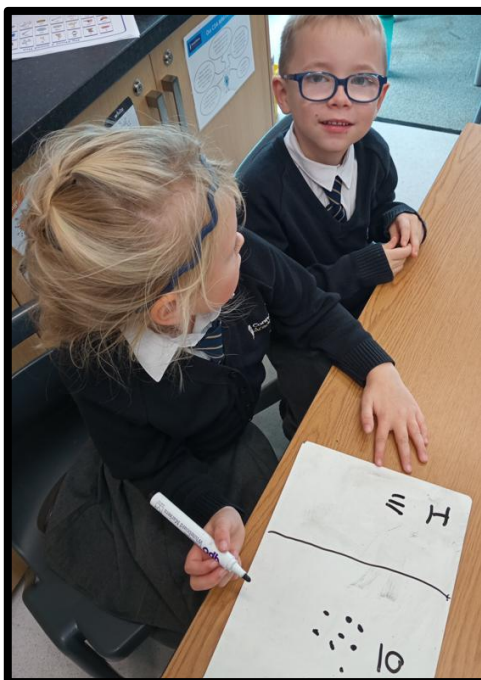




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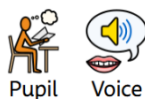
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Pupil Voice



Pupil

Voice

Emily and Florence: *"The number square helps us when we were solving column addition and subtraction and to help us count forwards and backwards to 50!"*

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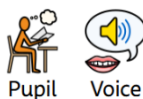
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Pupil Voice



Delilah: *"I enjoyed arranging the curved shapes".*

Alexis: *"I organised the shapes that were cubes and has 6 faces".*

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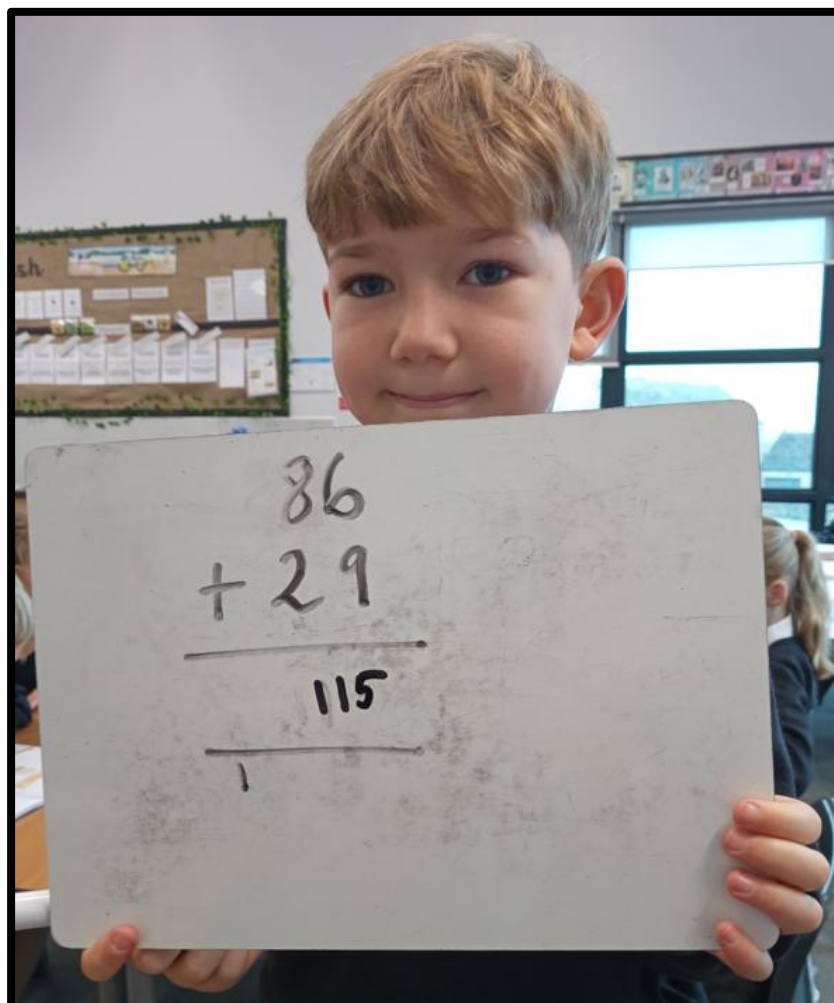




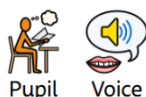
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Pupil Voice



Reuben: "I challenged myself and practiced column addition, until I reached 3-digit numbers as my answer".

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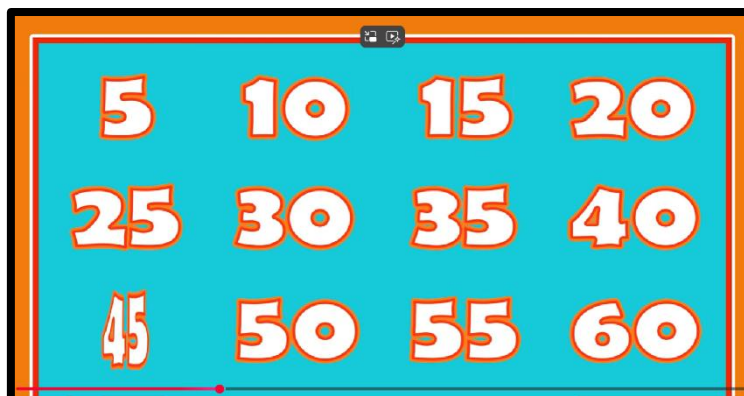
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Alongside our daily maths lessons, times tables are an integral part of Year 2 learning. Children have been practising multiplication facts regularly to build fluency and confidence, using songs, games, and quick recall activities to make learning engaging. Understanding times tables supports pupils in solving problems across the four operations and strengthens their number sense. By developing these skills early, children are laying strong foundations for future maths learning and gaining strategies that help them in everyday contexts.

The children have worked hard on their times tables and have enjoyed our daily times tables challenges focusing on our target tables of **10x, 5x, 2x and 3x**.



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Alongside our daily maths lessons, Year 2 pupils complete Spiral Maths and Number Sense activities that link closely to the current topic being taught. These are short, repeated tasks designed to revisit key concepts such as counting, place value, and number bonds, while gradually increasing in challenge. By returning to these skills regularly, children strengthen their fluency and confidence, building on prior knowledge in small steps. This approach ensures that learning is embedded over time and that pupils develop secure foundations for tackling more complex mathematical ideas.



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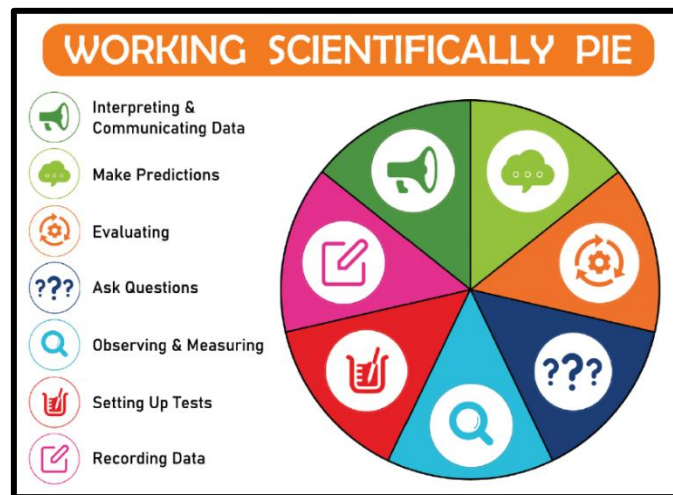
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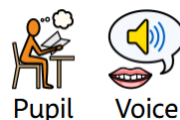


Science



Our learning journey in science began by working scientifically and exploring the topic **Everyday Materials at the Farm**. The children have thoroughly enjoyed investigating a range of materials such as wood, metal, plastic – learning about their properties and how they are used in farm settings. Through hands on activities and group discussions, they discovered why certain materials are chosen for tools, machinery, and buildings, and how farmers rely on them in daily life. This topic has encouraged curiosity, problem-solving, and practical thinking. While linking science learning to real-world contexts that the children can see and understand.

Pupil Voice



Robyn: "The scavenger hunt was so much fun because I got to find things with my friends!"

Caleb: "The scavenger hunt was fun – I didn't know we had so many plastic things in our classroom!"

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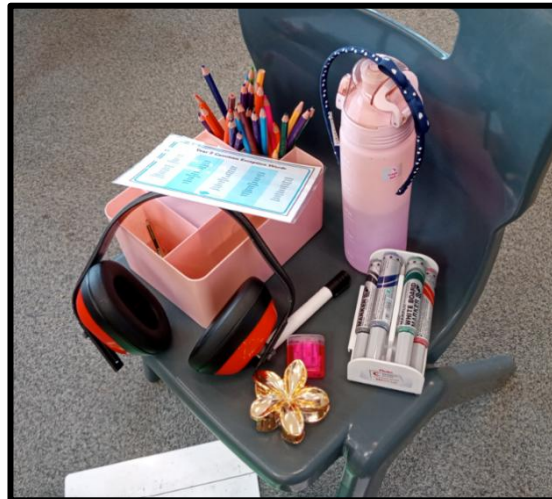
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The Scavenger hunt started in our classroom to give the children a hook into finding everyday materials during our **Outdoor Learning Opportunity**.



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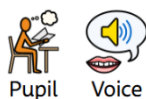
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Pupil Voice



Jackson *"I enjoyed finding materials with my friends, I found lots of wood".*

Bowen: *"Wood is important because you need this for paper, and I like drawing".*

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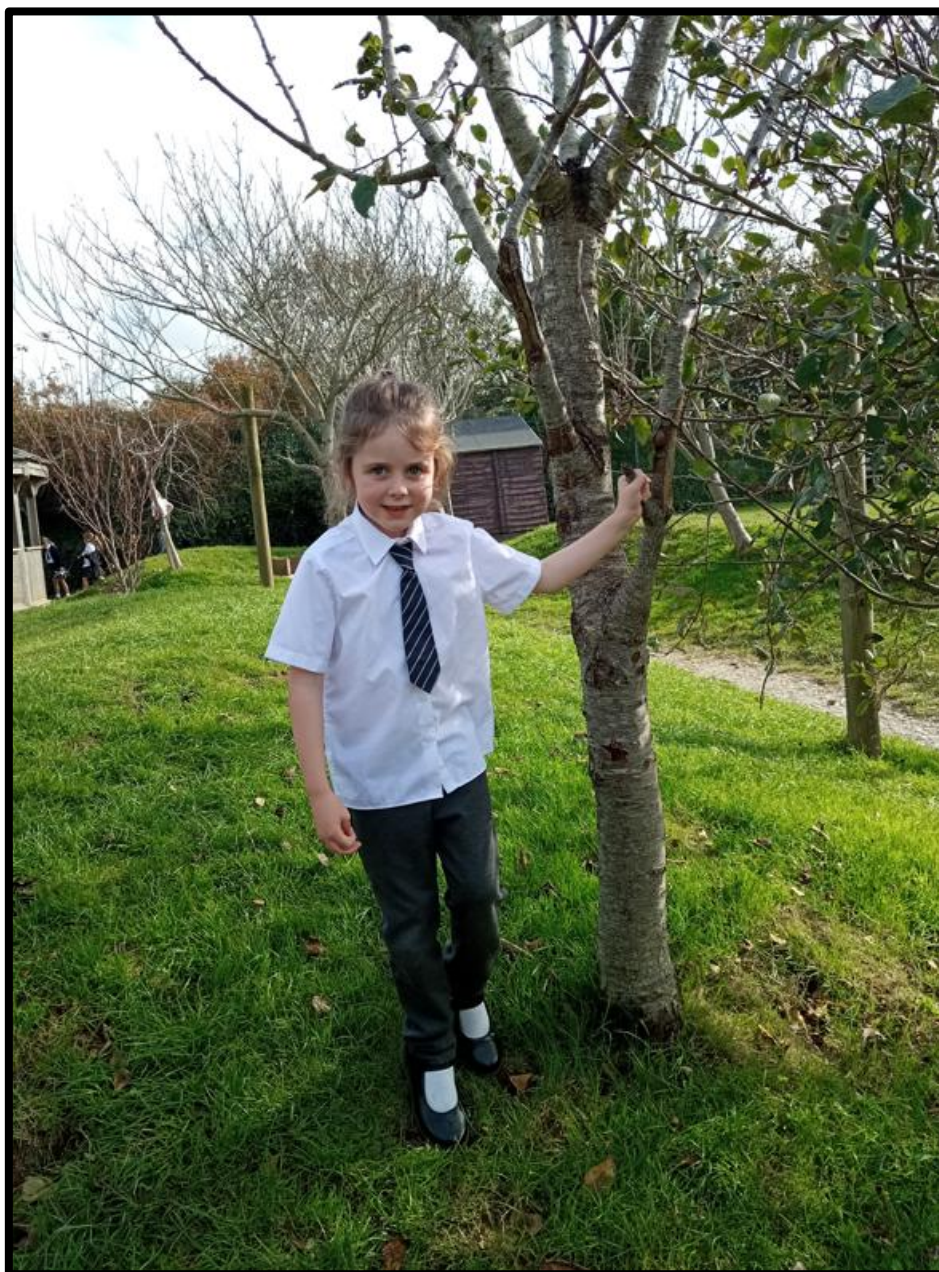
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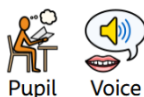
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The next stage of our science learning journey took us into the fascinating topic of **Living Things and Their Habitats**. The children explored how a wide variety of animals and plants depend on their surroundings to survive, and how habitats provide the food, shelter, and conditions they need. One lesson was linked directly to our local beach at Godrevy, giving pupils the chance to connect their learning to a familiar environment. Through investigations, outdoor observations, and creative activities, the children learnt to identify different habitats such as woodlands, ponds, and gardens, and discovered the living things that thrive there. This unit has encouraged curiosity about the natural world, developed scientific enquiry skills, and helped the children understand the importance of caring for environments so that living things can continue to flourish.

Pupil Voice



Phoenix: *"I love living by the seaside".*

Adam: *"I surf life save at Hayle beach; I always see tadpoles".*

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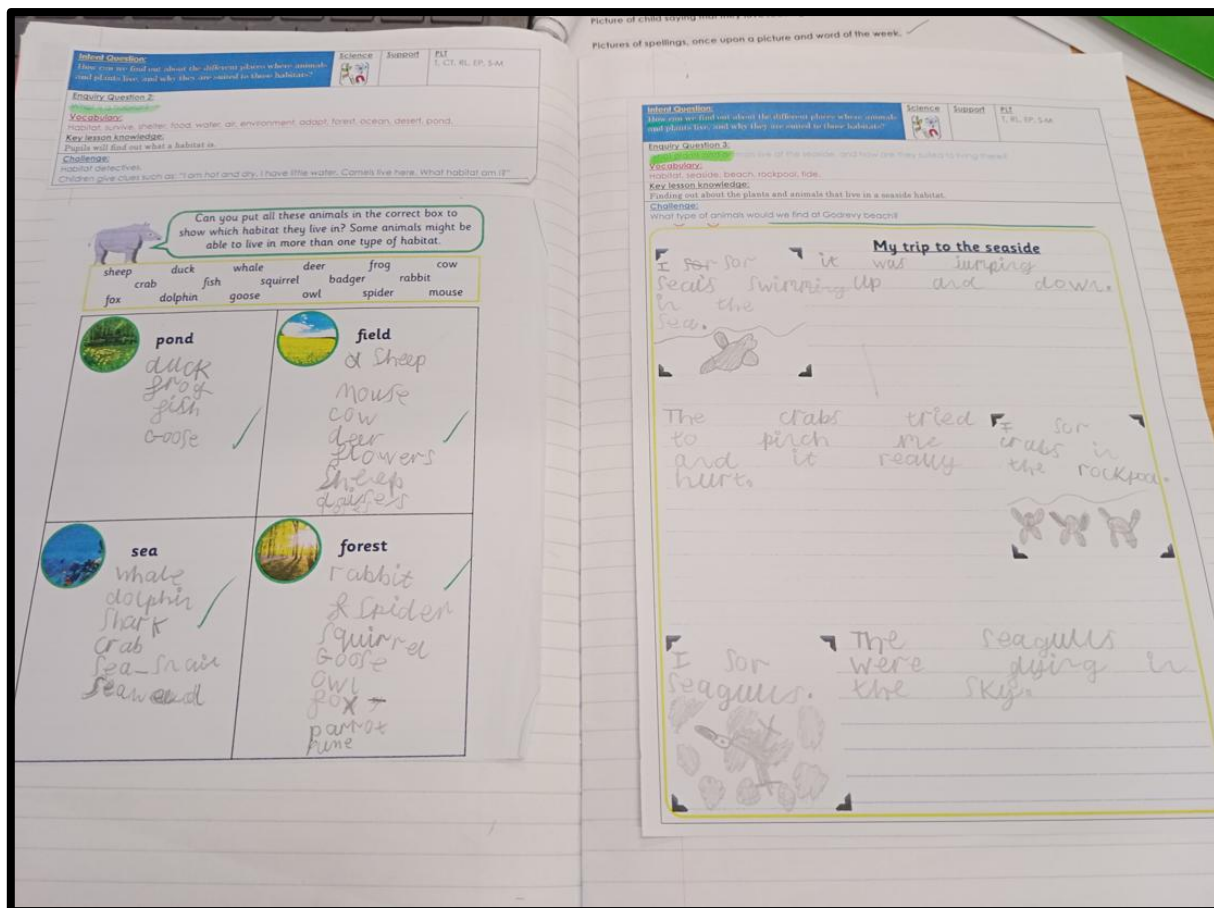
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Pupil Voice



Pupil



Voice

Jago: "I love crabbing at the seaside".

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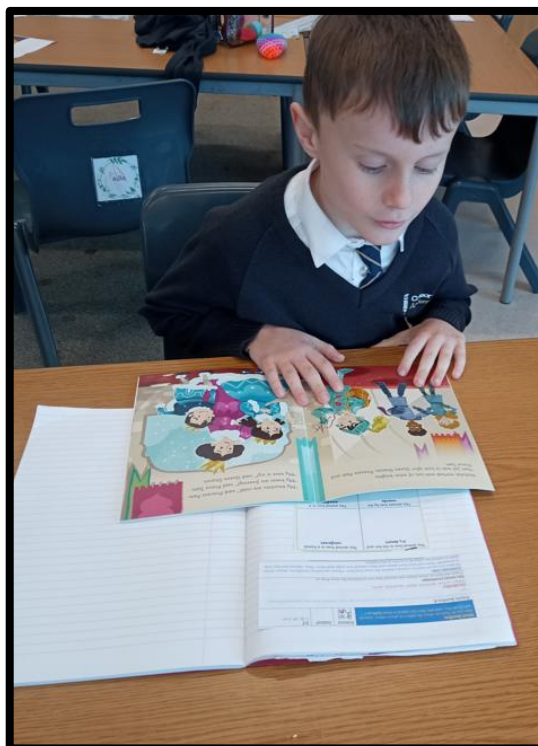
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Geography

Geography, Year 2 have explored what farms are and why they are important. The children investigated the key features of a farm and used maps and symbols to navigate their way around one. Their geographical study concluded with an exploration of how the seasons affect life on a farm and the differences between life on a farm and life in a town. To deepen their understanding, the children also used computing skills and Google Earth to develop their map-reading abilities. Building on this, they applied their knowledge by using maps to navigate their way around the school grounds and the immediate local area.

The children were thrilled to take part in an outdoor learning opportunity where they observed what the animals at our school need and how we look after them. This experience helped them to understand the importance of responsibility, care, and respect for living creatures, while making cross-curricular connections to their science learning.



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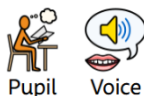
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Pupil Voice



Ava R: "I love our school rabbit, and we all look after him by feeding him carrots".

Lilly-Rose: "It's important to give animals water to keep them alive, just like humans and plants".

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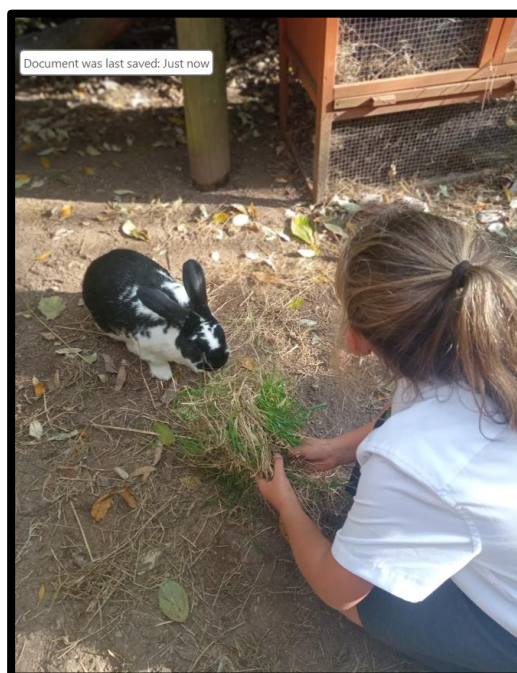




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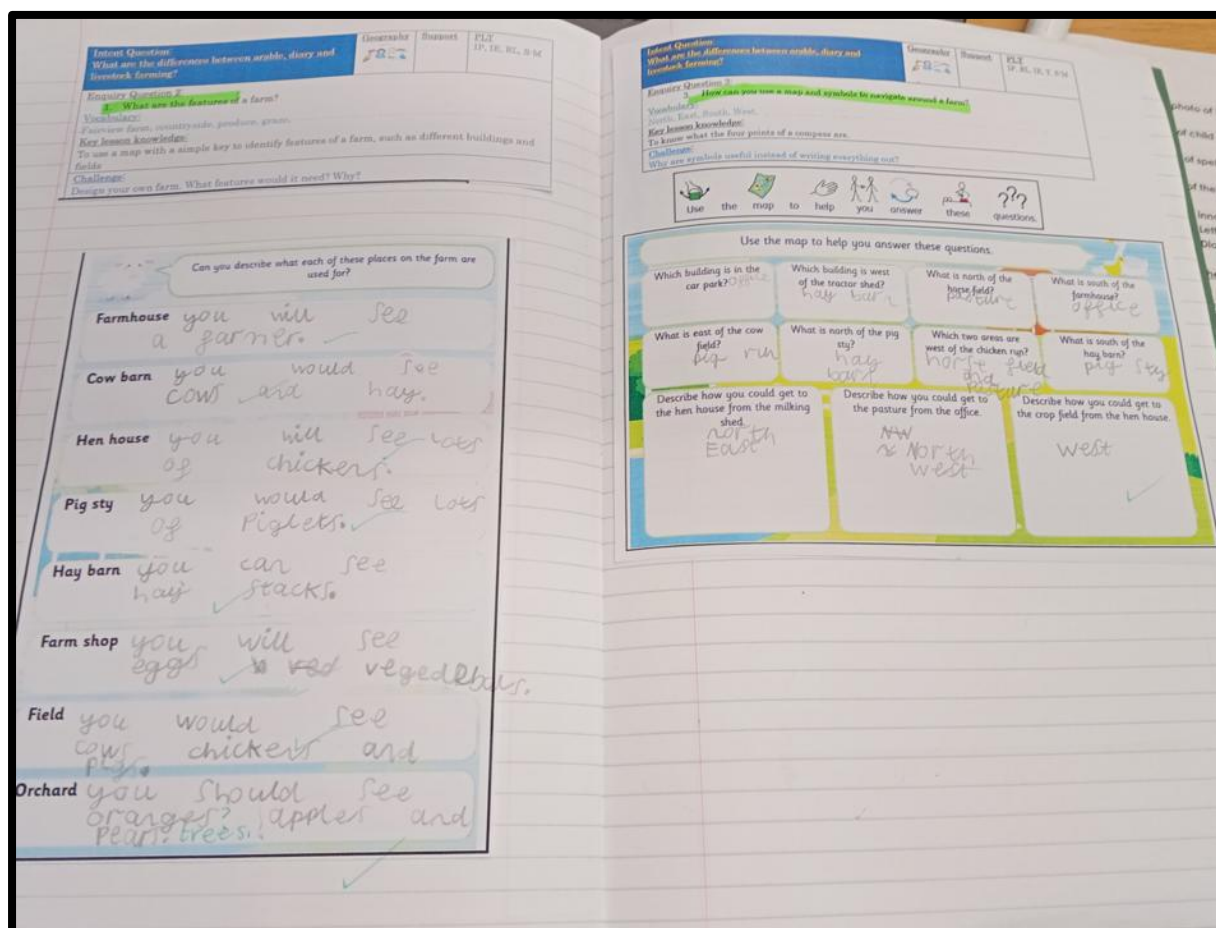
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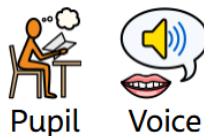
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History

In History, Year 2 have been learning about the significant event of *The Great Fire of London*. The children explored how the fire began in 1666, why it spread so quickly, and the impact it had on the people of London. They investigated the role of Samuel Pepys and his famous diary, which gave us valuable insights into what life was like at the time. Through timelines, source work, and creative activities, the children learnt how London changed after the fire, including improvements in building materials and fire safety. This topic has helped pupils to develop their understanding of cause and consequence, as well as how events from the past continue to shape the way we live today.

Pupil Voice



Conor: "I like finding out that houses were made of wood and that's why the fire spread!"

Lilly-Rose: "I enjoyed making a timeline to see what happened each day"

Emily: I liked comparing London before and after the fire- the new houses looked safer".

Jago: "It was fun pretending to be a witness and writing what I saw"

Freya: "Everyone must have been so scared during *The Great Fire of London*".

Caleb: "I used the Vlad story in our English to help me write my diary entry".



Religious Education

In RE, Year 2 have been busy developing their understanding of *where we belong*. Our focus has been on engaging pupils so that they know about and understand how we show respect, love, and care for one another, while reflecting on what makes us feel special about being welcomed into a group. During Autumn 2, the children studied Christmas and explored why it is such an important celebration for Christians. Their understanding of the Christmas story was enriched through our KS1 Nativity, which gave them the opportunity to experience the story in a meaningful and memorable way.



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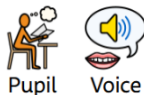
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Pupil Voice



Florence: "I loved being a star, it was scary but really fun!"

Adam: "I know all the songs off by heart and I sing them all the time".

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Christingle Memories 2025

Year 2 had a wonderful evening at Phillack Church exploring Christmas traditions. The children made Christingles and took part in the magical Christmas service.



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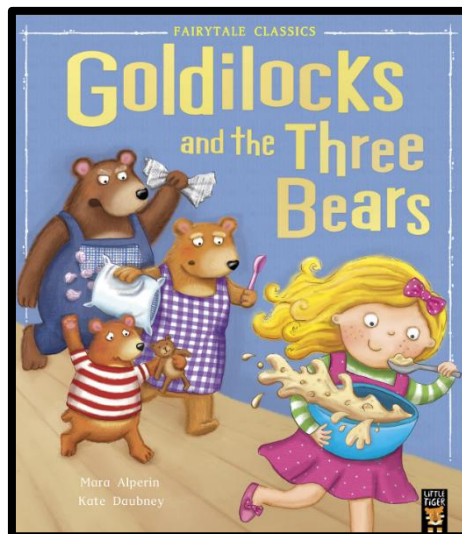
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Design Technology

In Design Technology, Year 2 have been busy designing and making their own puppets as part of their textile's unit. To inspire their creativity, the children linked their work to the traditional tale of *Goldilocks and the Three Bears*. They explored how puppets can be used to retell stories, then designed and created characters from the tale using fabric, stitching, and decoration techniques. This project not only developed their practical skills in cutting, joining, and assembling materials, but also encouraged imagination, storytelling, and teamwork. The children were proud to bring the familiar story to life through their handmade puppets, ready to use in performances and role-play.



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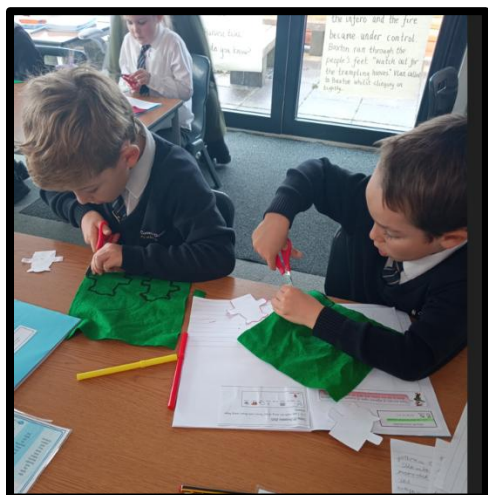
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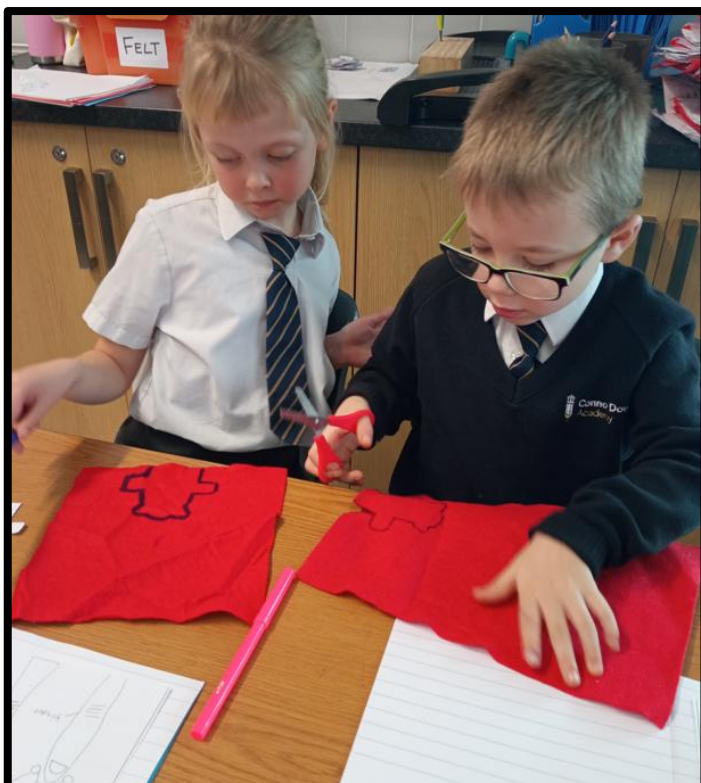
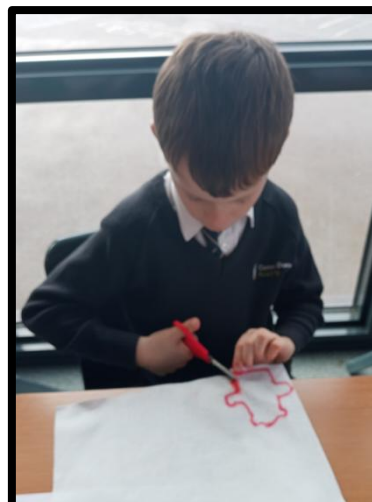
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Art

The Great Fire of London

Our Artwork on landscapes inspired by *The Great Fire of London* was closely connected to our English unit. In English, the children explored the historical event through diary writing, imagining themselves as eyewitnesses like Samuel Pepys. They used descriptive language to capture the sights, sounds, and feelings of London in 1666.

This writing was complemented by their artwork, where pupils expressed the drama of the fire through colour, shape, and composition. The children studied paintings and illustrations from 1666 to understand how artists used colour, shape, and perspective to capture the scale of the fire. They experimented with warm and cool colours to show contrast between the flames and the city skyline, and practised blending techniques to create atmospheric backgrounds.

Finally, pupils designed their own landscape compositions, combining silhouettes of London buildings with fiery skies to retell the story visually. This project encouraged creativity, historical understanding, and confidence in using art to express mood and setting, while strengthening links between history, English, and the arts.



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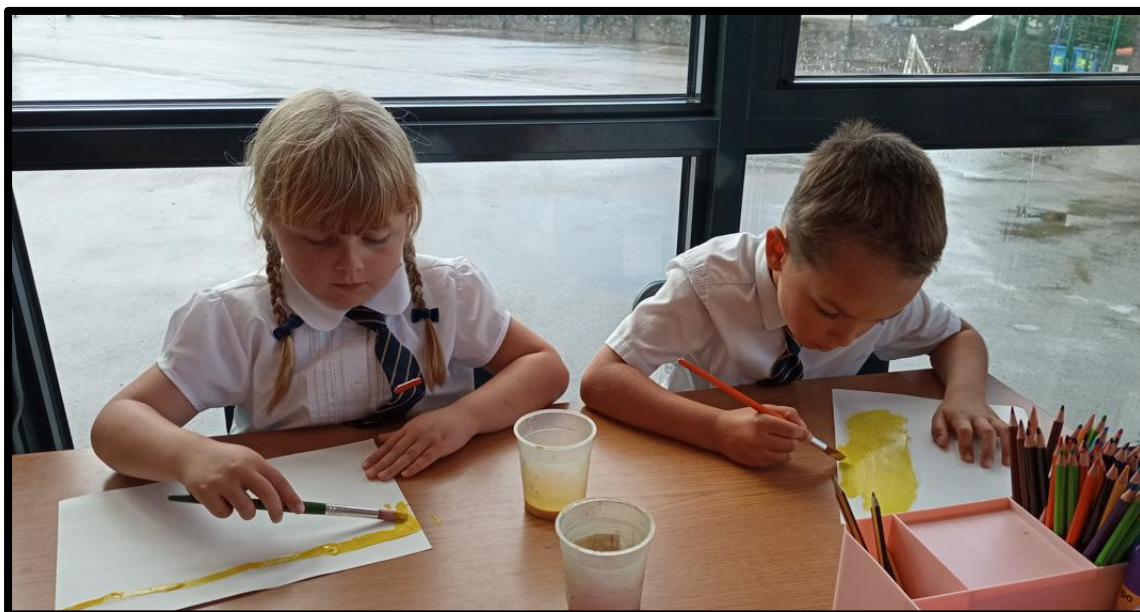




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Throughout our art journey this term, Year 2 have been inspired by two very different but equally exciting artists: **Yayoi Kusama** and **John Dyer**.

- **Yayoi Kusama** is a world-famous Japanese artist known for her bold use of colour, repeated patterns, and imaginative polka-dot designs. The children explored how Kusama uses repetition and scale to create striking artworks, and they experimented with their own colourful patterns and designs.
- **John Dyer**, born in 1968, is one of Cornwall's most celebrated contemporary painters. His work is recognised for its vibrant, joyful style that captures the landscapes, communities, and wildlife of Cornwall, often with a strong focus on environmental themes and the connection between people and nature.

Through comparing these two artists, the children discovered how art can reflect both personal imagination and local identity. They practised techniques such as pattern making, colour blending, and landscape composition, and then created their own pieces inspired by Kusama's playful style and Dyer's expressive depictions of Cornwall.

This project encouraged children to:

- Develop creativity and confidence in experimenting with colour and design.
- Appreciate cultural diversity, seeing how artists from different parts of the world express ideas.
- Connect with their local environment, recognising how Cornwall's coastlines, wildlife, and communities can be celebrated through art.

By the end of the unit, Year 2 had produced a collection of imaginative artworks that combined Kusama's bold patterns with Dyer's vibrant landscapes, showcasing both global and local artistic influences.

I was truly blown away by the precision, time, and effort that Year 2 put into their artwork. Their focus and creativity shone through in every piece, showing not only their developing skills but also their pride in producing something special. The children demonstrated resilience, imagination, and attention to detail, making this art project a real highlight of the term.

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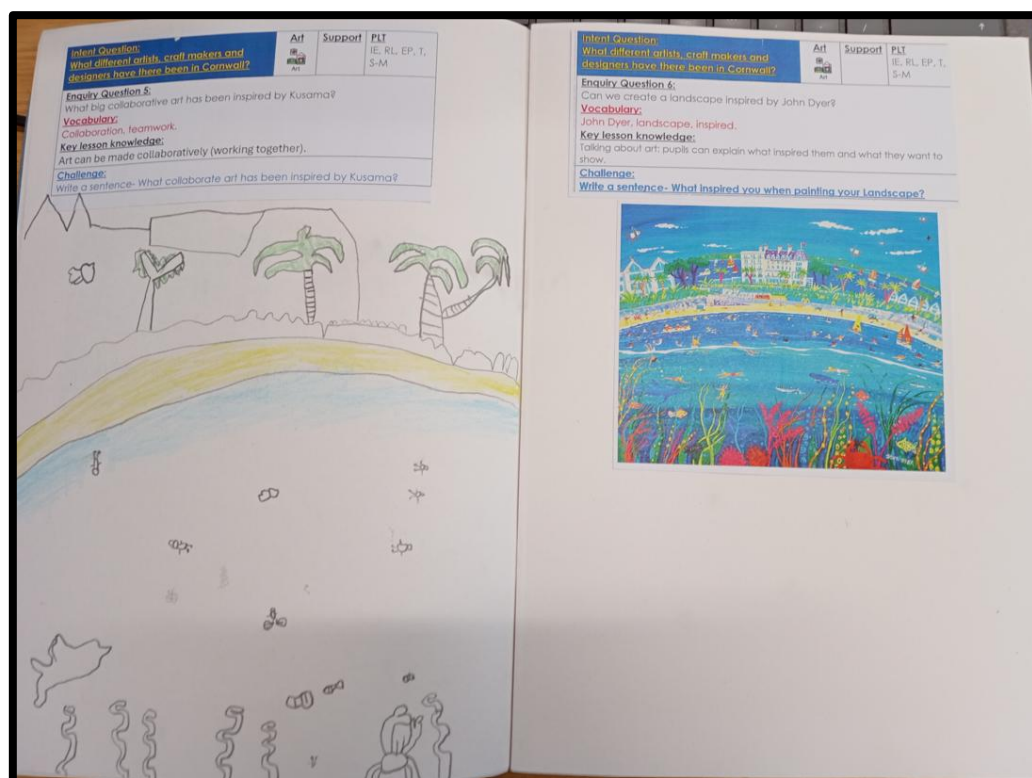
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Physical Education



We were thrilled to welcome Holly, a tennis coach from Hayle, into school to teach Year 2. Under her expert guidance, the children had the opportunity to practise their racket and ball skills, learning how to control the ball, improve their footwork, and play simple rallies. This special coaching session not only built confidence and enjoyment in tennis but also inspired pupils to keep developing their skills in racket sports.

Throughout the unit, the children practised holding and controlling a racket correctly, learning how to strike a ball with accuracy and control. They explored different ways of sending and receiving balls, including bouncing, rolling, and hitting, while also working on their coordination and footwork. Through fun games and activities, pupils developed their ability to rally with a partner, improving their timing and teamwork.

This unit has helped the children to build confidence, resilience, and enjoyment in playing racket sports, laying strong foundations for future learning in tennis and other ball games.



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Pupil Voice



Pupil



Voice

Ben: "I enjoyed trying to hit the ball back and forth without dropping it"

Nola: "It was fun learning how to hold the racket properly".

Jobi: "I understood how to use a racket properly".

Frankie: "I enjoyed working with my partner".



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In Autumn Term 2, Year 2 have been developing their gymnastics skills. The children explored different ways of travelling, balancing, rolling, and jumping, learning how to move with control and coordination. They practised linking movements together to create short sequences, using the floor and apparatus to perform safely and confidently. Pupils also learnt how to improve their posture and strength, while showing creativity in the way they combined actions.



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Music

Music helps Year 2 children's mindset because it supports their emotions, focus, and confidence. The children always give 100% to their learning and take great joy in dancing and playing the glockenspiels. Through these activities, they not only develop musical skills but also learn how music can lift their mood, improve concentration, and build self-belief. It is a real pleasure to teach this subject and to see the children's enthusiasm and creativity shine in every lesson.

Year 2 have really enjoyed learning to understand the elements of pitch, tempo, and dynamics. The children listened carefully to a variety of pieces, identifying these elements and discussing how different music makes us feel. They matched pictures to music and explained their choices to others, showing how sound can create mood and meaning.

Next, pupils performed using glockenspiels in front of the class, exploring pitch, tempo, and dynamics in their own playing. The children also considered how music can be used to tell a story, recognising its power to express emotions and ideas.

Our topic, **Hands, Feet, Heart**, encouraged creativity, listening skills, and confidence in performance, while helping pupils to appreciate how music connects people and communicates feelings across cultures.



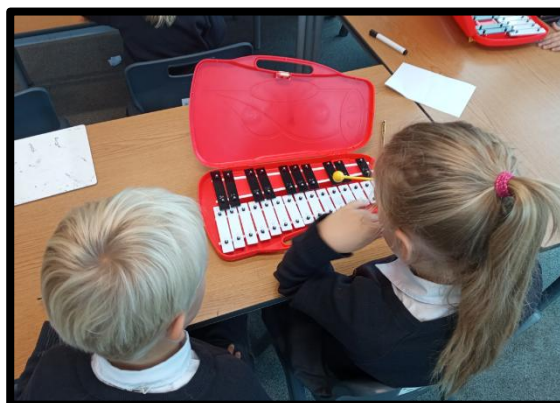
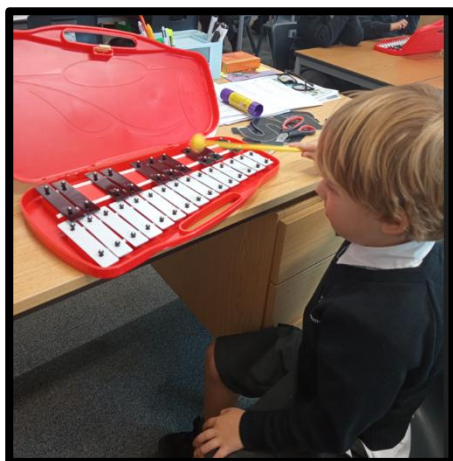
Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.



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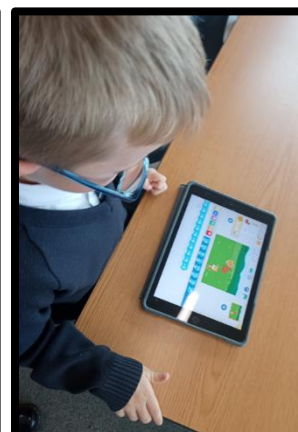
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Computing

In Computing this term, Year 2 have had an exciting time exploring programming concepts and controlling hardware. Using Scratch Jr, the children created characters that raced against each other at different speeds, designed animated scenes where characters communicated with speech bubbles, and even practised debugging code to fix errors. These activities helped pupils to understand how instructions can be sequenced, repeated, and corrected, while also encouraging creativity and problem-solving.

Through this unit, the children developed confidence in using digital tools, learnt the importance of precision in programming, and discovered how coding can bring their ideas to life.



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PSHE

In PSHE this term, Year 2 have been learning about **Me and My Relationships**. The children explored how to build positive friendships, how to show kindness and respect, and how to manage different feelings. They practised listening carefully to others, taking turns, and working cooperatively in groups. Pupils also discussed strategies for solving disagreements fairly and thought about the importance of empathy and understanding. Through role-play and class discussions, the children developed confidence in expressing their ideas and learnt how strong relationships help us to feel safe, valued, and happy.

As part of our PSHE learning, the children took time to write positive things to their peers. They thought carefully about the qualities that make each person special and shared kind words to celebrate one another. This activity encouraged Year 2 to recognise the importance of kindness, respect, and encouragement, helping to build stronger friendships and a supportive classroom community. The children were proud to read the positive comments they received, and it was wonderful to see how their confidence and happiness grew through this simple but powerful exercise.





Throughout our learning journey in PSHE, Year 2 have been learning about the importance of **Valuing Differences** and understanding the diverse demographics of Cornwall. The children explored how people in Cornwall come from different backgrounds, cultures, and communities, and how these differences make our county a vibrant and welcoming place to live. Through discussions and activities, all children recognised that everyone has unique qualities and that respecting these differences helps us to build stronger friendships and communities. They also considered how Cornwall's mix of local traditions, new residents, and visitors contributes to its identity, and why celebrating diversity is an important part of living together positively.



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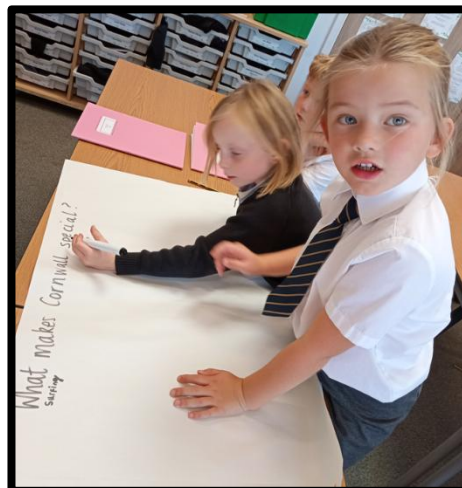
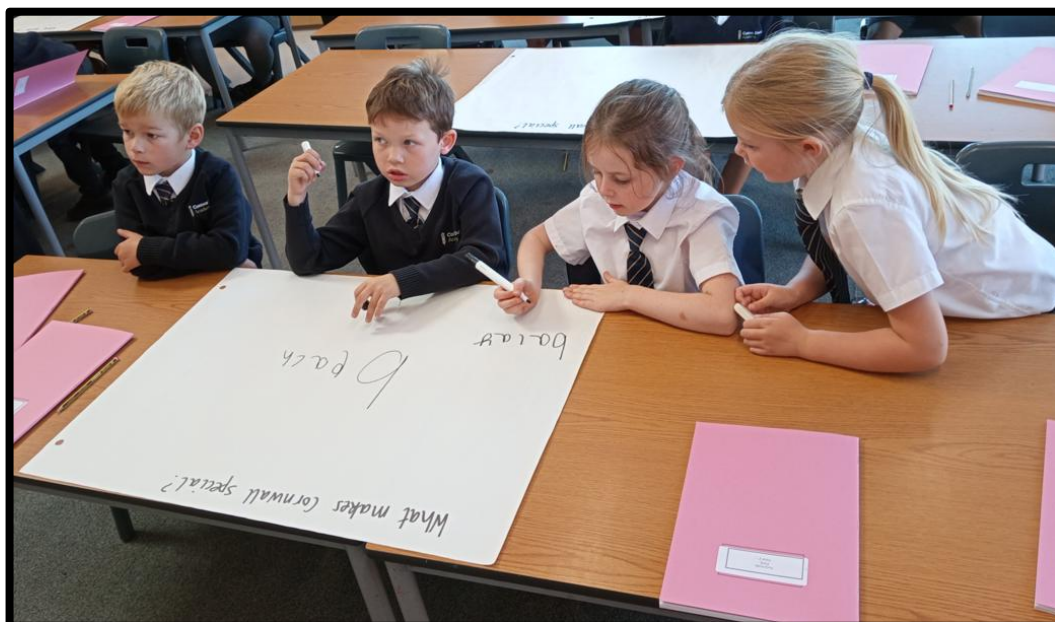
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For our final PSHE activity this term, Year 2 explored how to welcome a new child to the school. The children discussed what it might feel like to be new and then acted out welcoming scenarios through role play. They practised introducing themselves, showing a new pupil around, inviting them to join games, and speaking kindly. This role-play activity helped pupils to put themselves in someone else's shoes, developing empathy and understanding. It also showed them how small acts of kindness can make a big difference, reinforcing the importance of inclusion and building a supportive classroom community.



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Special Visitor comes into Connor Downs Academy 'Healthy Cornwall'

Alongside our PSHE topics for the term, Year 2 were excited to welcome a special visitor into school to talk about teeth hygiene. The children learned why it is important to look after their teeth and how brushing twice a day helps to keep them healthy. They explored which foods are good for strong teeth and which ones can cause damage, and they asked thoughtful questions about how dentists help us. The session gave pupils practical tips for keeping their smiles bright and healthy, and encouraged them to take responsibility for their own daily routines.



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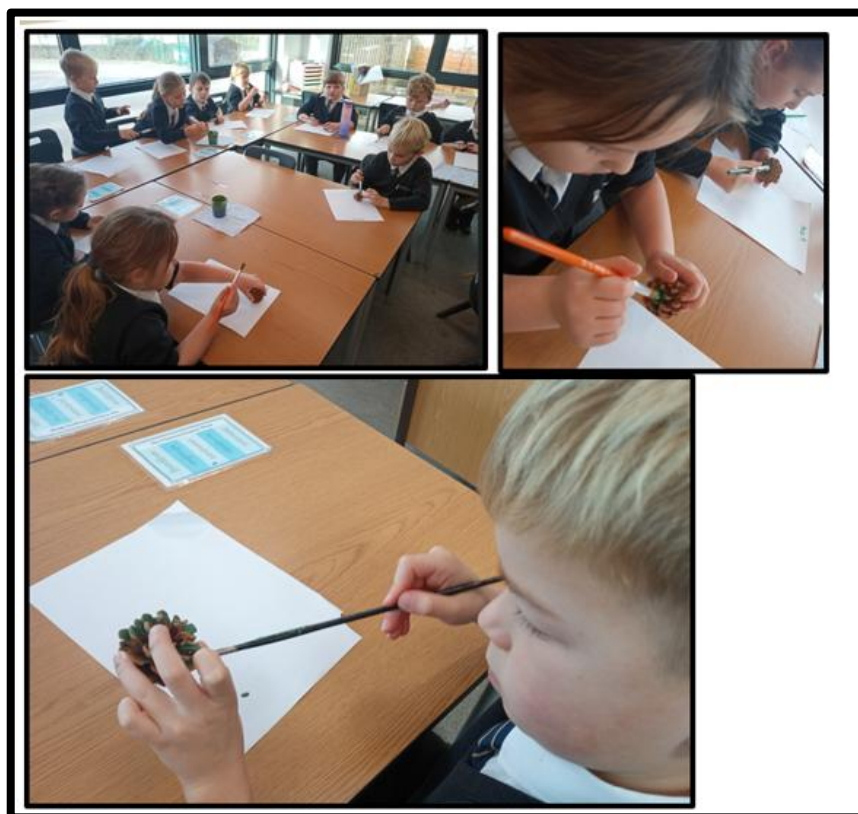
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Design Technology and Art combined - Christmas Pine Cones

Year 2 have been busy preparing for our Christmas Fayre by creating festive pinecone decorations. Linking to both Design Technology and Art, the children explored how natural materials can be transformed into creative products. They practised skills such as painting, gluing, and adding embellishments, while thinking carefully about colour, texture, and design. Pupils also considered how their finished pieces could be used and displayed, showing pride in making something for a real purpose. This activity encouraged creativity, problem-solving, and teamwork, while giving the children the joy of contributing to our school community celebration. We cannot wait for you to see them!



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Merry Christmas

As we come to the end of this busy and joyful term, I want to take a moment to say how much I truly love teaching your children. Their enthusiasm, curiosity, and kindness make every day in Year 2 a pleasure, and it has been wonderful to see them grow in confidence and skills across all subjects.

I hope you have enjoyed reading our class newsletter and sharing in the highlights of the children's learning journey. Thank you for your continued support—it makes such a difference.

Wishing you and your families a very Merry Christmas filled with happiness, rest, and special memories. I look forward to another exciting term together in the New Year.

Warm wishes,

Ms L.B Medcalf



A New Years Poem

A brand new year is here to stay,
We'll learn and laugh in every way,
With pencils sharp and books so bright,
We'll try our best with all our might,

New adventures, stories too,
Exciting things for me and you,
We'll be kind and work with cheer,
Happy learning all through the year!

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