



Connor Downs
Academy

Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs
Academy

Year 2

Spring Term 2026

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Year 2 Spring Term Newsletter 2026.

We are delighted to share our latest Year 2 newsletter with you. This term has been filled with curiosity, creativity, and wonderful moments of learning, and we're so proud of everything that your children have achieved. Inside, you'll find highlights of what we've been exploring together, important updates, and a glimpse into the exciting activities ahead. Thank you for your continued support — it means so much to us, and we hope you enjoy seeing just how hard your children have been working and growing.



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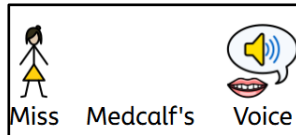
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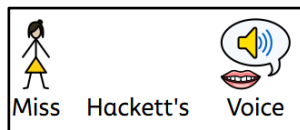


Every single day, I walk into our classroom feeling genuinely grateful. Year 2 are something special. Watching each of you grow, academically, socially, and as confident young people is truly one of the greatest joys of my job. I love seeing those lightbulb moments when something suddenly “clicks,” and I love watching you support one another, try new things, and rise to challenges with determination and kindness.

You make our classroom a place of curiosity, laughter, and learning. The way you come in each morning ready to give your best inspires me more than you know. I'm proud of you, not just for what you achieve, but for who you are becoming. Teaching you isn't just work; it's a privilege. And every day, I'm reminded of how lucky I am to be part of your journey.

Keep shining. Keep trying. Keep growing. I believe in you, always.

Miss Medcalf



I could not be prouder of each and everyone of the children and how much they have achieved and grown this year. They have not only grown in their learning, but also in their confidence, independence, and kindness. From mastering new skills in writing and maths to supporting one another and embracing every challenge with enthusiasm. They have shown what a fantastic class they are. Year 2 you are brilliant and continue to shine!

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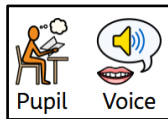
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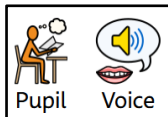
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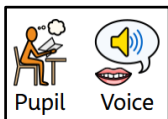
Children's quotes about their learning this Spring Term



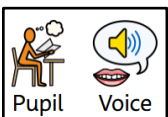
Caleb: ***"I loved our school trip to the airport, and I have enjoyed having Mrs Hackett as my dance partner"***



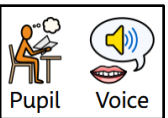
Alexis: ***"I love having Miss Medcalf and Mrs Hackett as my teachers"***



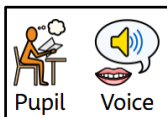
Adam: ***"I have enjoyed learning about the safari in Geography and doing our safari dance"***



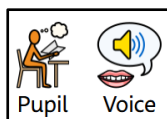
Amelia: ***"Science was the best week of my life, especially the jellybean experiment and Curly Wurlly challenge. I repeated this at home"***



Ava H: ***"I have enjoyed British Science Week because we got to see if objects floated or not!"***



Florence: ***"I love my friends and being in Year 2- I am really happy!"***



Jago: ***"I have enjoyed doing reading comprehensions, because it has helped progress my reading skills."***

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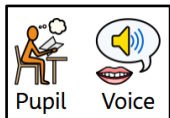
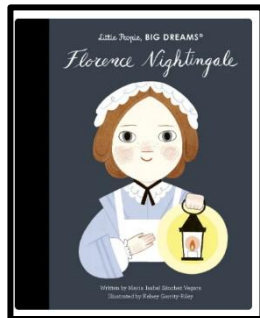
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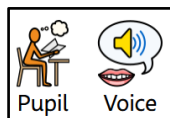


Our Year 2 Reading Journey

This term, our Year 2 reading journey has taken us through two exciting and very different texts: *Florence Nightingale* and *Meerkat Mail*. Through our work on *Florence Nightingale*, the children explored the life of an inspiring historical figure, learning how her bravery, determination, and compassion transformed hospitals and helped shape modern nursing. This text supported our understanding of non-fiction, allowing Year 2's to develop key skills such as retrieving facts, sequencing events, and recognising how information books are structured. In contrast, *Meerkat Mail* allowed us to dive into a lively story full of humour and personality. Year 2 followed Sunny the meerkat on his travels, using the book's postcards and illustrations to explore character feelings, prediction, and story structure. Together, these texts have helped us build both factual knowledge and storytelling skills, supporting us all to read with curiosity, confidence, and enjoyment.

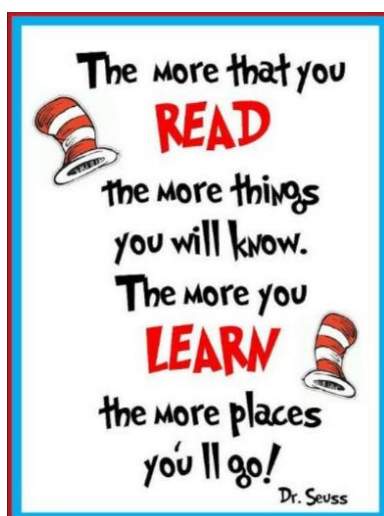


Jackson: ***"Florence Nightingale was brave because she helped the soldiers even when it was scary."***



Adam: ***"I liked when Sunny realised his family loved him even when he didn't notice."***

Alongside these key texts, Year 2 have also enjoyed exploring poetry about safari animals, using descriptive language and rhythm to bring the wildlife of the savannah to life. Their confidence in reading has grown even further through our daily reading fluency sessions with Miss Medcalf and Miss Hackett, where pupils have practised expression, pace, and accuracy. These sessions have played an important role in strengthening the children's phonics knowledge, helping them decode unfamiliar words and read with increasing independence.



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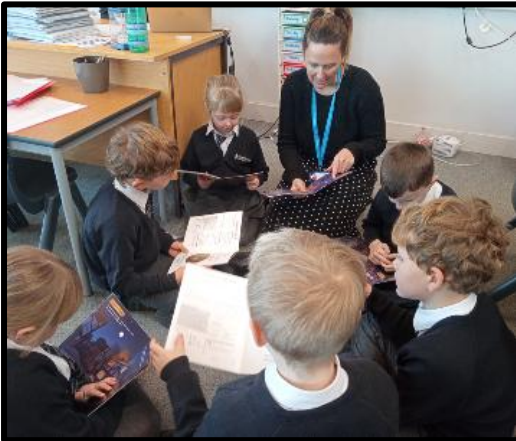




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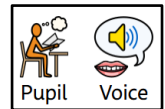


Robyn: ***"I loved drinking hot chocolate whilst Miss Medcalf read to us—it made the story feel extra cosy!"***

Jago: ***"It felt like we were in a comfy reading café. I wish we could do it every day!"***

World Book Day 2026

On World Book Day 2026, our class had an amazing time celebrating reading. We all came to school dressed as our favourite characters and the classroom was full of excitement. The day was when Year 5 read with us. Their favourite stories helped us read and listened to too. It felt like we enjoyed reading was a brilliant reminder of how special books can be.



Day had an celebrating reading. We school favourite characters, classroom colour and best part 5 came to They shared stories, tricky words, our books special to together. It day that how magical

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English

During the first part of Spring Term, our English lessons in Year 2 have drawn on the children's History learning to explore the life and legacy of Florence Nightingale, with particular focus on her contributions during the Crimean War. Year 2 have worked across a range of writing genres including fact files, biographies, poetry, and recounts to deepen both their understanding of this significant historical figure and their ability to write for different purposes. Throughout these activities, they have been applying a variety of word classes, such as nouns, verbs, adjectives, and adverbs, to ensure their writing is precise, informative, and engaging. The children thoroughly enjoyed this topic and showed consistently high levels of engagement, demonstrating great enthusiasm for discovering how Florence Nightingale's work transformed nursing care for soldiers. Their writing reflects both strong historical understanding and growing confidence as young authors.



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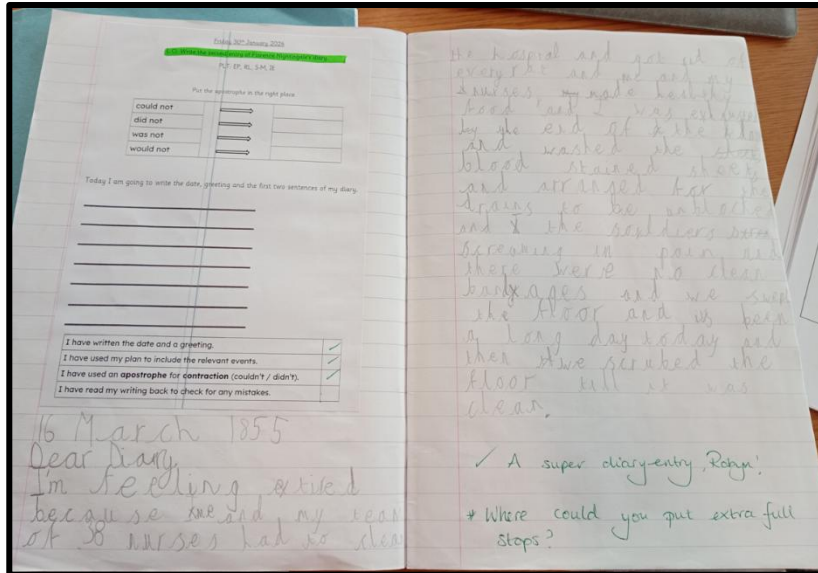
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Monday 20th January 2020
 P.S. Identify the features of a diary entry
 P.L.T. H. R. S.M. EP. T.

Starter activity
 help you to...
 see place is...
 and...
 10thember 2000
 n.c.p.s.

Reasons for writing a diary

Monday 15th March 1855
 Dear Diary,
 Today, my team of nurses and I arrived at the Scutari hospital. My heart sank when I saw the conditions. I couldn't believe my eyes as I saw injured soldiers lying on the floor surrounded by filthy rats and blood stained bandages. We were so angry to find out that the hospital didn't even have enough beds! How were the soldiers ever going to get better in this awful hospital? Straightaway, my team and I started cleaning, organising and taking care of the soldiers but there was a lot to do. I was exhausted by the end of the day.

Monday 20th January 2020
 P.S. Identify the features of a diary entry
 P.L.T. H. R. S.M. EP. T.

My word bank to support my poetry plan.

Rhyming words	teeth fast last
Pronouns	He we they me him her it us them
Time Adverbials	long ago one cold evening
Adjectives	gigantic speedy
Nouns	sea reef shark
Proper Nouns	coral reef
Character	Speedy Speedy

The creature in the shop
 long ago there was a shark
 called Speedy. he was so
 fast you could barely
 see it. It was like a
 fast blast. Then he went
 to the shop and ate
 beef with his sharp
 teeth. To then he
 went back to the coral
 reef and the gigantic
 speedy shark was very
 tired so at last
 he got to rest.
 The next day he went
 back to the shop then
 saw back to be the coral
 reef and found some
 other sharks like sneaky
 Jimmy and Bill.
 and they all shared a nice
 fish dish.
 A fantastic of poetry, remember to use paragraphs. ☺

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During the second part of the Spring Term, Year 2 have been developing their English skills through our Safari topic, with a particular focus on the text *Meerkat Mail*. The children explored the story through a range of writing opportunities, including postcards, narratives, and letters, which allowed them to write for different purposes and audiences. Alongside this, pupils worked on key grammatical features such as using pronouns accurately, expanding noun phrases to add detail, and selecting the appropriate tense within their writing. This learning was further enriched through our PE lessons, where the children created and performed a dance inspired by the movements and behaviours of meerkats to support their understanding of the text. The children thoroughly enjoyed this unit and demonstrated high levels of engagement throughout, showing growing confidence in both their writing and performance skills.



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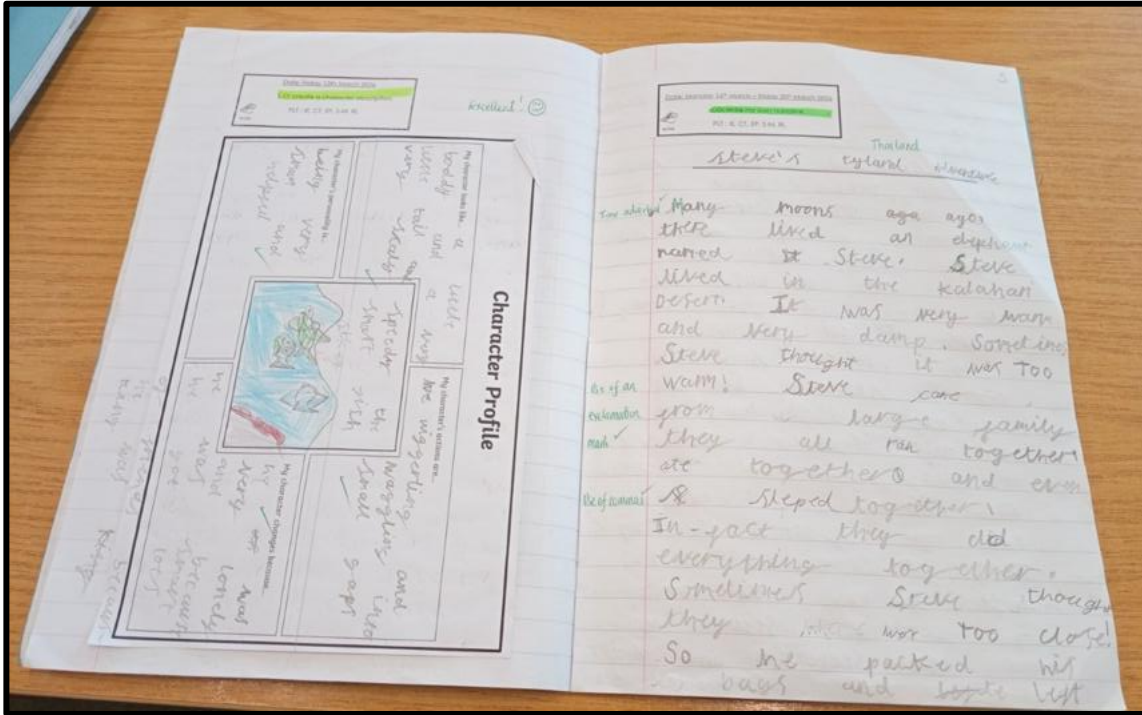
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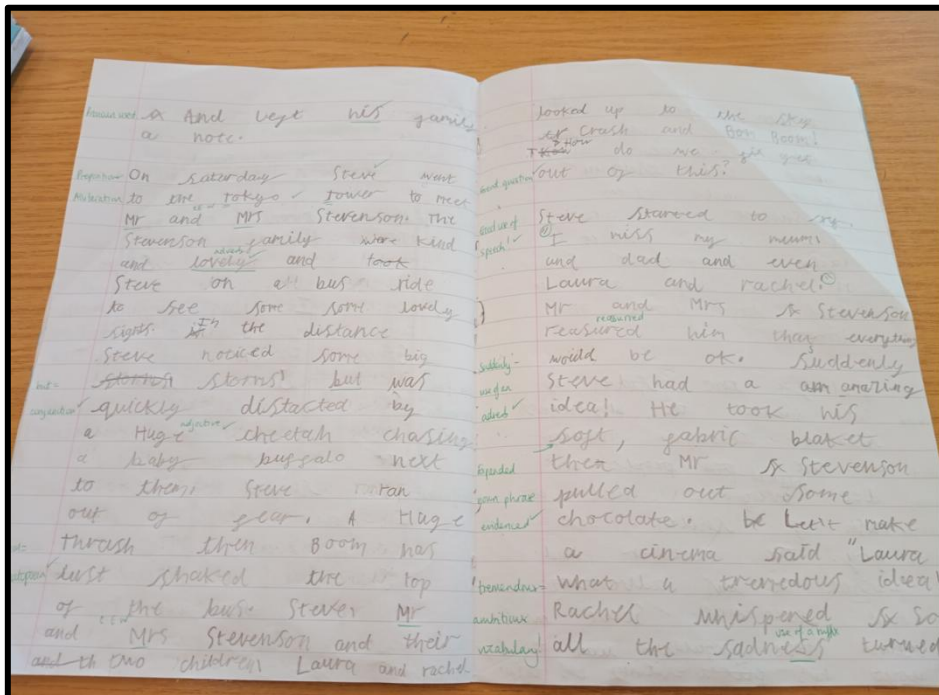
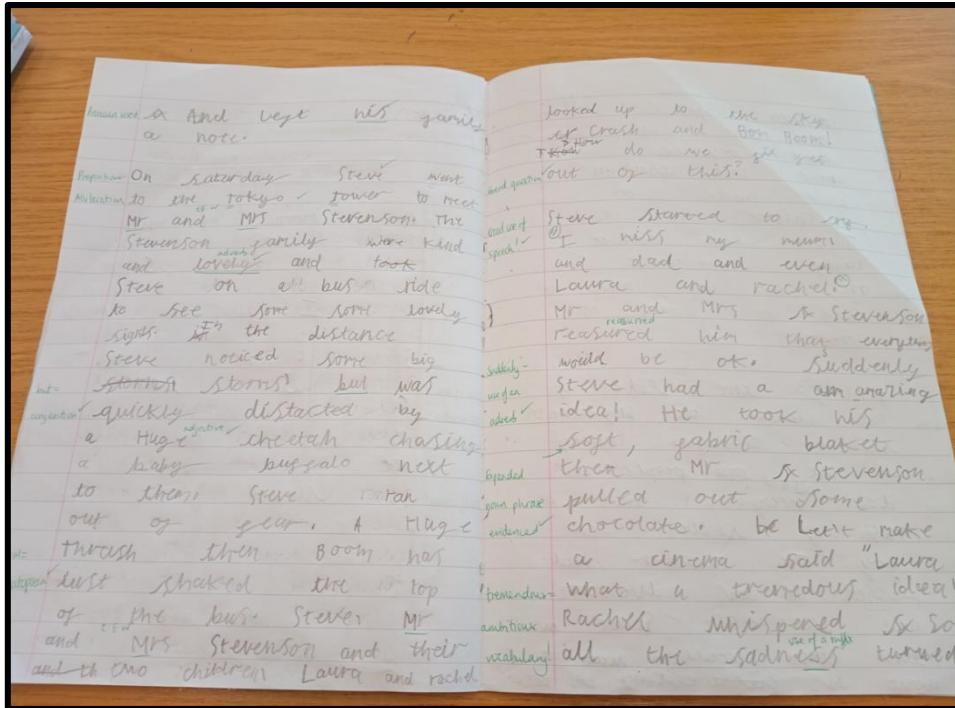
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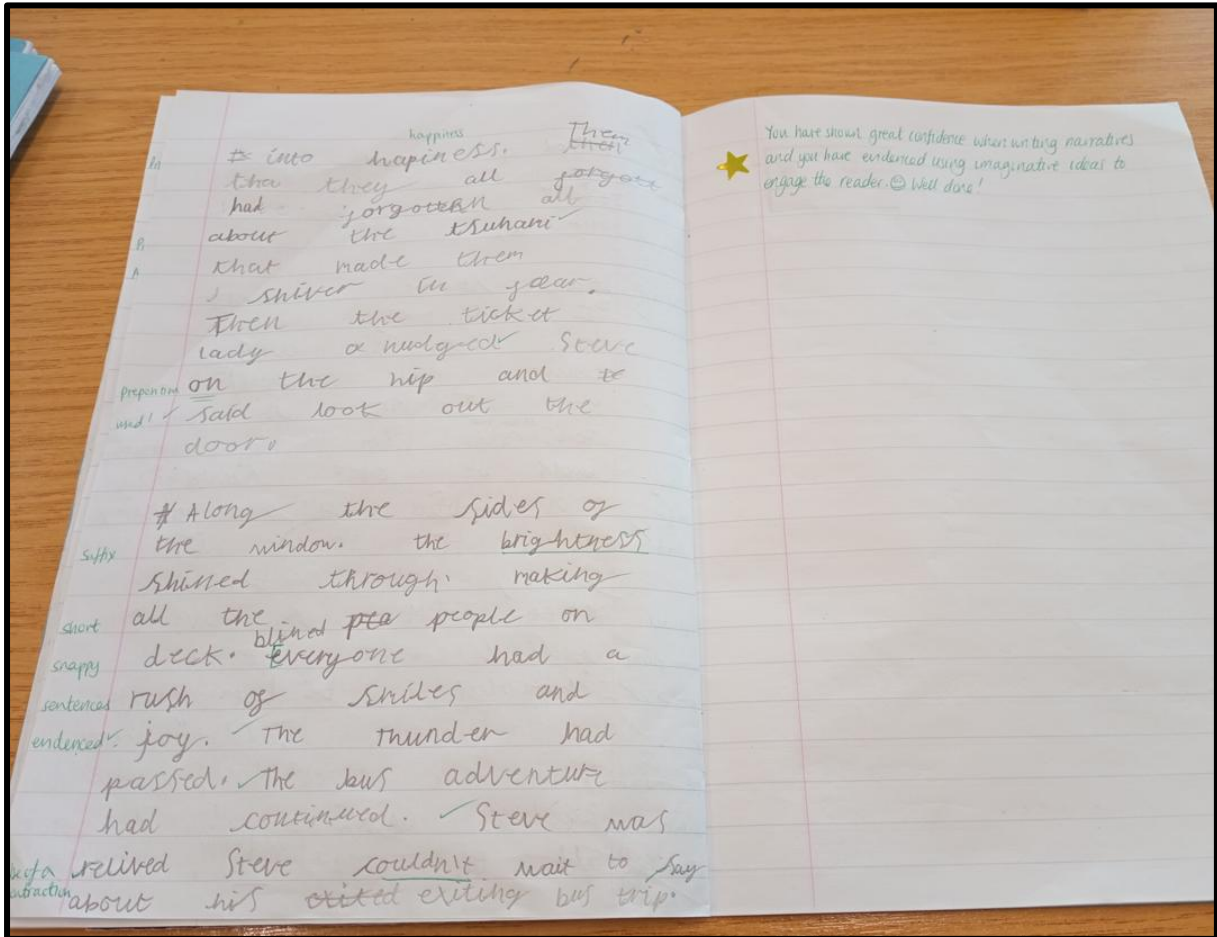
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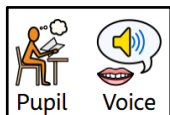
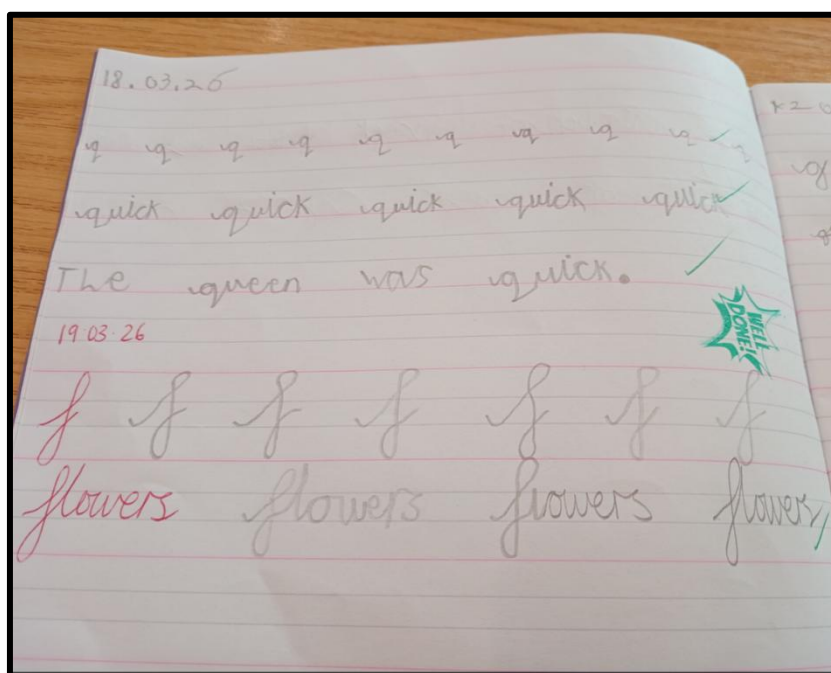
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Handwriting

This term, we have been focusing on grouping letters to help children develop consistent, confident handwriting. We model tall letters such as **b, d, h, k, l, and t**, which stretch up high with clear ascenders. Robot letters the straight, boxy shapes such as **r, n, m, p, and q**— this supports the children to understand strong, controlled lines and corners. Finally, our small letters such as **a, c, e, i, and o** sit neatly within the middle space, keeping writing even and well-spaced. By learning these letter families, the children are improving their pencil control, presentation, and overall fluency in their writing.



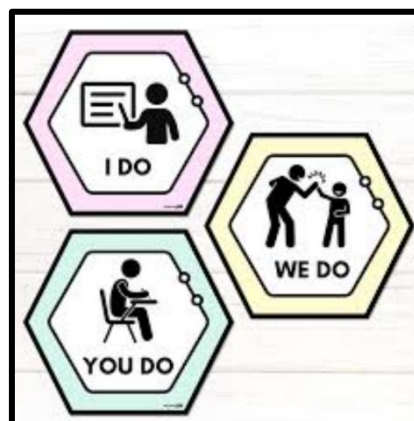
Delilah: **"I can see how much my writing has improved. Practice really works!"**

Maths

This Spring Term, Year 2 have made significant progress across a broad range of mathematical areas. The children have studied multiplication, length and height, money, capacity, mass, and temperature, using practical resources to strengthen and deepen their understanding. They have consistently applied their knowledge of the four operations to support all key learning, enabling them to make clear and meaningful connections across mathematical concepts.

Our approach has continued to draw on Vygotsky's social constructivist principles, recognising the value of language, collaboration, and supported problem-solving in developing secure understanding. Pupils have engaged confidently in structured group tasks and have used precise mathematical vocabulary to explain their reasoning.

Teaching has also been shaped by Rosenshine's Principles of Instruction, with a strong emphasis on clear modelling, guided practice, frequent checks for understanding, and the careful sequencing of content. The children have developed a secure grasp of the I Do – We Do – You Do stages, demonstrating an ability not only to follow the gradual release structure but also to articulate the pedagogical approaches that support their learning. Their growing independence, confidence, and mathematical reasoning have been evident across all areas of their work this Spring Term.



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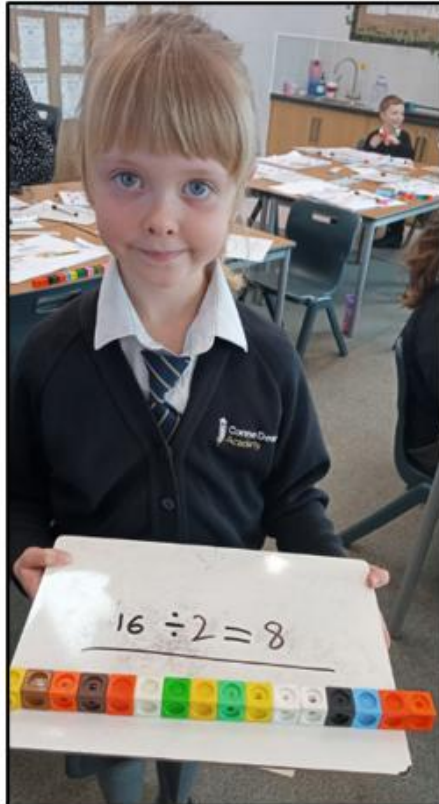
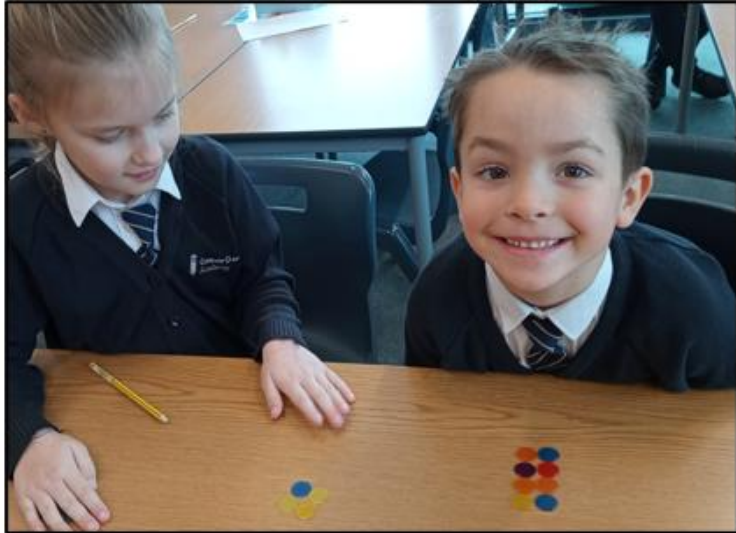
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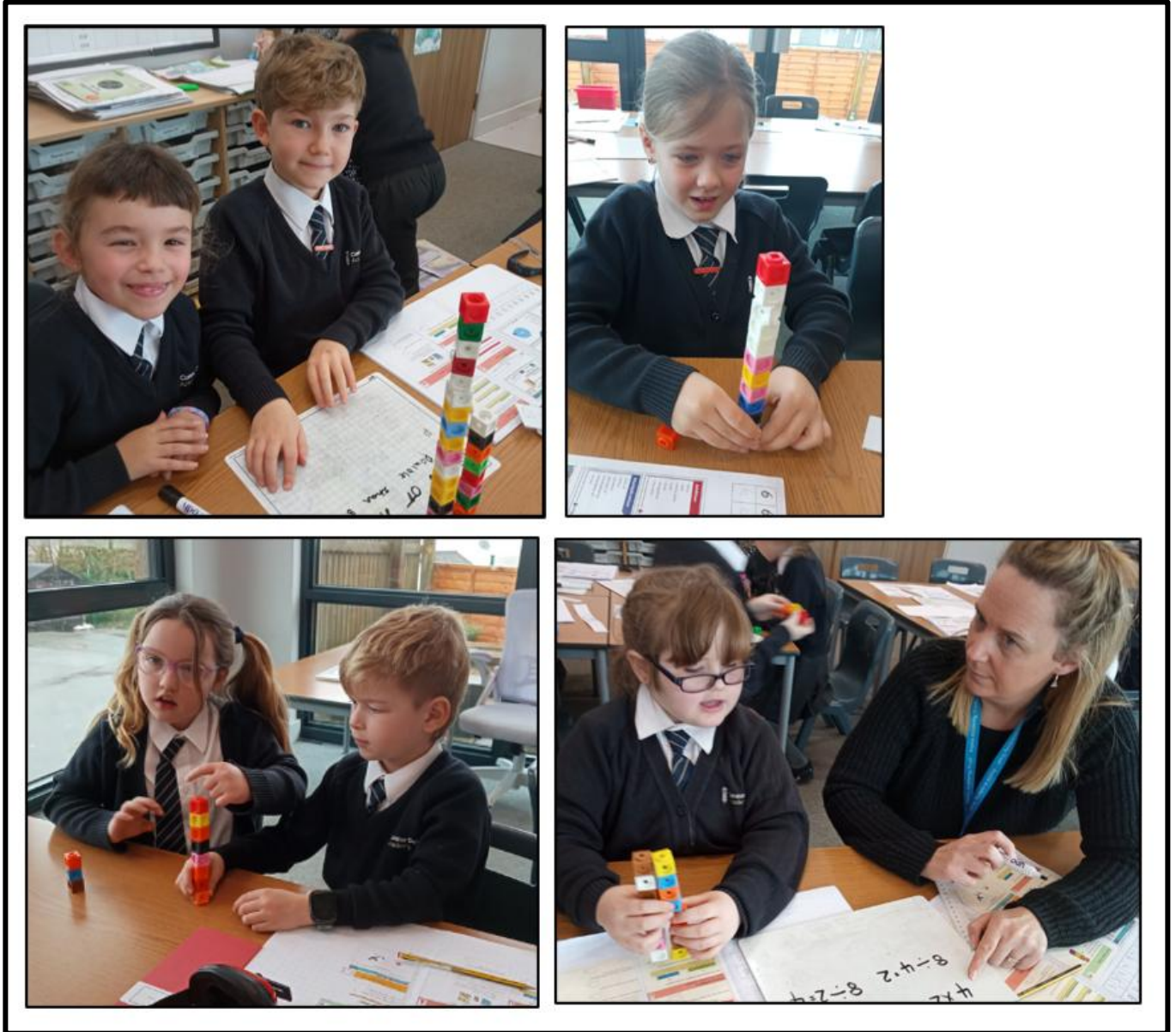
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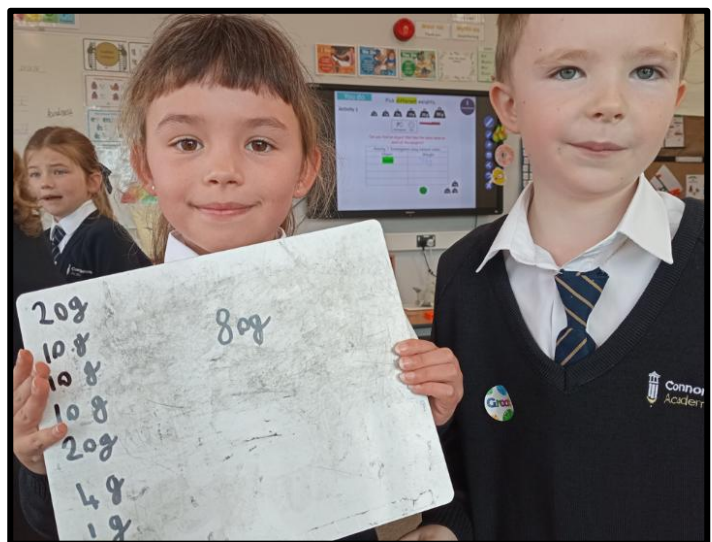
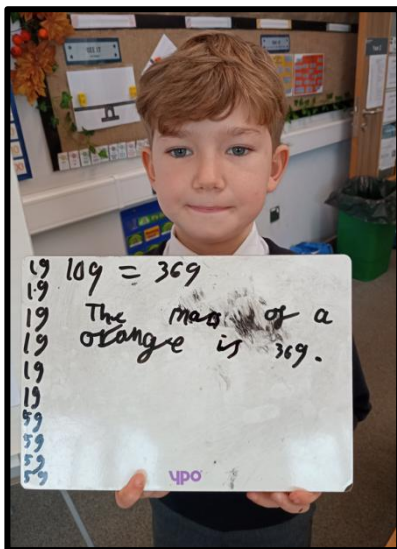
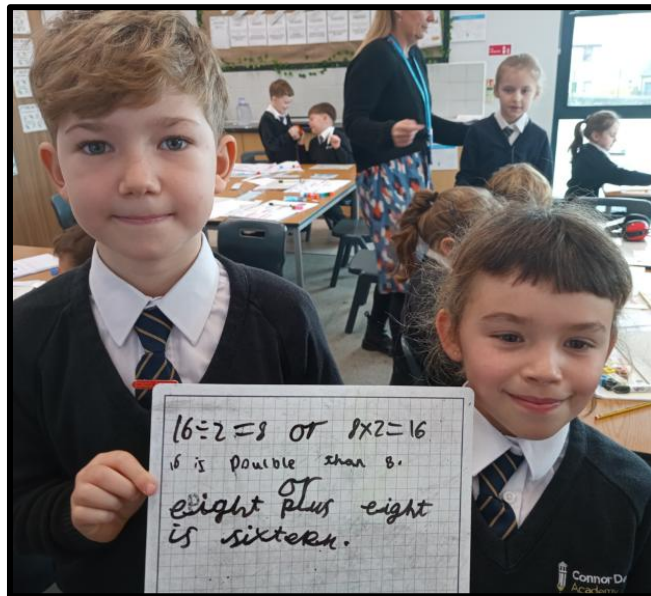
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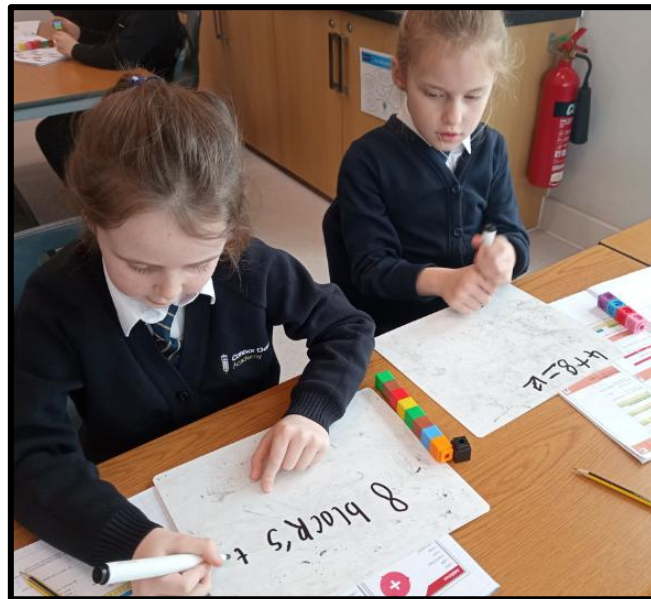




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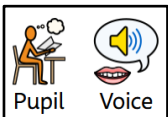
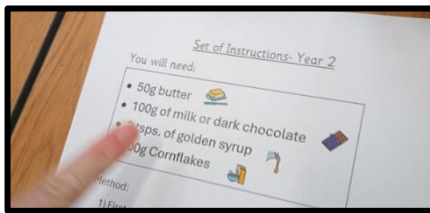
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Cornflake cakes- Measuring in grams- Maths continued

During this lesson, Year 2 engaged in a practical maths activity in which they prepared cornflake cakes to consolidate their understanding of mass measured in grams. They carefully weighed each ingredient using digital scales, ensuring accuracy by reading the scale increments correctly. The children compared the masses of the ingredients, discussed which were heaviest and lightest, and calculated the total mass required for the recipe. Some groups extended their learning by scaling the recipe, using multiplication or division to double or halve ingredient quantities. Throughout the session, Year 2 applied mathematical skills in a real-life context, demonstrated effective teamwork, and followed instructions with increasing independence.



Ava R: ***"I loved making cornflake cakes because we got to mix all the ingredients together and it smelt delicious!"***



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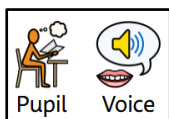
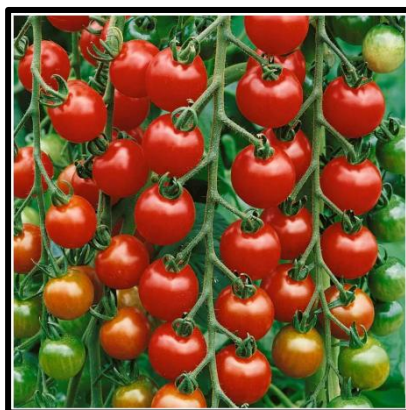
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Science

During the first part of the Spring Term, Year 2 have been learning about how plants grow and what they need to stay healthy. The children planted their own tomato seeds and observed them closely over several weeks, watching as the first shoots appeared and the stems and leaves developed. They also went on a scavenger plant hunt around the school grounds, identifying and observing different plants in their natural environment. This helped them recognise the variety of plant life and compare the features of each one. In class, the children investigated the importance of sunlight, water and soil by carrying out simple tests and predicting what might happen if a plant did not get what it needed. Year 2 measured their plants' growth, compared results and discussed why some plants grew more successfully than others. Through these hands-on activities, the children developed a secure understanding of what living things need to survive and became more confident using scientific vocabulary and enquiry skills.



Bowen: ***"I loved growing our tomato plants because we got to water them, measure them, and watch the tiny shoots turn into real plants!"***



03.02.26


Intent Question: What do plants need to grow and how can we look after them, so they stay healthy?	Science 	Support	FL1 IE, RI, T, S-M, IE
--	-------------	---------	---------------------------

Enquiry Question E:
Can we observe and describe how a plant changes as it matures?

Vocabulary:
Sprouting, seed, bulb.

Key lesson knowledge:
Plants grow and change overtime.

Challenge:
Plant growing challenge- link to homework.



Draw four stages of your plant's growth. Your first picture should be of it when you first planted it as a seed or a bulb. Your final picture should be what it looks like now. Then explain what is happening in your pictures.

1		A seed falls to the ground and becomes buried in the soil.
2		In warm moist conditions the seed will open and a root emerges.
3		The roots grow down into and a green shoot grows up towards the light.
4		When the first leaves emerge, the plant is able to pay posture it on land.

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During the second half of the Spring Term, Year 2 learnt about how humans and animals grow and change over time as part of our topic **Growth and Survival**. They explored the stages of human development, beginning with babies, then toddlers, children and adults, and discussed how our bodies become bigger, stronger and more capable as we grow. Year 2 compared this to the life cycles of different animals, noting that some animals, such as chicks and froglets, look very different from their adult forms, while others, like lambs and puppies, look similar but smaller. The children learned that all living things grow, need food, water and care to stay healthy, and change as they develop. Through discussion and simple observations, pupils were able to identify similarities and differences between human growth and animal development, deepening their understanding of what living things need to survive.

This freeze frame shows the different stages of growing up, starting with a baby and ending with an adult, helping us see how people change as they develop.



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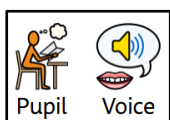
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Art

This term in Year 2, we have been learning about *Art in Nature* and exploring how different artists use natural materials to create imaginative sculptures. We looked closely at the work of artists such as Andy Goldsworthy, Patrick Dougherty and Jaakko Pernu, noticing how they use sticks, leaves, stones and other materials from the environment to construct their artwork. Inspired by these ideas, the children planned and created their own natural sculptures. They collected a range of natural objects, experimented with arranging and joining them, and worked collaboratively to build structures that reflected the patterns, shapes and textures found in nature. Through this project, pupils developed their creativity, improved their design skills and learned how to use materials safely and thoughtfully.



Lilly G: ***"I loved making sculptures with sticks and clay because we could build any shape we wanted, and it felt like real artists' work!"***



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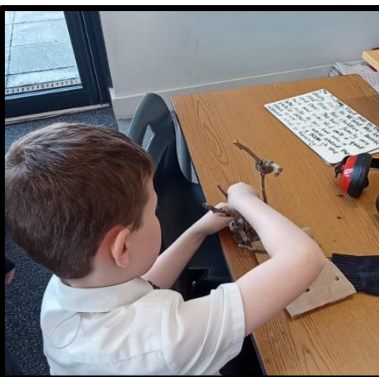
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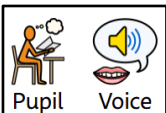
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Florence: ***"I enjoyed making a flower with all the fine details on my sculpture."***

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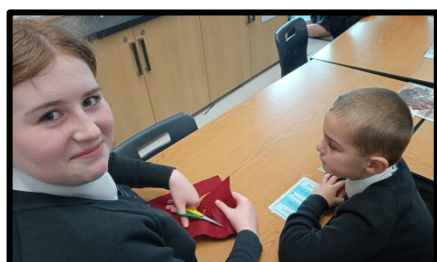
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Design Technology

This Spring Term in Design and Technology, Year 2 pupils have been learning how to make their own hand puppets, with a particular focus on developing basic sewing skills. The children began by designing their puppet characters, choosing colours, materials and features to bring their ideas to life. They then learned how to thread a needle, join fabric using simple running stitches and securely attach details such as eyes, ears and decorations. To support their learning, pupils from Year 6 joined the sessions and worked alongside the younger children, helping them practise their stitching and offering guidance when needed. This collaborative project allowed Year 2 to build confidence in their sewing techniques whilst enjoying the creativity and teamwork involved in making their finished puppets.



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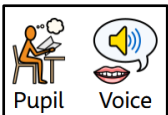
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Bella (Year 6): ***"I really enjoyed coming down to help Year 2 with their sewing puppets. It was fun teaching them stitches and seeing how proud they were of their puppets!"***

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Cross-curricular links English and Design Technology

This term, Year 2 have been involved in exciting cross-curricular learning linked to our English text *Meerkat Mail*. The children designed and made suitcases for Sunny the Meerkat to take on his safari travels. To complete this project, Year 2 had to carefully follow a set of step-by-step instructions and apply their mathematical knowledge of 3D shapes by making and assembling nets. They measured, folded and joined the card accurately to create a strong, functional suitcase, and then decorated it with creative safari-themed designs. This activity allowed the children to combine skills from English, maths and design and technology, whilst developing precision, problem-solving and creativity.



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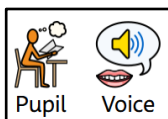
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Missy: ***"I liked making a suitcase net for Sunny the Meerkat because it was fun folding it into a real suitcase and decorating it for his travels!"***

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Physical Education

This term in PE, Year 2 took part in the Disney Football Stars programme, led by Ewan, from Mounts Bay Academy. The children focused on developing key movement and ball-handling skills through imaginative, story-based sessions. Children explored dribbling, passing, shooting and spatial awareness while working as characters from their favourite Disney films, helping to bring energy, creativity and confidence to their learning. Across the unit, the children improved their coordination, teamwork and resilience, often collaborating in small-sided games and challenges that encouraged fair play and positive communication. The themed activities kept engagement high, and the children demonstrated excellent progress in both their technical skills and their understanding of how to play safely and cooperatively.



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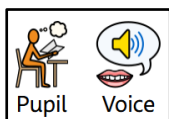
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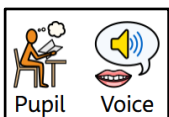
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Zachary: ***"I liked playing a football match because I got to practise my dribbling and try to keep the ball under control whilst moving!"***



Lilly-Rose: ***"I loved playing football in PE because we learnt new skills and worked together as a team!"***

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Physical Education

The second part of Spring Term, Year 2 children have been learning a choreographed dance routine by Miss Medcalf to "I Just Can't Wait to Be King" from *The Lion King*, linking to our English topic on safari animals. The pupils explored how different safari animals move and used these ideas to inspire their dance sequences. They focused on dynamics, experimenting with fast and slow movements, as well as strong and gentle actions, and they practised changing direction while travelling across the space with control. The children have worked with great energy and creativity, and they are very excited to perform their routine to the whole school and to their parents.



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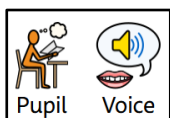
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Adam: ***"I cannot believe the whole class has been picked for the Shine Assembly! I feel so proud of us!"***

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Music

This term, Year 2 have been learning two exciting songs in music: *"I Want to Play in a Band"* and *"Zootime"*. The children explored rhythm, pulse and musical patterns while singing, clapping and playing instruments to accompany each song. They especially enjoyed using the glockenspiels to play simple melodic patterns and keep a steady beat. Our learning linked closely to the safari theme from our English work, as *"Zootime"* features animal-inspired sounds and movements that supported the children's understanding of wildlife and rhythm. Throughout the unit, pupils developed confidence in performing, worked together as an ensemble and expressed themselves creatively through music. They have thoroughly enjoyed connecting their music lessons with our wider topic on safari animals.



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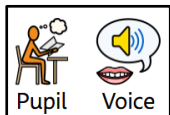
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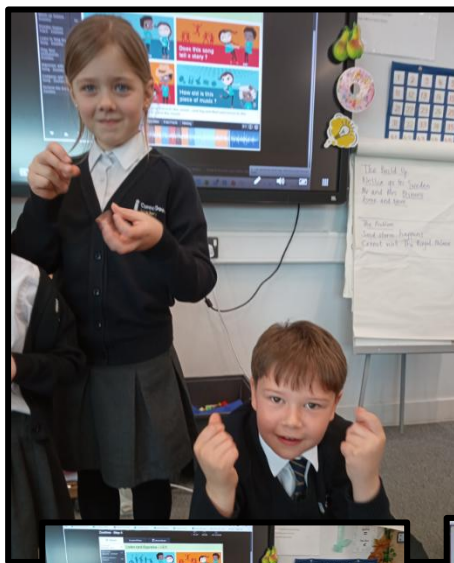
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Nola: *"I loved learning Zootime because the rhythms were fun, and it felt like we were making real jungle music!"*



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Computing

This term in Computing, Year 2 have been learning about digital sound and how music can be created, recorded and edited using technology. The children experimented with different sound effects, explored how volume and pitch can be changed, and used simple software to combine and layer sounds. As part of their learning, they listened to music by Gustav Holst, using his work to inspire their own digital soundscapes. Pupils discussed how music can represent different moods, animals or environments, and they enjoyed creating their own short pieces linked to our safari topic. The children developed confidence using digital tools and showed great creativity in their sound designs.

In addition to their digital work, the children also explored patterns and rhythms using a range of musical instruments. Working in small groups, they experimented with drums, shakers, claves, glockenspiels and tambourines to create repeating rhythms and simple musical patterns. Pupils listened carefully to one another, took turns leading their group, and combined different sounds to build layered rhythm pieces. This hands-on exploration helped the children understand how rhythm is created, how patterns can be repeated or changed, and how musicians work together as an ensemble.



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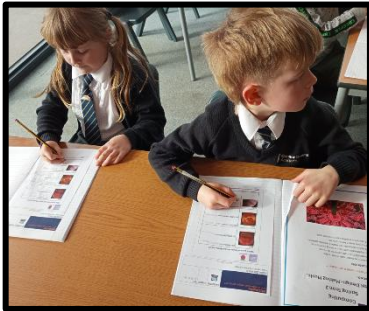
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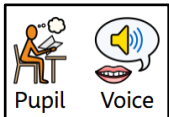




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Freya: *"I liked making digital sounds because we could record noises, change them, and make our own music on the computer — and the soundwave one was the best!"*

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PSHE

In PSHE this term, the children have been learning about how to keep themselves safe in different situations. They took part in role-play activities and group scenarios, where they practised recognising unsafe situations, identifying their trusted adults in school, and using clear, confident language to ask for help when they need it. As part of these discussions, the children also learnt about the importance of using their hands safely and appropriately understanding when it is okay to use hands for helping, playing and showing kindness, and when it is not safe or respectful to use hands in a physical way.

The children were also fortunate to take part in a face-to-face workshop with the NSPCC, building on what they had learned during our earlier NSPCC assembly. This workshop reinforced key messages about speaking out if something worries them, knowing who they can talk to, and understanding that trusted adults are always there to help keep them safe. Pupils engaged thoughtfully throughout and demonstrated a strong understanding of how to keep themselves and others safe.



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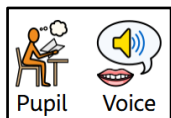
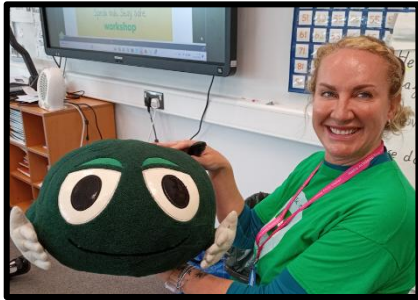
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Frankie: ***"I learned so much from the NSPCC about how to stay safe, and the assembly helped me understand that I can always talk to a trusted adult if something worries me."***

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RNLI

In addition, we welcomed the RNLI into school for a special assembly about how to stay safe on the beach. The children learned about the role of lifeguards, the meaning of different beach flags, and how to make sensible choices when playing near water. This visit helped pupils understand how to keep themselves safe not only in school but also in real-life situations outside of it.



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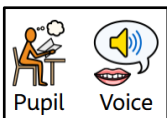
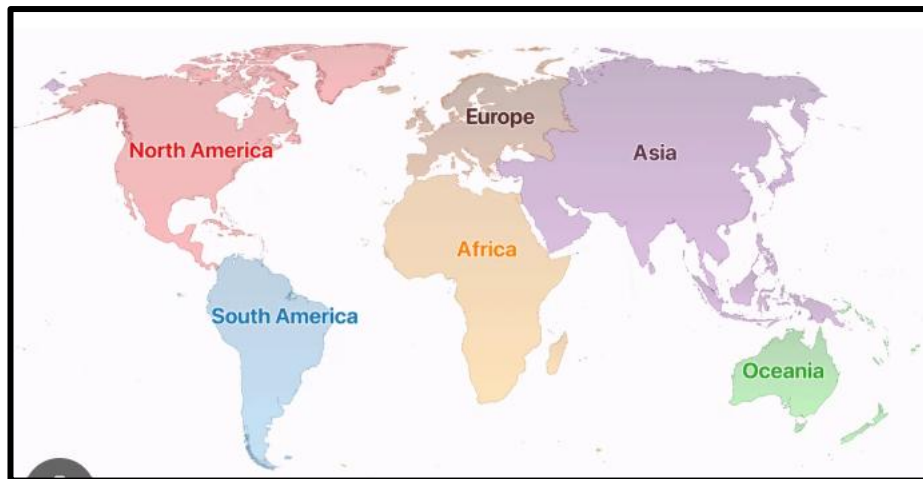
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Geography

This term in Geography, Year 2 have been going on an exciting learning journey with our topic "Let's Go on a Safari!". The children have been locating the seven continents of the world, with a particular focus on Kenya in Africa. They have explored where different safari animals would be found on a map and learned about their natural habitats, discussing why it is important for these animals to survive and how their environments help meet their needs. As part of our cross-curricular links, Year 2 also deepened their understanding of directional language, confidently using North, East, South and West to describe locations and movement on a map. The children can now securely recall all seven continents and explain which countries are close to the equator, understanding that these places are hot because they receive more direct sunlight. They made thoughtful comparisons between the temperatures and climates of Africa and the UK, explaining how these differences affect the animals and people who live there.



Conor: ***"I liked learning about safari animals because now I know where they live and how they survive in their habitats."***

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26/2/26

Intent Question:
What effect does Kenya's location near the Equator have on its inhabitants?

Enquiry Question 1:
Where is Africa and the country of Kenya?

Vocabulary:
Safari, habitats, wildlife, continents, ocean, country.

Key lesson knowledge:
Africa is a large continent in the world, and Kenya is a country in Africa.

Challenge:
Can you write a sentence that explains where Kenya is and what Africa is?

Use the words in the box to help you label the seven continents and five oceans of the world.

Africa
Antarctica
Asia
Australia
Europe
North America
South America
Arctic Ocean
Atlantic Ocean
Indian Ocean
Pacific Ocean
Southern Ocean

Colour Africa in yellow.

Colour the United Kingdom in red.

Kenya is a ^{country} continent of Africa.
 Swahili is the national language of Kenya.
 Mount Kilimanjaro is the tallest mountain in Africa.

★ Excellent, you have collected a range of facts 😊

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British Science Week

This Spring Term, the children took part in British Science Week 2026, a nationwide celebration of science, technology, engineering and maths, held from 6th–15th March. The theme for 2026 was “Curiosity: What’s Your Question?”, encouraging pupils to ask exciting scientific questions and explore the world around them with wonder and enthusiasm. Throughout the week, the children engaged in hands-on investigations, problem-solving activities and creative STEM challenges designed to spark their curiosity. They learnt that all scientific discoveries begin with a question, and they explored how curiosity helps scientists, engineers and inventors make important discoveries that shape our world. The pupils thoroughly enjoyed the opportunity to think like young scientists, work collaboratively and celebrate the joy of exploring new ideas during this special national event.



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As part of our British Science Week celebrations, Year 2 kicked off the week with a fun jellybean tasting challenge linked to both Maths and Science. The children explored how our senses help us understand the world, focusing particularly on the sense of taste and how closely it works with the sense of smell. To investigate this, the children held their noses while tasting different jellybeans to see whether they could still identify the correct flavour. Many were surprised to find that without their sense of smell; the flavours became much harder to recognise! After the tasting, Year 2 carefully recorded their results, compared their predictions with the actual flavours, and discussed how our senses work together to help us interpret what we eat. This engaging activity encouraged curiosity, scientific thinking and lots of laughter - an exciting start to British Science Week.



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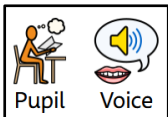
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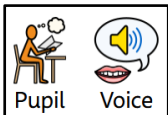
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Ben: ***“Science Week was the best week of my life!”***



Reuben: ***“I loved tasting the different shapes and sizes of the food to see if they would taste differently!”***

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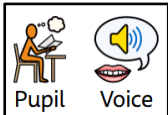
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Freddie: ***"I guessed my jellybean flavour correctly! It was hard though!"***

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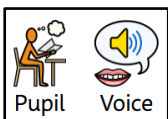
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Our second science investigation explored the hypothesis: "Does food taste different when it is shaped differently?" The children tasted a variety of fruits and vegetables cut into sticks, cubes and slices. Using their senses of taste and texture, they compared each shape and were fascinated to discover that the shape really did change how the food tasted. Some shapes felt sweeter or crunchier, and others were described as more enjoyable to eat. This investigation helped pupils understand that our senses work together to influence how we experience food, deepening their developing scientific enquiry skills.

Both investigations encouraged curiosity, careful observation and lots of fun—making British Science Week 2026 a brilliant success in Year 2!



Alexis: **"I now love tomatoes!"**

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Alongside these investigations, the children took part in a fun Maths and Science Curly Wurly challenge. Working with a partner, they were challenged to stretch a Curly Wurly as far as they could without it breaking. Once stretched, pupils used rulers, metre sticks and tape measures to measure and record the length accurately. Some groups even managed to stretch theirs to nearly a metre long, which caused great excitement! This activity provided a brilliant opportunity to apply measurement skills in a practical and memorable way while continuing to think like curious scientists.



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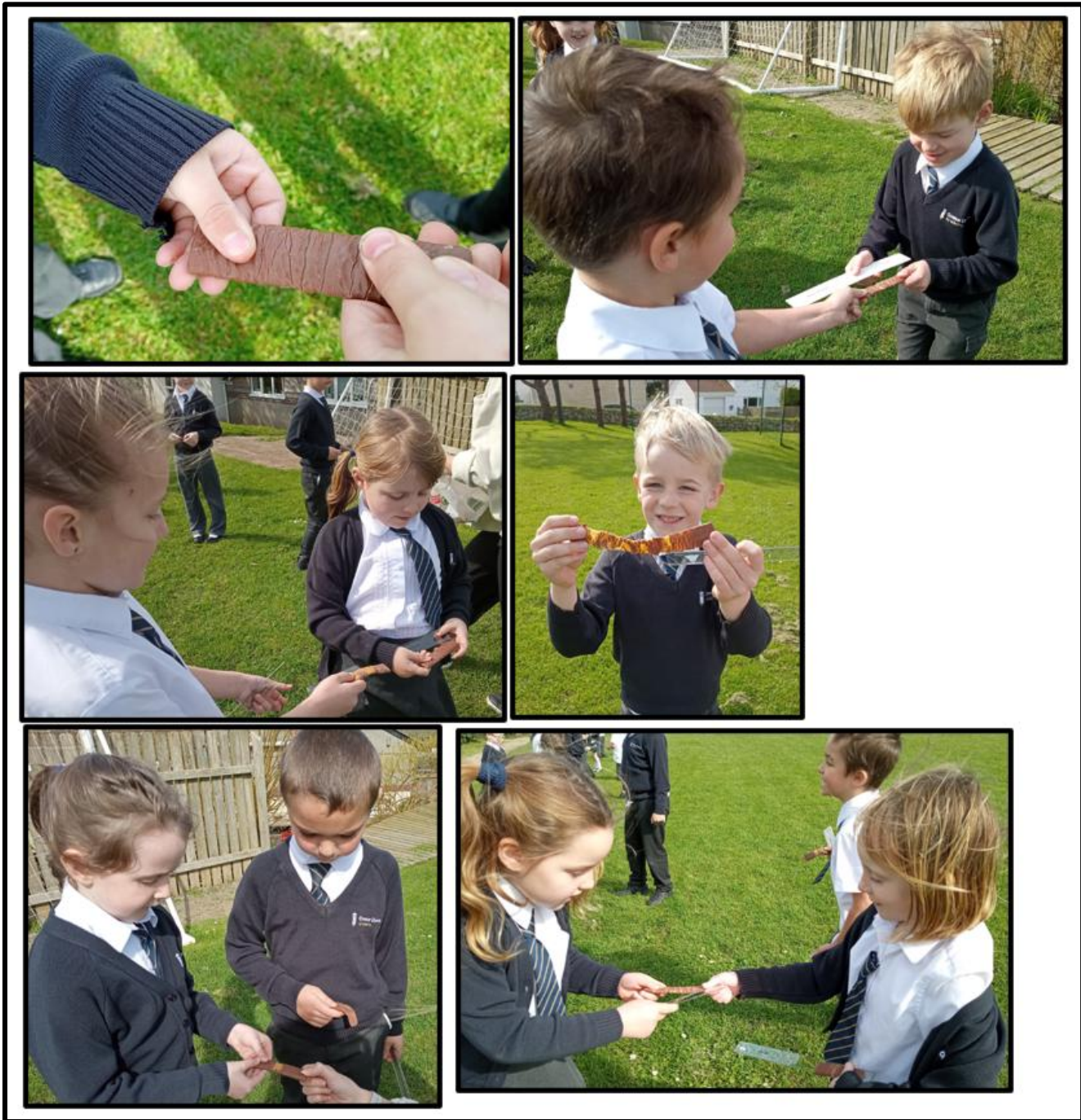
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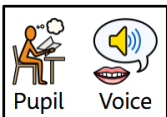




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Ava H, Jacob and Amelia: ***"I loved the Curly Wurlly challenge – ours went nearly to half a metre!"***

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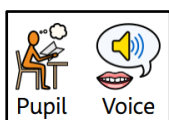
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To complete our British Science Week celebrations, the children took part in one final investigation that linked both Maths and Science. Pupils selected a range of classroom objects and predicted whether each one would sink or float when placed in water. As they tested the items, the children used their mathematical skills to record their results using tally marks, working carefully and accurately. Once all the data was collected, they interpreted their findings by creating a pictogram, using stars and circles as their key to show which objects floated and which sank. This activity helped the children practise data handling, make scientific observations, and draw simple conclusions from the results an excellent way to round off an exciting week of curiosity and investigation.



Emily and Florence: ***“we were surprised in our float or sink activity because we thought the rubber would float, but it didn’t!”***





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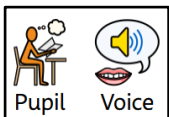
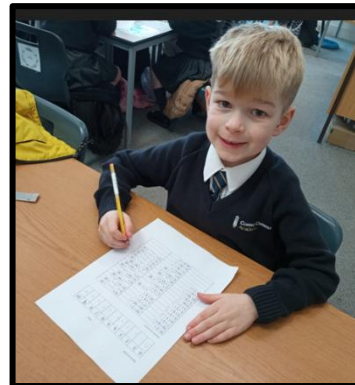
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Times tables and Number Formation

Alongside all our exciting curriculum activities this term, Year 2 have also been working hard on learning their times tables. The children have been practising the 2, 5 and 10 times tables through songs, games, practical resources and regular fluency sessions. They have explored multiplication using arrays, grouping and repeated addition to build a secure understanding of how times tables work. We have also placed a strong emphasis on number formation, ensuring pupils write their digits correctly, neatly and with confidence, as this supports accuracy across all areas of Maths.

As their teacher, I have seen tremendous progress this term. The children are becoming much more confident and independent when recalling multiplication facts, applying them to problem-solving tasks, and presenting their work clearly. Their enthusiasm and resilience have been fantastic, and they should feel incredibly proud of everything they have achieved.



Jobie: ***“My number formations have improved and I enjoy doing it!”***

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Land's End Airport - Year 2 Trip

This Spring Term, Year went on a very exciting school trip to Land's End Airport. We were all full of smiles as we climbed into the minibuses and set off on our adventure. The journey didn't take long, and soon we could see the runway and lots of small planes!

When we arrived, the friendly airport staff greeted us and showed us around. First, we went into the check in lounge, where people wait before getting on their flights. We looked at the big screens that tell passengers where to go and when their planes are ready.

Next, we got to walk outside (very carefully!) to see the planes up close. They were much smaller than the ones we see flying high in the sky, and some had shiny propellers at the front. We even watched one plane take off- its wheels touched the runway gently and flew into the air beautifully, and everyone cheered!

After that, we visited the Air Traffic Control centre. We learnt that this is where the air traffic controllers talk to pilots and help keep everyone safe. We practised saying, "Pilot ready for take-off!"

Then we went to the fire station at the airport. The airport firefighters showed us their huge fire truck. It had giant wheels, special hoses, and bright lights. Some of us even got to sit inside, everyone said it felt like being in a real rescue vehicle!

Before we left, we ate our packed lunches while watching more planes take off and land. It was very windy, but it made the experience even more special. We were too busy spotting birds, planes, and even the Isles of Scilly planes.

We finished our trip feeling happy and full of new facts about airports and flying. It was a wonderful day, and Year 2 behaved brilliantly. We can't wait for our next adventure next term!

A huge thank you to Mrs Eddy and Mr Gallagher for driving the minibuses, and to Mrs Richards and Mrs Hollis for all their help on our school trip. Mrs Hackett and I are very grateful!

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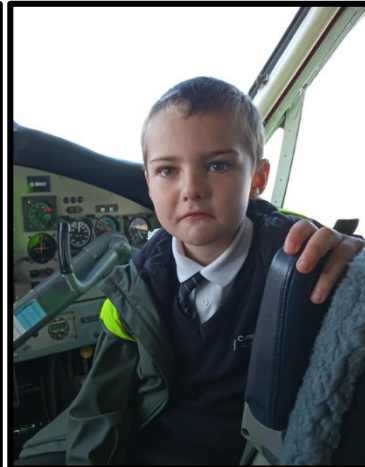
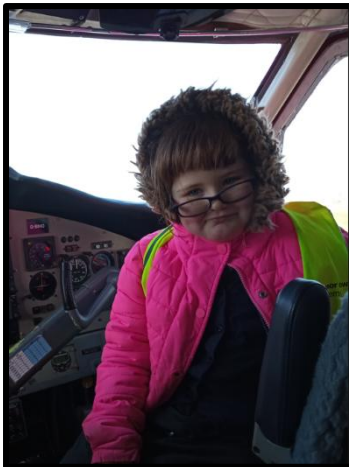




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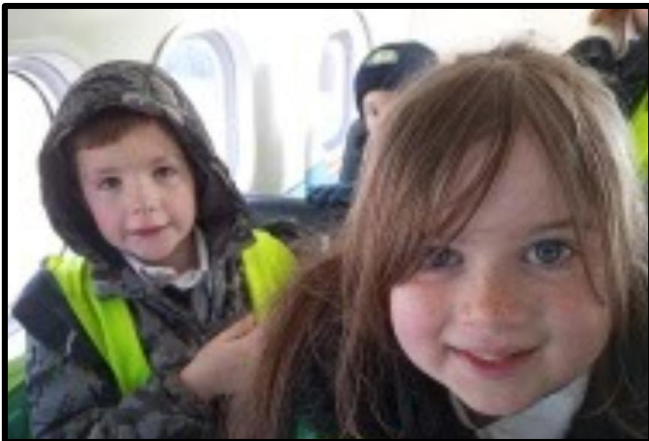




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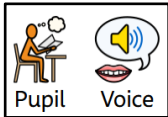
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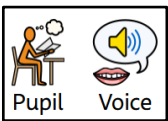
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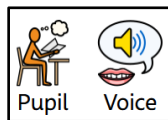




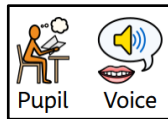
Frankie **"My favourite part was going to the fire station. The fire truck was HUGE, and I liked the flashing lights."**



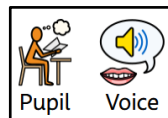
Conor: **"I didn't know that the people in the control tower talk to the pilots. It was fun pretending to be one!"**



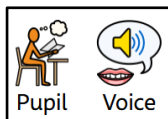
Robyn: **"Eating lunch while watching the planes take off was the best. The wind made us laugh!"**



Freya: **"I liked learning how the airport keeps everyone safe. The firefighters were really kind."**



Jago: **"The plane's propellers were really cool. They spin so fast!"**



Ben: **"I loved seeing the pilots. I want to fly a plane when I'm bigger!"**



Warm wishes for the Easter Holidays

As we come to the end of a busy and exciting term, I would like to send my warmest wishes to all our families for a wonderful Easter holiday. The children have worked incredibly hard, embraced every challenge, and brought so much enthusiasm and joy into our classroom each day. It has been an absolute pleasure teaching your wonderful children, watching them grow in confidence, resilience and curiosity. Thank you for your continued support, it truly makes a difference. I hope you all enjoy a restful break filled with fun, family time and (hopefully!) plenty of sunshine.

A Springtime Wish



As springtime sun begins to glow,
And flowers start to bloom and grow,
We think back on the term we've had—
The laughs, the learning, good and glad.

Your children's smiles light every day,
In all they do, in all they say.
Their curiosity, bright and true—
It's such a joy to teach what they can do.

So as the Easter holidays appear,
I send warm wishes, far and near.
May your days be peaceful, fun, and bright—
With cosy mornings and gentle nights.

And as we take this little rest,
Know teaching them has been the best.
They fill our classroom with cheer and grace—
A truly special, happy place.

Warm wishes,

Miss Medcalf

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