



## Year 2

Welcome to Year 2's summer term newsletter. The children and staff have had a truly wonderful term, with amazing experiences and progress being shared by all. I have felt blessed to have spent an academic year with such lovely children and their families. We hope you enjoy the photos included here.

## English

In English the children have studied the fairy tale Cinderella and thought about the classic features of this genre. They have written invitations to a ball and to our class street party. They also made plans and wrote reports on the life of one of the queens (**National Curriculum English Year 2: to consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence**). This supported our English writing as the children began to write their biographies of Queen Elizabeth II. The children drew on their reading preparation by saying who they were writing about, began by saying where and when they were born and wrote sentences to describe their childhood. As part of our challenge pupils wrote one or more 'Did you know?' questions and answers to enhance their biographies. This enabled them to demonstrate their reflective learning by thinking back to our SPAG focus on question marks. (**National Curriculum Writing Year 2: to develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)**). In addition to invitation writing the children created a variety of written items in preparation for the street party. The children made posters to decorate our



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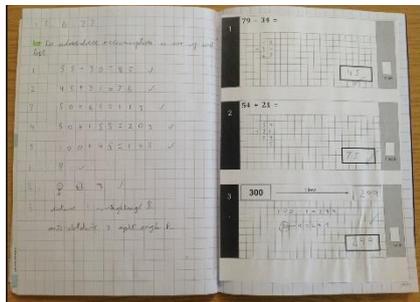


## Reading

The children have been inspired in reading in Year 2 as we have been reading biographies. They have discovered that a biography is a factual account of a person's life written in chronological order. The children read a biography of Queen Elizabeth and thought about what they noticed (time order, dates, 3<sup>rd</sup> person). They extended their vocabulary by adding new words read and discovered to their word banks, writing and speech. **(National Curriculum Reading Year 2: to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; reread these books to build up their fluency and confidence).**

## Maths

In Year 2 the children have been working



on geometry, position, and direction. They have described movement; they have done this practically by following and giving directions before writing



directions for routes and recording routes on 2D grids. The children have also applied their maths by learning to solve problems. The children designed flags using 3 vertical sections of the same size and using only 3 colours showed and recorded all possible solutions. They remembered to check that they had all solutions, they used a suitable method and checked if the answer was sensible. **(National Curriculum maths Year 2: to order and arrange combinations of mathematical objects in patterns and sequences, to use mathematical vocabulary to describe position, direction, and movement, including movement in a straight line).** Alongside our key stage 1 tests the children have been used and applied their maths skills cross-curricular all term.

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One challenge was to use significant dates in our theme such as when Queen Victoria became the Queen of England in 1837 and Queen Elizabeth II became the Queen of England in 1953. The challenge was to make all the values from 1 to 37 as well as exploring which numbers could be made in lots of different ways.



**(NC math's year 2; solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities, and measures; applying their increasing knowledge of mental and written methods).** Next the children learnt how to tell the time. The children read and drew the time to quarter to and quarter past, used their knowledge of fractions and turns to identify quarter past and quarter to. They showed good recognition of the movement of the hour hand and minute hand. They secured their fluency and extended their reasoning skills explaining their learning in detail and solved problems such as the train to London leaves at quarter past and quarter to every hour. Make a list of the trains Oliver can catch if he gets to the train station between 2 o'clock and half past 4. **(National Curriculum maths Year 2; to compare and sequence intervals of time, tell, and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times, know the number of minutes in an hour and the number of hours in a day).** The children's problem-solving skills were extended using time in real life situations such as reading timetables.

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The term concluded with lots of maths investigations applying, securing and challenging skills learnt and covering new Year 3 expectations.



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6. 5. 22  
to describe turns.

1.  $25 \times 25 = 150 \checkmark$   
2.  $75 + 25 = 100 \checkmark$   
3.  $50 + 50 = 100 \checkmark$   
4.  $50 + 25 = 75 \checkmark$   
5.  $100 - 25 = 75 \checkmark$   
6.  $75 - 25 = 50 \checkmark$

quarter turn half turn full turn

1. anti-clockwise ✓  
2. anti-clockwise ✓  
3. clockwise ✓  
4. anti-clockwise ✓  
5. clockwise ✓

**Describe turns**

1. Match the picture to the turn.

2. Draw to show what the triangle will look like after each turn.

a. A quarter turn clockwise.  
b. A three-quarter turn anticlockwise.

3. What do you notice?

**Describe turns**

1. Match the picture to the turn.

2. First, the arrow is heading up. Then, it turns half a turn.  
Draw to show what the arrow looks like now.

b) Complete the sentence.  
Now, the arrow is pointing clockwise.

1. 60 + 5 = 65 ✓  
2. 50 + 15 = 65 ✓  
3. 45 + 25 = 65 ✓  
4. 40 + 15 = 55 ✓  
5. 35 + 35 = 70 ✓  
6. 30 + 45 = 75 ✓

1. 2 o'clock ✓  
2. 1 o'clock ✓  
3. 5 past 2 ✓  
4. 10 past 2 ✓  
5. 10 past 2 ✓

The duration is 15 minutes

1. 20 o'clock ✓  
2. 1 o'clock ✓  
3. 5 past 2 ✓  
4. 10 past 2 ✓  
5. 10 past 2 ✓

amount of time

ing taxes

**Find durations of time**

1. Match the durations on the clocks to the labels.

15 minutes  
40 minutes

27.6.22

to read and draw o'clock and half past.

1.  $30 + 60 = 90 \checkmark$   
2.  $60 + 60 = 120 \checkmark$   
3.  $60 + 15 = 75 \checkmark$   
4.  $15 + 45 = 60 \checkmark$   
5.  $45 + 15 = 60 \checkmark$   
6.  $15 + 15 = 30 \checkmark$

1 hour = 60 minutes  
half an hour = 30 minutes  
A quarter of an hour = 15 minutes  
three quarters of an hour = 45 minutes.

1. 6 o'clock  
half past 12  
half past 6

**Match the clocks to the times.**

Complete the sentence.  
At o'clock, the minute hand points to 12.

Complete the sentence.  
At half past, the minute hand points to 6.

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## Art

The children in Year 2 have looked at famous portraits of Queen Victoria and Queen Elizabeth II and then create their own portrait of Queen Elizabeth using collage. (National Curriculum Art keystage1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space).

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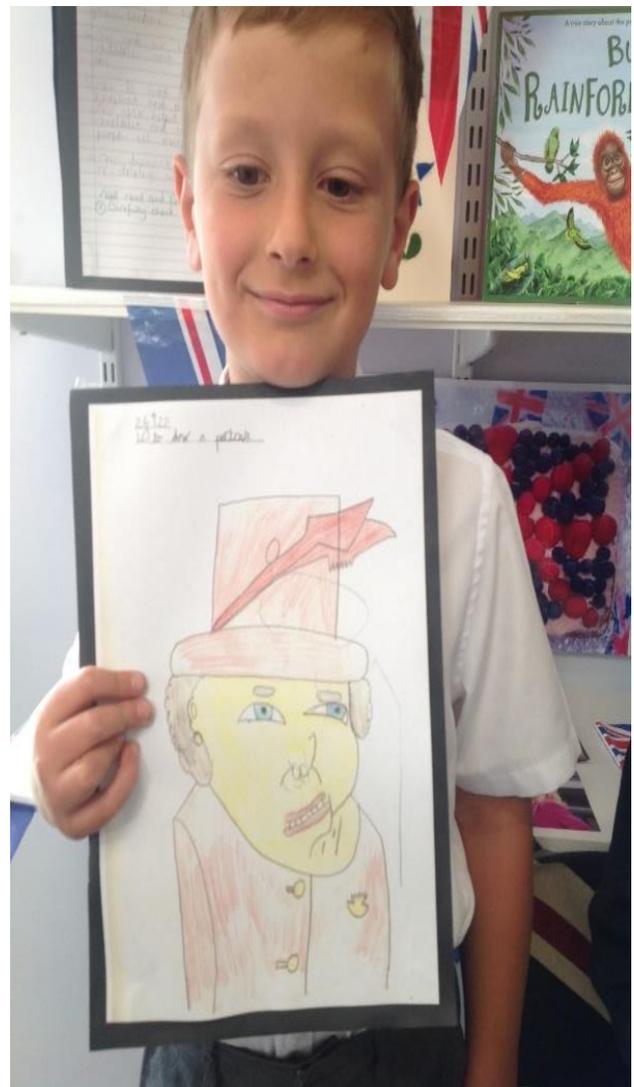
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Next the children's art involved portrait painting using a variety of media and we made 3D embellished frames. Computing helped us to move and rotate images. The children also studied carnival costumes, used light and shade to create dancing figures and used the sgraffito technique to create a busy carnival scene.



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## Design

In art and design the children have learnt about and considered the frames used on pictures. They have designed a frame for their own portrait picture. They thought about: what they are made of; whether they are large or small and if the frame for pictures is important. The children's work was inspired by the unusual frames made by Patrick Woodroffe, Robert Bradford & Vince Bevan. **(National Curriculum DT KS1: design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology).**

Art and design also involved clay work to sculpt features of our two locations. In design technology we designed and made flags to represent football teams and Olympic mascots. We applied our maths exploring points won in the Olympic Games and the shapes you can find on a football pitch.

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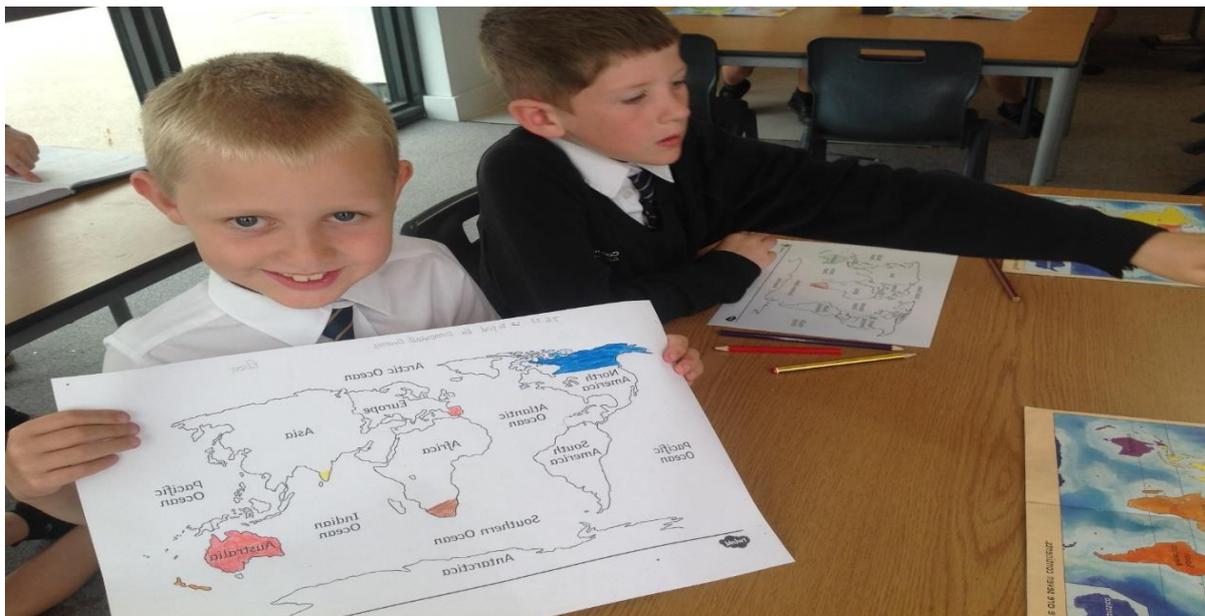
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## Geography

In geography the children have learnt to name and locate the world's seven continents and 5 oceans and understand in simple terms what the British Empire was. The children used a map of the world and located the countries that made up the Empire and labelled them on a world map. They coloured in each country so that they could see how big the British Empire was. The children remembered to look carefully at the list of countries and tick off each country as they labelled it (**National Curriculum geography KS1; locational knowledge pupils should be able to name and locate the world's 7 continents and 5 oceans**).

During our theme, Home and Away the children studied the location, physical and human features of The Lake District and Kenya. We studied lakes, coastlines, mountains, valleys, and wildlife. Our final theme, Trading Places: Britain or Brazil? helped the children to learn about the South American continent and its location to other countries. We discovered that Brazil is a country of great human and physical contrasts. The children have learnt the names of the world's continents, located South America on the globe and describe its shape, located Brazil on a map of South America and named some of its neighbouring countries.



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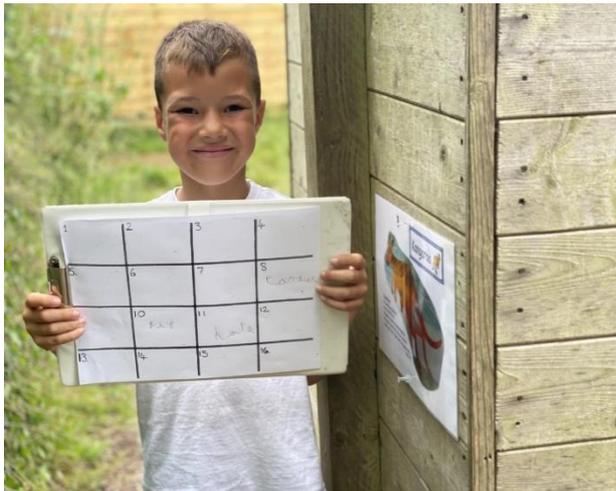
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## History

In Year 2 our theme was National Celebrations, a study of Queen Victoria and Queen Elizabeth and coincided with the Queens Platinum Jubilee. History was emphasised and involved us comparing the lives of the two queens and looking at how Britain has changed. We explored how our country is run and a government is chosen and similarities and differences between both monarchs. We promoted British values with our whole school street party. The children have learnt to understand the importance of ceremonial events in a country's history. They have written imaginary diaries for a child in the crowd at the Queen's coronation. The children learnt about one of the Queen's most important roles, a ceremonial one. They discovered how lots of people all over the world like to watch the Royal family

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when they carry out traditional ceremonies such as The Trooping of The Colour which takes place every year on the Queens official birthday. **(National Curriculum history KS1: changes within living memory where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally [for example, events commemorated through festivals or anniversaries]).** The children compared their lives to our two queens and looked at how this country has changed in the years between their reigns. The children found out about important traditions associated with the monarchy such as coronations, weddings, and the Trooping of the Colour. **(National Curriculum History KS1: to learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria).** The children also learnt to order events on a timeline and order new inventions and developments in technology. After they had made their choices, they were given the dates the items were invented and put them in the correct place on the timeline.



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## Computing

Through our applied computing the children in Year 2 have explored videos of both Victoria's and Elizabeth's Diamond Jubilee. The children focused on similarities and differences between each of the Jubilees, using the videos as an opportunity to discuss the characters, styles, and technology of the era.

This also provided an exciting opportunity for pupils to experience using video cameras and copying video from devices to a computer. They extended this further by using cameras to document our street party and developed a narration similar to what they have discovered in the jubilee videos. The children showed effective participation and team work throughout.

At the next stage the children incorporate some basic video editing, combining clips to tell a story of our street party. In preparation for this the children practiced the following skills:

- Uploading video and audio to a computer
- Combining video and audio
- Adding transitions
- Adding text

**(National Curriculum Computing KS1: to use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school).**

In Year 2 the children's computing learning journey has been cross curricular we created tourist information brochures and digital presentations using statements, questions, and explanations. The children created holiday journals and instructions of how to get to a destination. The children enjoyed creating safety posters for holiday makers and supported this with a visit from our ambulance service who explained their day-to-day experiences.



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## Music

In Year 2 the children listened to recorded music played and sung at the coronation of both Queen Victoria and Queen Elizabeth II and to music which has been composed especially for Royal celebrations. They learnt to sing a selection of patriotic songs and performed these at their street party. The children listened to The National Anthem in music and consider why it was chosen and composed for major events. They learnt to sing and perform well as a choir. At the start of the lesson, we began with a recording of the music and considered why the piece was chosen. The children also began to choose which recorded music they would like to have at their own street party to create a celebratory and patriotic atmosphere. We then focused on learning the songs to be performed at the street party. The children worked on good posture and taking a good breath in well before starting to sing. The next step was to practice singing as a choir, trying to be no louder than the rest and blending. The children worked on having clear diction, watching the conductor or leader, bringing the words to life with actions and making sure their faces were reflecting the mood of the song. The children enjoyed being spotters for this.

**(National Curriculum Music KS1: to use their voices expressively and creatively by singing songs).** In music the children learnt to sing and rehearse songs for our whole school Platinum Jubilee celebration. They also learnt to sing and perform well as a choir, remembering to warm up their singing voice, to stand properly and use clear diction when singing and to listen carefully to advice. **(National Curriculum music KS1: to use voices expressively and creatively).**



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In Music the children have listened to carnival music and played a steady beat, played in time with others and changed tempo. They have learnt to follow a leader and identified instruments used in samba (drums of varying sizes, cowbells, tambours, maracas).

The children started with clapping exercises - clapping a slow pulse aiming for togetherness and no acceleration. **(National Curriculum music ks1: to play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select, and combine sounds using the inter-related dimensions of music)**. The children had an exciting time experimenting with African drumming. The drums had unusual names. There was a log drum, talking drum called a tama, a sanban, kincanee, a dundunba and a calabash. The drums were made from wood from African trees.



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The children learnt how to play many different rhythmic patterns. It was good preparation for our music work next week based on Brazilian carnivals and Samba rhythms.



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## PE



In Year 2 the children took part in tennis coaching sessions and practised their athletic skills in preparation for Sport's Day. **(National Curriculum PE key stage 1, to master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities and participate in team games, developing simple tactics for attacking and defending).**



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## RE

In Year 2 the children have been busy learning to tell stories from the Bible and recognise links with key concepts such as good news and thankfulness. They have given clear accounts of Bible text and thought, talked, and asked questions whilst exploring ideas. The children thought about things their families do to show their love for them and thought about a selection of short prayers whilst learning about the most important examples of prayers to say and why.

## Fun Activity Morning

At the end of term Year 2 and Year 1 joined to take part in an activity morning. The children enjoyed a range of activities, with friends, including cricket, orienteering and art. Cultivating Futures and the school field was full of children and adults celebrating a special academic year together.



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### Year 1 and 2 Activity Morning

On Tuesday Year 1 and 2 had a great time completing their activity morning, moving around to three different activities, with Miss Pedlar, Mrs Kitching and Mr Costello. We spent time putting our cricket skills into practice and played a Kwik cricket match. We used our art skills to create a



picture made from natural materials found in cultivating futures and we finally learnt about orienteering and completed a course with Mr Costello. It was great to see the enjoyment on all of the children's face, lots said this is the best day ever!



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