



Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs
Academy

Year 2

Spring Term 2022

T: 01736 753135

E: hello@connordowns.org.uk

W: www.connordowns.org.uk

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Year 2 Spring Term Newsletter 2022.

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

In Year 2 the children's spring reading journey began by reading and expressing how text makes them feel and using rhyme and alliteration to create their own magic spell poems. The children practised reciting a poem dramatically. All our reading is supported by our daily spelling programme, SPAG, guided reading programme and twice weekly reading comprehensions. (National Curriculum, Year 2- Reading-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Writing-writing poetry and reading aloud what they have written with appropriate intonation to make the meaning clear).

The children also had a signed book donated by, the award-winning author Jackie Morris and illustrator, Catherine Hyde.

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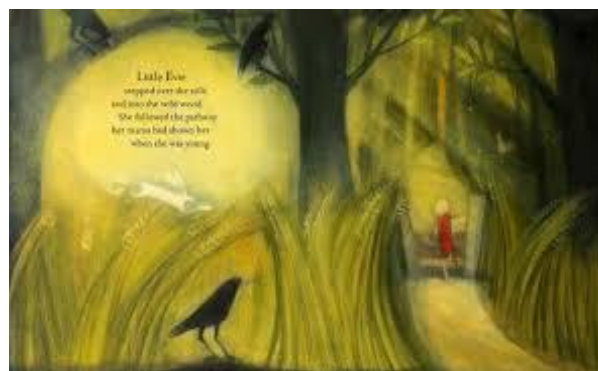
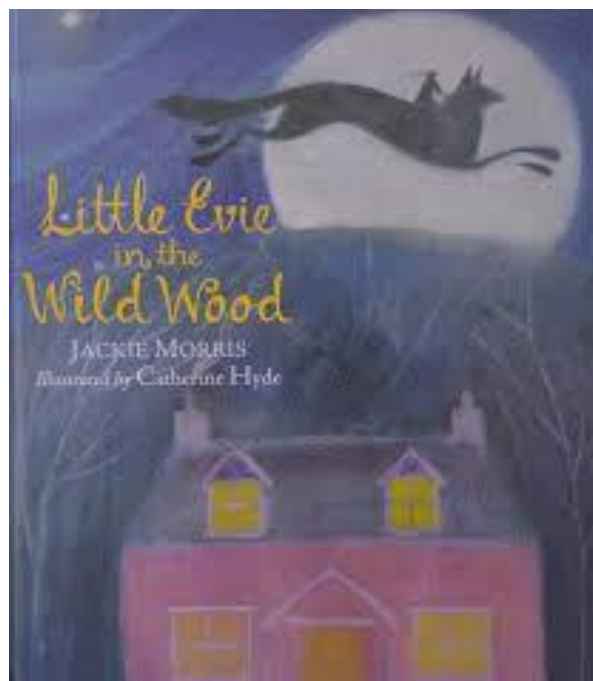
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The children really enjoyed her book, *Little Evie in the Wild Wood* and sharing her writing journey from her first ideas to the completed book. The children learnt a great deal about how to improve their reading and understanding.

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In English we have studied different version of the Aesop fable Town Mouse, Country Mouse and written character descriptions. We have acted out the story, annotated texts and explored details of the story and its message.

(National Curriculum English Year 2: to understand both the books that they can already read accurately and fluently and those that they listen to by:

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

In addition to our curriculum-based reading we have two exciting and well - resourced book areas with book reviews and author information to share. The children really enjoy sharing information with their peers and adults about their favourite authors. Also displayed are the children's reading photos.

There are interactive resources the children use to develop good reading skills and practise. For adults who come into hear readers we have question prompt cards to challenge all readers.

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

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

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

During our second theme Town Mouse, Country Mouse the children wrote stories based on the Aesop fable, The Sun, and the Wind. The children explored the fable through drama and music, they planned their own stories inventing new characters and including a moral. (National Curriculum Year 2 Reading, to read words containing common suffixes and writing, writing for different purposes). The children used lots of the inspiring ideas from Jackie Morris's book in their own story writing. The children wrote in clear parts and included speech. During our SPAG lessons the children learnt how to write and punctuate speech. There was lots of evidence of this being transferred into the children's writing. In phonics we have been learning about suffixes and these have been evident with the use of exciting new words such as boastful, strongest. All our writing is supported by our daily spelling programme, SPAG, guided reading programme and twice weekly reading comprehensions.

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Friday 14th January 2022

Dear parents/carers,

I hope that you and your families are all safe and well. We have had a full and exciting week in our academy.

On Tuesday this week, representatives from our year 3 and year 4 classes attended a multi-sports event at Mounts Bay Academy. This event was aimed at young people who wouldn't normally get the chance to compete for their school. We are so proud of all the children who took part in a variety of events and represented Connor Downs Academy so well. On the 27th January, children from years 1 and 2 will attend a similar event for KS1 aged children and we wish them all luck.



Year 2 have been busy preparing to write their own weather story based on the Aesop fable, The Sun and The Wind. The children explored the fable and its meaning through their reading comprehension and then retold the story in order. When secure,

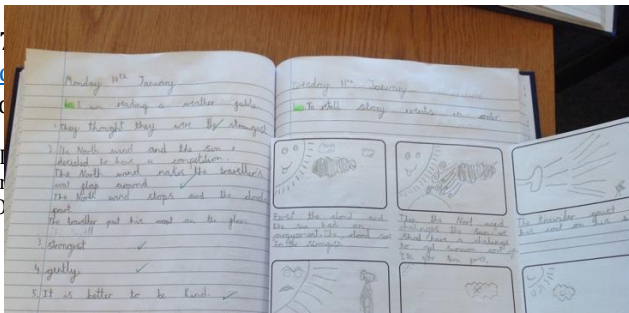
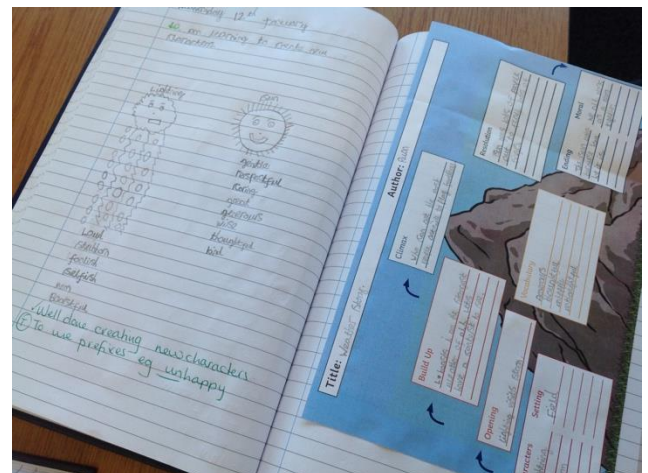
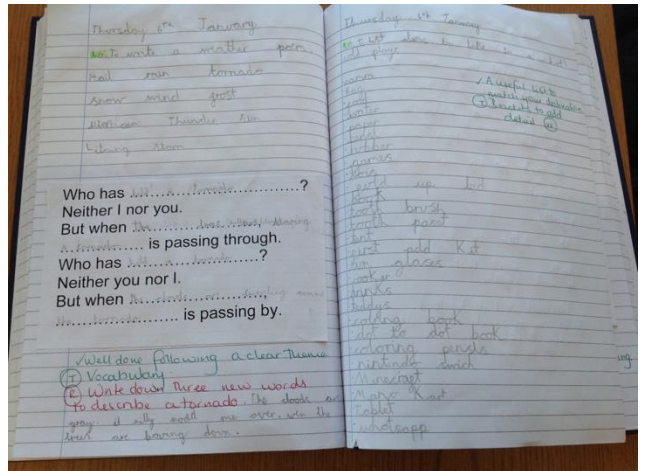
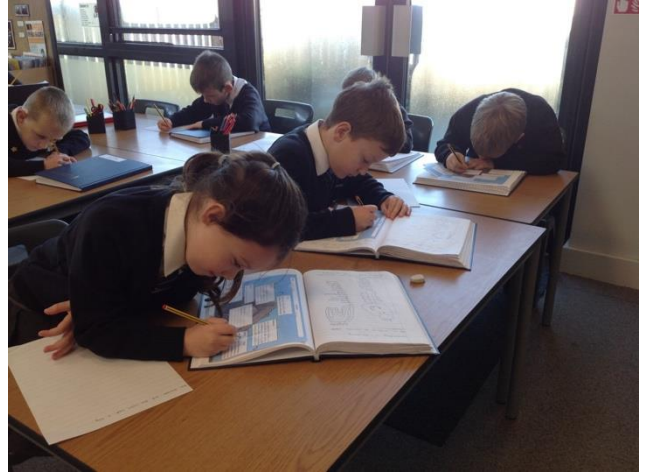
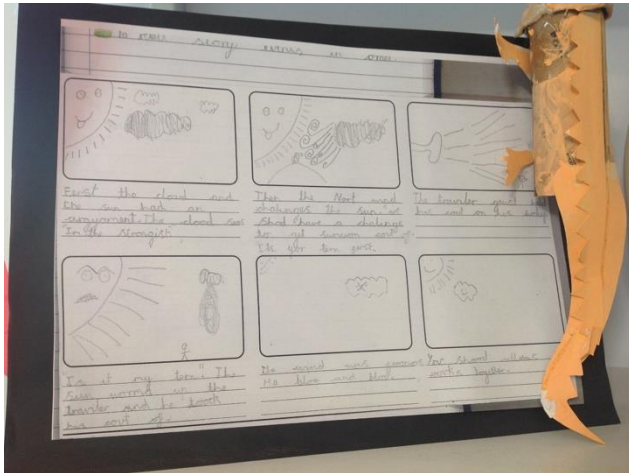
the children invent their own characters and planned their stories using a story mountain. Year 2 are excited to be reading their stories aloud to Year 1 when they are complete.



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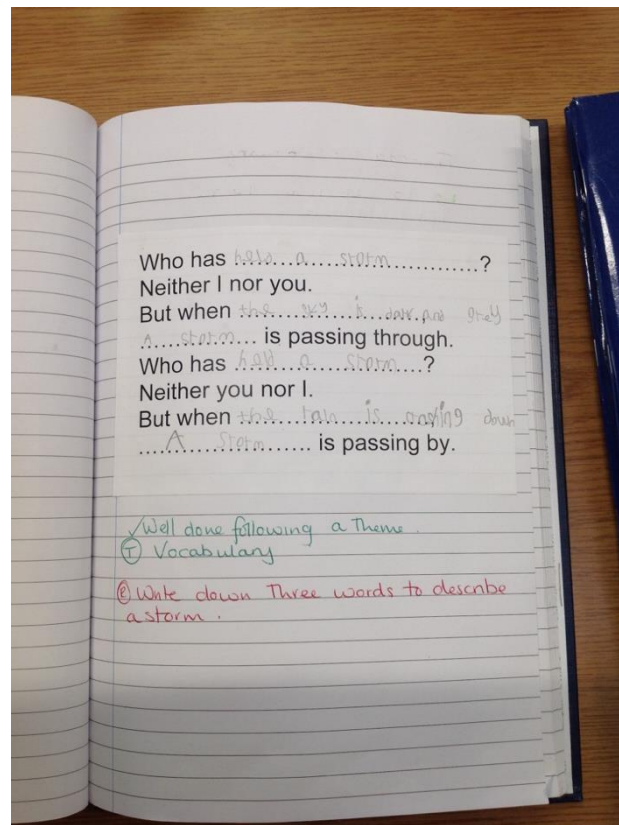
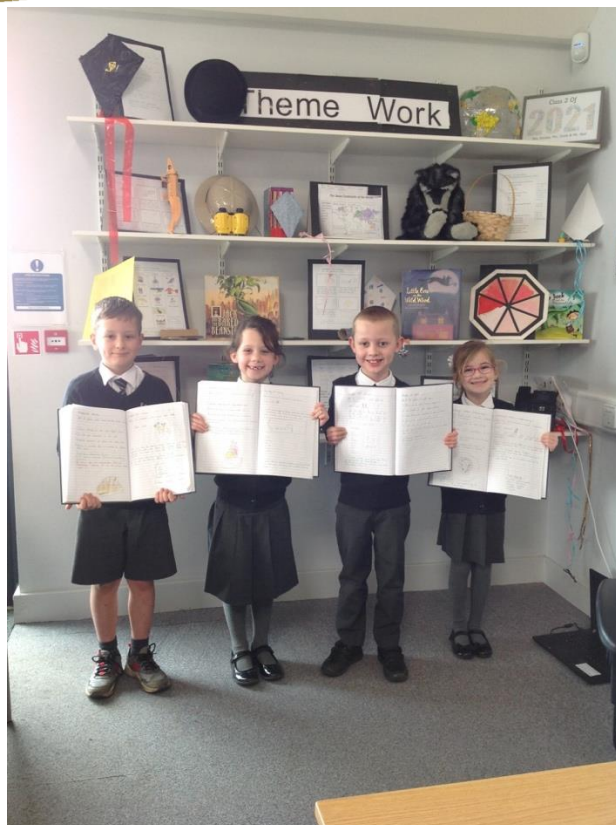
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In maths the children have had an exciting and challenging term. The children's first unit was multiplication and division. I saw lots of evidence of reflective enquiry and independent learning as the children demonstrated their skill and understanding. Next, we looked at measurement: money. We took our maths learning outside to further develop skills in practical, fun sessions to cement understanding and provide challenge and opportunities for all. The children's reasoning and word problem solving challenges have often been cross curricular. This was followed by geometry and the properties of shapes. Week nine saw the children exploring graphs. Our term concluded with fractions. The children have been so enthusiastic about their times table tests. They have transferred skills well and made impressive progress.

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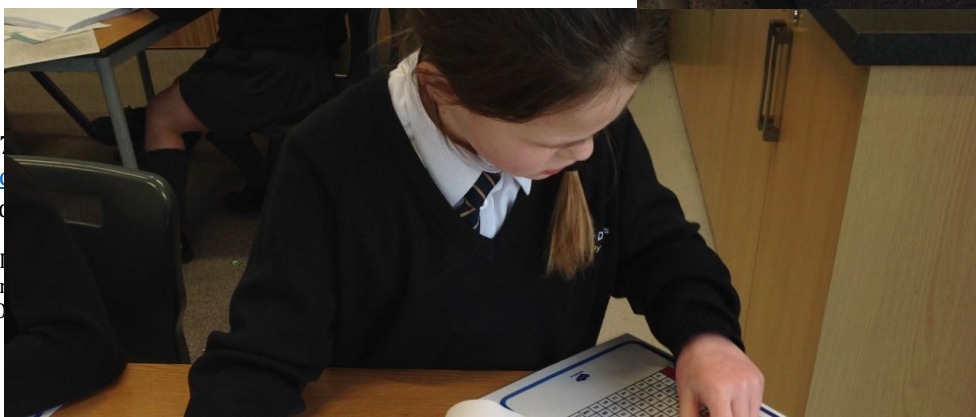
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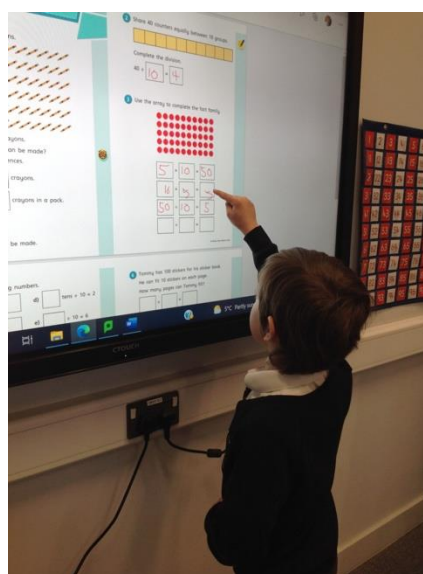
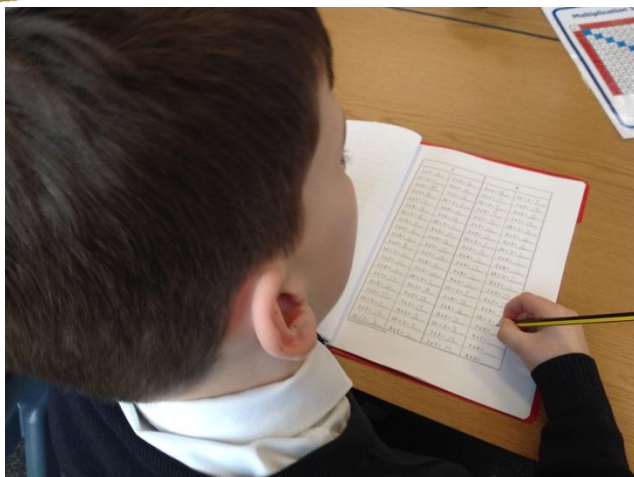




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History this term has cross curricular links and involved a study of black history matters. As part of this Key Stage 1 came together over three weeks and in mixed ability groups learnt about three famous black historical figures and took part in exciting activities. The teacher taking the session dressed in character and through story- telling and role play. The children went on a historical journey exploring sources and new characters. The Year 2 pupils also enjoyed sharing their learning with Year 5 and broadening their understanding of key historical events as they witnessed Year 5' re-enactment of The Great Fire of London.

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

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School Council

This week, during their School Council meeting, representatives from each class prepared a poster to remember Holocaust Memorial Day 2022.

The children shared their posters and its message with their

classmates. This year's theme is One Day. At Connor Downs Academy we talked about stories of hope and how we can act for a better future.



Aspire Covid-19 Information Page

For up-to-date guidance, parents/carers should refer to the Aspire web page using the link below

<https://www.aspireacademytrust.org/coronavirus>

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Our spring term school trip was history based and also support our geography study. The children followed up their learning on the history of flight with a trip to Land's End Airport. During the visit the children learnt about check in and skybus operations, air traffic control, the role of the fire crew at the airport and the engineers work on maintaining the aircrafts. The children had a wonderful time and it inspired their study of hot and cold locations around the world back in the classroom.



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

During their theme Blown Away pupils learnt about cloud formations and weather patterns, they collected and analysed weather, located the Equator

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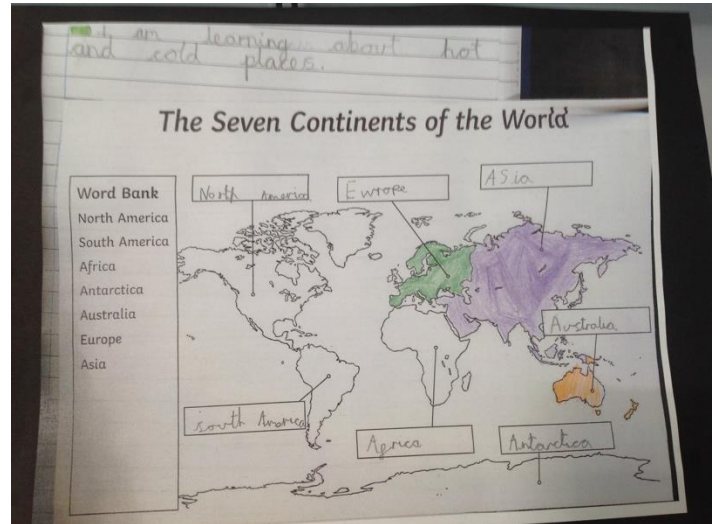
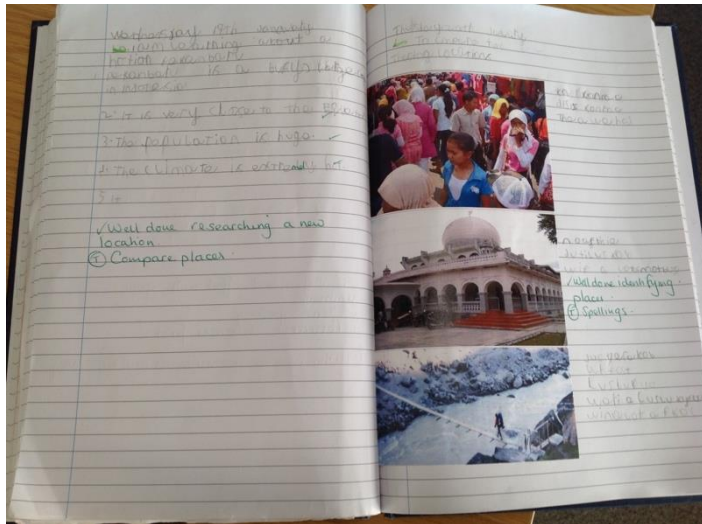
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and learnt about hot and cold locations in the world with an in-depth study of Pekanbaru and Baffin Island.



The children have explored Science through our themes; Blown Away and Sowing and Growing. The term began with the children observing a range of features and variables relating to the weather. They then used equipment to take measurements and to gather and record data and noticed and described features of the weather using simple comparisons. The children experimented with weather collecting equipment to measure key weather features and compared the techniques for gathering data and identified which seemed to be working better. Next the children collected weather data over a week and presented findings making cross curricular links to our maths work on statistics.

During our theme Sowing and Growing the children learnt about how seeds and seedlings change over time, identified similarities and differences between different plants, recorded and displayed evidence and understood the sequence of stages that plants go through in growing. We then grew our own plants and explored the factors that might affect the growth of our seedlings.

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National Science Week



All children in EYFS have had so much fun during their outdoor learning in Science this week. They have been listening to nature, observing the changes in the seasons and finding out what lives in our pond. They thoroughly enjoyed discovering the newts living in the pond. The children observed the newts closely and even had the opportunity to hold them.



For National Science Week the children in Year 2 launched their new theme Sowing and Growing. The children examined a range of seeds and dissected seeds to discover all their parts. They found and learnt about the seed coat and how it protects the seed as it starts to grow. They found the radical which becomes the root and stem and discovered the food store which contains all the nutrients the plant needs to start growing. Cross curricular links were made with the children learning about women in science through this week's reading comprehension.



Year 3 had an exciting investigation discovering if liquid travels. It was amazing to see the children's response as they observed the liquid's movement.



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In computing, in Year 2, the children had exciting lessons making Lego robot models and wind turbines, they then used iPad to programme them to move, rotate, make a noise, and managed the speed of their rotations. (National Curriculum Computing Key Stage 1: to understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions). Cross curricular links were made to enhance



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the children's understanding in maths on shape and direction and their weather study in geography.

The children have been focusing on online safety, communication, and collaboration.

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

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

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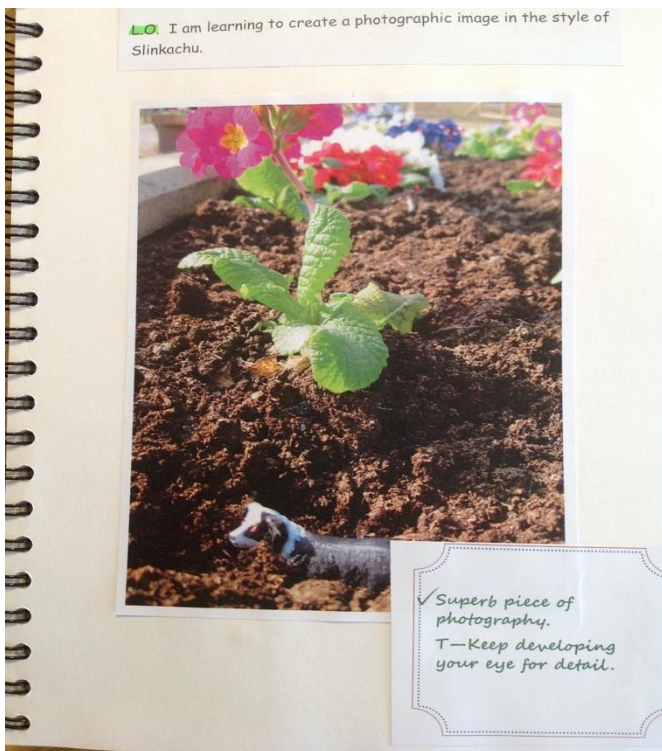
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geography, and English. The children celebrated Shrove Tuesday with pancake races!

Art, this term has involved painting and photography. We launched our



painting focus through our theme Blown Away. The children began by exploring the work of artists John Constable and Luke Howard, they made links to their own experience and work and mixed colours with white

(tints) or black (shades).

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

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

During our theme Town Mouse, Country Mouse the children learnt about different varieties of vehicles and developed an understanding of wheels, axles, and chassis. Next, they analysed products (vehicles), observed join

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components used in various ways to create movement and understood the need to use temporary joins.

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

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



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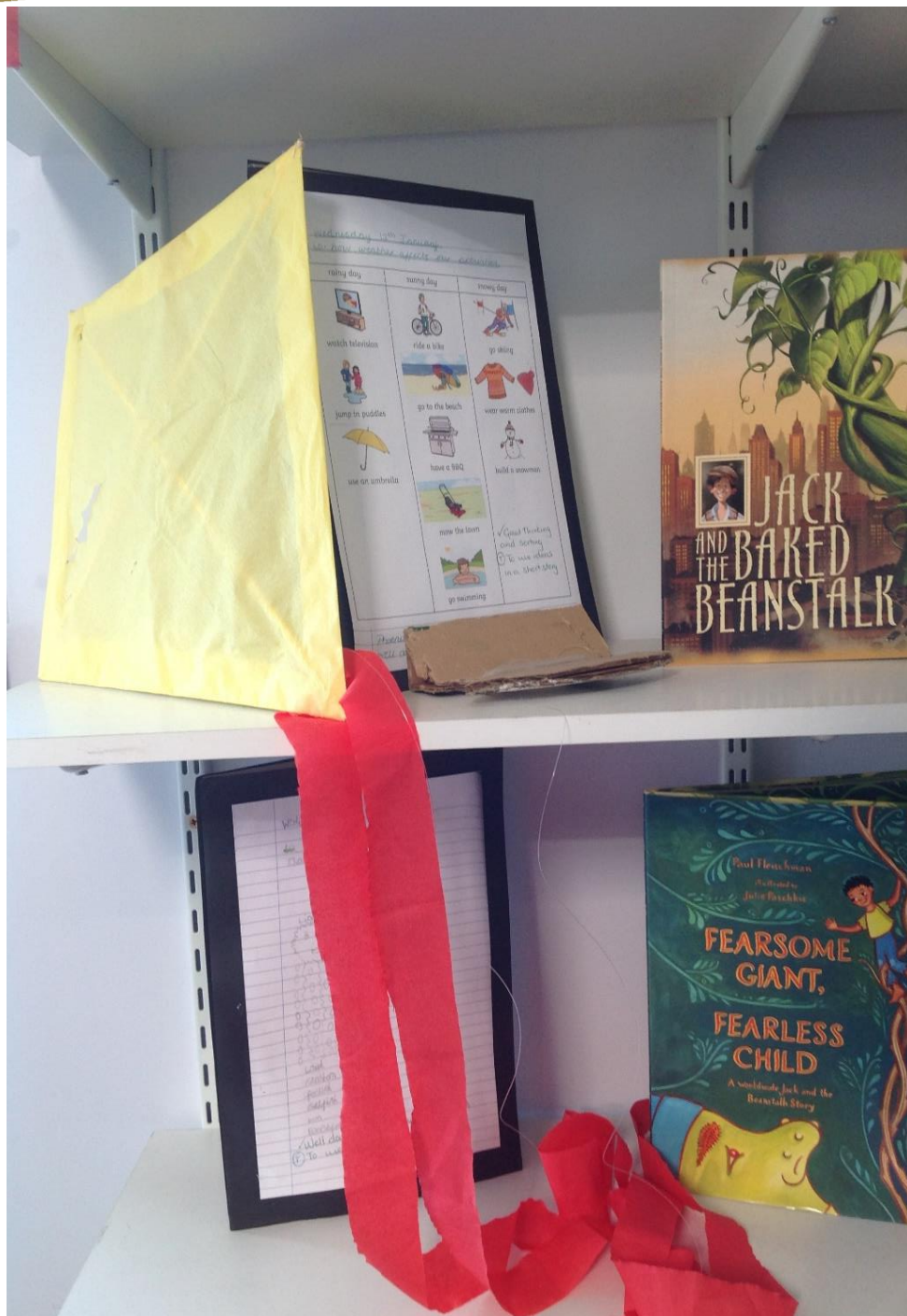
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In PE the children have been focussing on swimming and games this term. In swimming pupils have been learning to swim competently, confidently, and proficiently over a distance of at least 25 metres, use a range of strokes effectively including front crawl, backstroke and breaststroke and perform safe self-rescue in different water-based situations.

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In games the children have develop fundamental movement skills, becoming increasingly competent and confident. They have had access to a broad range of opportunities to extend their agility, balance, and coordination, individually and with others. The children have engaged in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. The children have been taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities and participate in team games,

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developing simple tactics for attacking and defending. Cross curricular links to SMSC and science have been made.



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The children have continued their music journey by describing what we hear referring to musical elements, representing environmental sounds using instruments/body percussion and working with others to create a soundscape. They did this for an urban and rural landscape. Next the children learnt the song Town Mouse, Country Mouse and sang and spoke it rhythmically (rap), changing the lyrics of a melody and rap and performed in a small group. They combined their singing, rapping and soundscape work in a composition and worked with others to create a complete piece. This

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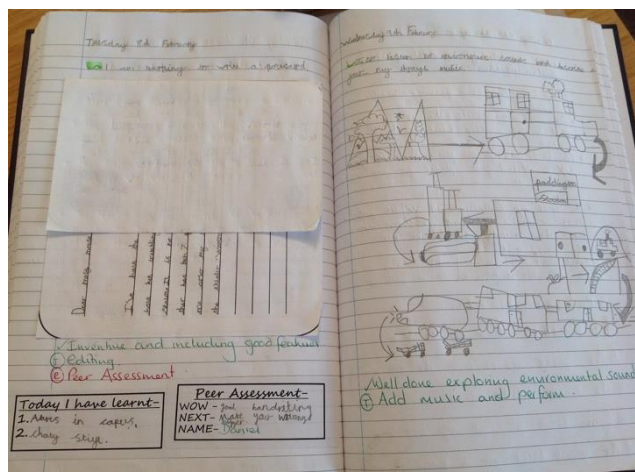


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linked cross curricular to the children's learning in geography and their study of the physical and human features in different environments.



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



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