

Year 2, Summer 2, Curriculum Learning

Dear Parents and Carers,

Welcome to our final curriculum letter of the academic year.

As we enter the last half term, we are excited about the many learning opportunities, memorable experiences, and special events that lie ahead. We look forward to helping every child achieve their very best as they complete their Key Stage 1 journey at Mulberry Wood Wharf.

This half term is particularly busy, so please take a few moments to read through this letter carefully. As always, our doors are open, and we welcome any questions or conversations you may have throughout the term.

With the warmer and brighter weather upon us, please ensure that your child comes to school each day with a water bottle and is getting plenty of sleep at home. We understand that with the lighter nights, this can make bedtimes trickier! We are also aware that seasonal allergies can affect some children at this time of year. If your child experiences allergies, please let us know so that we can support them appropriately and ensure they are ready to learn and thrive.

We would also like to highlight the importance of punctuality. Arriving at school on time each day helps children settle quickly and ensures they do not miss valuable learning opportunities. Your support in this area is greatly appreciated.

As teachers, we are incredibly proud of our year group. They continue to impress us with their enthusiasm, resilience, kindness, and achievements. They have so much to celebrate, and we are looking forward to making the most of these final weeks together.

Thank you, as always, for your continued support, encouragement, and partnership throughout the year.

Best wishes,

Shireena and Lucy



Commented [SB1]: Maybe explain this, like as the lighter nights that can make the bedtime routine trickier?

Commented [SB2]: Good to mention this!

English:

In English this term, Year 2 pupils will be reading *Fantastic Mr Fox*. Through this engaging text, children will develop their comprehension skills by exploring characters, settings, and key events in the story, as well as discussing the themes and messages within the book. Pupils will use the text as inspiration for their own writing, focusing on different genres. They will write detailed character descriptions, using ambitious vocabulary, expanded noun phrases, and descriptive language to bring characters to life. Children will also learn how to write a newspaper article based on events from the story, focusing on recounting events clearly, using time conjunctions, and including key journalistic features such as headlines and reported speech. Throughout the unit, children will continue to develop their sentence structure, handwriting, spelling, and punctuation, with a focus on using subordinating conjunctions, a range of punctuation and sentence types. They will also be encouraged to organise their ideas into clear and logical sequences, improving both the clarity and interest of their writing.

Reading and discussion will play an important role, with children sharing their opinions about the text, making predictions, and justifying their ideas using evidence from the story. Opportunities for drama and role-play will help deepen understanding of characters and events, supporting children in developing imagination and confidence in their written work. This exciting unit will help children develop creativity, fluency, and a love of reading and writing.

End of year 2 Handwriting expectations:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Reading:

Pupils will take part in daily reading lessons aimed at strengthening fluency, deepening comprehension, and developing a secure understanding of a range of texts. Each child will bring home a levelled reading book (Big Cat book). In our reading sessions, we will study a text together, practise independent reading of selected extracts, and engage in discussion through carefully planned questions that develop key reading skills. The children will build their use of ambitious



vocabulary, explore characters' thoughts and actions using evidence from the text, make sensible predictions, retrieve key information, sequence and summarise events, and justify their answers using what they have read.

In our reading lessons at school, we will be looking at comprehension skills.

These skills are best remembered using the acronym **VIPERS**.

V – Vocabulary: Understanding the meaning of words in the text.

I – Inference: Working out what characters are thinking or feeling.

P – Predict: Using clues to guess what might happen next.

E – Explain: Explaining ideas or events using evidence from the text.

R – Retrieve: Finding information directly from the text.

S – Summarise/Sequence: Summarising the main events or putting them in order.

There are comprehension questions at the back of each book; please use these to discuss the story and check understanding. When your child comes across a tricky or unfamiliar word, encourage them to break it into smaller, manageable chunks. This builds decoding skills and confidence. All children are working at their own reading level, and it is essential that they read at least 20 minutes every day. Finally, please ensure your child brings their reading wallet to school every day, so they can continue to read with adults using their own levelled books during the school day. Thank you for your continued support in helping build strong, happy readers!

Core book challenge:

Our Core Book Reading Challenge is entering its final stages, and this is the last push to complete the full 30-book challenge! We encourage all children to continue working through their reading lists, completing their Tell Me Grids, and choosing any remaining titles they have yet to read. What a wonderful achievement it will be for your child to have read over 30 carefully selected books, purposefully chosen to support and inspire growing readers. Well done to everyone who has embraced this journey and is now approaching the end of the reading list.

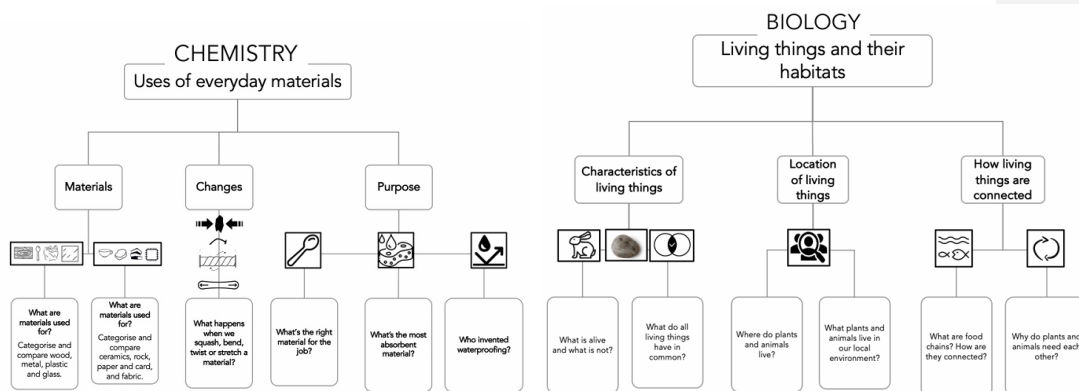
Maths:

In Mathematics this half term, children will be learning about **Statistics and Position and Direction**, while continuing to consolidate key concepts, including place value. In statistics, children will learn how to interpret and create simple pictograms, tally charts,

block diagrams, and tables. They will collect, organise, and represent data before using it to answer questions and draw conclusions, helping to develop their reasoning and analytical skills. In position and direction, children will build their understanding of movement and turns, using mathematical language such as clockwise, anti-clockwise, quarter turn, half turn, and full turn. They will also use directional language to describe the position of objects and follow simple maps and instructions, developing their spatial awareness and problem-solving skills. Alongside these areas of learning, children will revisit and strengthen their understanding of place value, as well as key skills in addition and subtraction. This consolidation will help to build fluency, accuracy, and confidence when working with numbers. These topics will be taught through practical, engaging activities that encourage children to apply their mathematical knowledge in meaningful, real-life contexts.

Science:

In Year 2, pupils will revisit their learning about Living Things and Their Habitats and Materials. They will explore and compare the differences between things that are living, dead and things that have never been alive. Pupils will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants, as well as how living things depend on one another. They will identify and name a variety of plants and animals in their habitats, including microhabitats, and describe how animals obtain their food from plants and other animals using simple food chains, identifying different sources of food.



In their study of materials, pupils will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses. They will also investigate how the shapes of solid objects can be changed through squashing, bending, twisting and stretching.

History:

This term in History, Year 2 pupils will be learning about the history of flight. Children will explore how ideas about flying have changed over time, from early attempts and inventions to the development of modern aircraft. They will learn about key pioneers in aviation, including **The Wright brothers**, and how their experiments and inventions helped make powered flight possible. Pupils will also compare early flying machines with modern aeroplanes, helicopters, and other forms of air transport, considering how technology has developed and improved over time. Through stories, images, and discussion, children will develop their understanding of significant historical events and how they have shaped the world we live in today. They will begin to recognise how changes in transport have impacted travel, communication, and exploration. Pupils will also develop their historical enquiry skills by asking questions, looking at evidence, and sequencing events in chronological order. They will learn to identify similarities and differences between past and present aircraft and begin to understand the importance of innovation and invention in history. This engaging unit helps children build curiosity about the past and an understanding of how human creativity has made modern flight possible.

Art:

In this Creative Response art unit, Year 2 pupils will explore how drawing and collage can be combined to add detail, texture and interest to their artwork. Children will learn that artists follow a series of steps in the creative process, including generating ideas, planning, creating and evaluating. They will draw on previous knowledge and skills to make creative choices about colours, materials, shapes and patterns. Pupils will apply and refine previously taught drawing and collage techniques, such as sketching, cutting, layering and arranging materials, to create imaginative and personal pieces of art.

Personal, Social, Health and Economic Education (PSHE):

In the Changing Me unit of the Year 2 Jigsaw PSHE programme, children explore important themes about growth, change, and self-awareness in a safe and supportive environment. This unit helps pupils understand the natural changes that happen as they grow older, both physically and emotionally, fostering a positive attitude towards these changes. Children will learn about how their bodies grow and develop, including an introduction to the correct names for body parts, which supports their understanding of personal health and hygiene. The unit also encourages children to recognize and respect differences between themselves and others, promoting empathy and kindness. Through age-appropriate discussions and activities, children explore feelings associated with change, such as excitement or worry, and develop strategies to manage these emotions. They will think about how they have changed since they were younger and consider the changes that will happen in the future, helping them to build confidence

and resilience. The unit also introduces the concept of personal boundaries and the importance of saying 'yes' or 'no' to things that make them feel comfortable or uncomfortable.

French

Building on last term's learning, we are pleased to continue offering French as our Modern Foreign Language (MFL) in Year 2. We are lucky to have Tom, our specialist French teacher from Mulberry London Dock, who teaches the children every Monday. Although French is not a statutory subject in Year 2, we are proud to provide this valuable opportunity to enrich our pupils' learning.

This term, children will continue developing their language skills by learning the names of countries and matching spoken French to written words.

Computing:

In iTools, pupils will focus on information technology and how it is used in schools and in the wider world. Using schools, shops, hospitals and the police, pupils will learn about the choices that we can make and the responsibilities we face when using technology. Pupils will use tools from apps used throughout the year to develop their skills and learn about technology in the world around us. Becoming "Tech Explorers" pupils will unlock different pieces of technology to help them learn about information technology.

Pupils will start with learning what computers and digital devices are, to use this as a base for their knowledge. From here, pupils will progress through the world of information technology learning about the different types of technology we would find in their school before taking a leap into technology used in other workplaces.

Alongside their learning of technology in the world, pupils will be practising their typing skills to further their learning and become more confident with typing simple words and sentences. By the end of the course, pupils will be able to recognise different technology and where they could be found, the importance of internet safety and user profiles, as well as the choices and responsibilities we face when using technology.

Keywords: Computer, Information Technology, Software, Hardware, Applications, System, Responsibility, Icons, Users, E-safety

Music:

This term, children will be learning the notes of the keyboard and using this knowledge to play a variety of familiar songs and nursery rhymes. They will develop their confidence in reading rhythmic notation and will have opportunities to perform both independently and as part of an ensemble. Children will also be learning correct

playing techniques, including finger placement and hand position for both keyboard and piano, helping to build strong foundations for future musical learning. They will be developing their ability to perform on the keyboard using whole-tone notes, follow and count rhythmic notation accurately, begin to explore simple composition on the keyboard, and grow in confidence when playing tuned instruments.

Physical Education (PE):

This term, children will be continuing their athletics practice in PE lessons in preparation for Sports Day. They will develop key skills in running, jumping and throwing through a range of fun and structured activities, with a focus on improving their speed, stamina, coordination and technique. Children will learn how to compete safely and fairly, as well as how to work collaboratively as part of a team. They will have opportunities to practise a variety of events, including sprints, relay races, long jump and throwing activities, gradually building confidence and resilience as they refine their skills. Emphasis will also be placed on understanding the importance of warm-ups, listening carefully to instructions and encouraging others. Through regular practice, children will develop not only their physical abilities but also their sportsmanship and confidence in preparation for taking part in Sports Day.

This term we will be doing the following:

Weekly PE lessons	Monday and Thursday both classes
Spelling	Monday (spell check- Friday)
Celebration assembly	Every Friday
Give me 10	Every Tuesdays 8:50-9:05

Homework:

Please continue to support your child at home and give them valuable extra practice to strengthen the skills they're learning at school. As previous, Year 2 's home learning will involve weekly spellings and daily reading of your child's levelled book. The additional books in their book bags can also be used for home reading as well as access to your **Oxford owl** online accounts for additional books.

We encourage children to use Times Tables Rock Stars (TTRS) at home to build strong multiplication and division skills. Quick and accurate recall of times tables is essential, as it helps children solve maths problems more confidently and efficiently. TTRS makes practising fun through engaging games and challenges that develop both speed and accuracy. For the best progress, we recommend regular short practice

sessions of 15–25 minutes each day. All children have been given a login, please ask if there are any issues.

You can access additional home learning resources via Mulberry Learn.

[Mulberry Learn – Mulberry Wood Wharf](#)

Our half-term home project: Ready, Steady Fly!

With inspiration from the Wright Brothers, we would like you to create an air craft that holds your ambitions for next year. We want you to think about the skills you want to improve, the goals you want to set and the hobbies you want to develop.

You can:

- Create a model and decorate it with messages about your dreams and goals
- You can create a drawing with flaps the reveal your ambitions
- You may want to write your goals in a story that is about aiming high!

Commented [SB3]: Great idea!



Daily reminders:

Our uniform consists of:

- A purple sweatshirt or cardigan with school logo
- Purple or white polo shirt with school logo
- Black trousers, black skirt or black pinafore
- Lilac/purple school gingham dress (summer)
- **Black shoes**
- If a headscarf is worn this should be black, white or purple.

Please can you write your child's name on all clothing items.

Water

Please make sure your child brings a water bottle to school.

Bookbag – Please check regularly and take out letters and communication. Pupils should bring their reading wallet to school **daily**.

This should carry the reading wallet with:

- Class library book.
- levelled reading book - Big Cat Book/RWI Book
- Reading Record
- Core Book Challenge
- Homework book containing spelling and handwriting

Important dates:

- **Library Visit Tuesday 2nd June (Penguins) Wednesday 3rd June (Elephants)**
- **Friday 12th June – World Cup Dress Up Day (Bring in drinks/juices for summer fete)**
- **Tuesday 30th June 2026- Sports Day (time TBC)**
- **Monday 6th July 2026- Home Project & Core Book Challenge Tell me Grid due**
- **Monday 6th July 2026- Musical Performance- Conor's group TBC**
- **Tuesday 7th July 2026 – Effy's/ Clara's Dance Show TBC**
- **Wednesday 8th July 2026- Musical performance- Preesha's group TBC**
- **Friday 10th July 2026 – School Fete – school will close at 2:00pm (no clubs and no wraparound care)**
- **Tuesday 14th July 2026 – Summer Show (time TBC)**
- **Wednesday 15th July 2026- Children meet their new teacher**
- **Friday 17th July 2026 – School closes at 1pm for the summer holidays**
- **Year 2 – trip TBC**

Commented [SB4]: These may have changed, check in with zaheeda first

Commented [SB5]: Can tis be confirmed asap?