

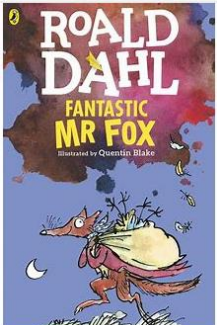
## Year 2 - Summer 2 - Curriculum learning

Dear families,

I am excited to continue supporting the children in Elephant Class as they enter the final term of Year 2. My focus is on helping them feel confident, motivated, and encouraged in their learning. I aim to build on the important skills they've developed across the curriculum, while further strengthening their independence—particularly in reading and writing. With a calm and consistent routine in the classroom, I know they will stay focused and feel secure. Together, we will celebrate their progress and provide gentle support in any areas where they may need extra help. Through fun and engaging activities, we'll keep their enthusiasm high and ease any worries they may have about assessments or the transition to Year 3. I am committed to ensuring they finish the year feeling proud of all they've accomplished and ready for the next stage of their learning journey.

### English

This term, we will be focusing on meeting the Year 2 writing expectations through a creative and engaging sequence of lessons. We will begin by exploring poetry, where the children will experiment with language, rhythm, and descriptive vocabulary to express their ideas. This will help develop their confidence in using expanded noun phrases, varied sentence types, and ambitious word choices. Building on these skills, we will then move on to writing a character description based on *Fantastic Mr Fox*. The children will learn to identify key character traits, use evidence from the text, and apply their descriptive writing skills to create detailed and imaginative character profiles. This progression will support their development as independent and thoughtful writers.



Incorporating *Fantastic Mr. Fox* into Year 2 lessons offers an excellent opportunity to apply these skills. The story's rich characters, such as Mr. Fox, Boggis, Bunce, and Bean, provide diverse examples of traits and motivations. For instance, Mr. Fox's cleverness and bravery contrast with the farmers' greed and cruelty. By examining these characters, students can practice describing physical appearances, personality traits, and actions, aligning with the National Curriculum's objectives.

### Phonics

Phonics continues to be a very important part of teaching and learning in Year 2, and it will still play a vital role as the children move into Year 3. Developing confident, fluent readers remains a key priority, and phonics provides the foundation for this. I know many children have really enjoyed bringing home their Big Cat books, and I am so pleased to see their excitement around reading. This half term, I will now be sending home two books each week—one fiction and one non-fiction—changed every Friday. To get the most from these books, please continue to follow this simple approach when reading at home:

- **1st Read** - Focus on reading every word accurately (this may take more than one go).
- **2nd Read** - Begin to read more words 'at a glance' without sounding out every time.
- **3rd Read** - Aim for fluency, expression, and a storyteller voice.

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. I am aware that at this stage many children will have read most of the core reading books but please encourage them to pick their favourite ones to read again! Thank you for your continued support in helping build strong, happy readers!

## Maths

This term in Maths, we will be following the White Rose Maths scheme to explore the topics of time, position and direction, and statistics. In our unit on time, children will learn to tell the time to the nearest five minutes, including quarter past and quarter to, and understand the difference between a.m. and p.m. They will also practise reading and drawing the hands on an analogue clock, as well as solving problems involving durations of time. In position and direction, children will develop 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. Finally, in statistics, children will learn how to interpret and construct simple pictograms, tally charts, block diagrams, and tables. They will collect their own data and use it to answer questions, improving their reasoning and analytical skills. These topics will be taught through practical, hands-on activities to help children apply their learning in real-life contexts.

A reminder that we have useful White Rose Maths work booklets available on our school website, along with links to helpful learning websites to further support your child's learning at home:

 [Mulberry Wood Wharf Maths Learning Resources](#)

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### **End of Year 2 curriculum expectations:**

#### **Time:**

- Tell and write the time to five minutes, including quarter past/to the hour.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time.
- Read and draw the hands on an analogue clock to show specific times.
- Solve simple problems involving time, such as calculating durations.

#### **Position and Direction:**

- Use mathematical vocabulary to describe position, direction and movement.
- Understand and use terms such as left, right, forwards, backwards, clockwise, and anti-clockwise.
- Recognise and use whole, half, quarter and three-quarter turns.

#### **Statistics:**

- Interpret and construct simple pictograms, tally charts, block diagrams and tables.
- Ask and answer simple questions by counting the number of objects in each category.
- Ask and answer questions about totalling and comparing categorical data.

Please support your child at home to instil some of these skills for further consolidation.

## **Science**

In this unit, pupils will build on their Year 1 learning about plants by exploring how *seeds* and *bulbs* grow into mature plants. They will take part in hands-on activities such as planting beans and sunflowers and observing how they change over time. Children will learn about the stages of growth—from *germination* to the development of *roots, shoots, stems, leaves, and flowers*. They will also find out how *bulbs* grow differently from seeds and can stay *dormant* before starting to grow.

Using key scientific vocabulary, pupils will record their observations through drawings, labels, photographs, and simple written explanations. They will carry out simple experiments to investigate what plants need to grow well, including *water*, *light*, and the right *temperature*. They will discover that:

- *Water* carries nutrients
- *Light* provides energy for growth,
- *Temperature* affects how well a plant grows.

As part of *Working Scientifically*, pupils will ask questions, make predictions, observe over time, and begin to explain what they have found out using evidence from their results.

By the end of Key Stage 1, pupils should be able to:

- Describe how seeds and bulbs grow into mature plants,
- Identify the basic structure of a flowering plant,
- Explain what plants need to grow and stay healthy,
- Use scientific language and simple tests to explore ideas and answer questions.

## History

This half term, children will revisit the topic of the **Great Fire of London**, an event beyond living memory. This revisit is part of our carefully designed curriculum, which is structured to help pupils **retain sticky knowledge**, make meaningful connections, and embed long-term learning. Pupils will deepen their understanding of what happened during the fire, when and where it took place, and why it remains such a significant event in British history. They will explore the causes of the fire, how it spread so quickly, and the lasting impact it had on building design and fire safety. Key historical figures such as **Samuel Pepys** will be studied, with a focus on how his diary offers valuable insight into life in 1666. Children will consider how his first-hand account helps historians today understand this major historical event.

This unit also supports pupils to explore how the people of London came together during and after the fire to rebuild their city. They will reflect on themes of **teamwork**, **community**, and **shared responsibility**, making links between the resilience shown in the past and how communities support each other in the present. By revisiting this topic, children not only consolidate core historical knowledge and vocabulary but also strengthen their ability to ask questions, consider various sources, and understand how events and actions shape the world we live in.

## Geography

In this revisited unit, children will build on their previous learning by developing more advanced fieldwork and map skills to explore their local area in greater depth. They will go on purposeful walks to observe, record, and compare physical and human features using annotated sketches, photographs, and notes. Children will interpret more detailed maps, use grid references and compass points, and create their own maps with increasingly complex keys and symbols. Through collaborative activities, they will explore how local spaces are used and maintained by different people, considering how inclusive planning can support the needs of the whole community. By proposing simple improvements to shared environments—such as parks or school grounds—children will reflect on the importance of shared responsibility and active citizenship. This unit reinforces their sense of belonging and encourages them to see themselves as contributors to shaping and caring for the places where they live.

## Art

In this revisited unit, children will return to 3D art with a focus on refining their sculptural techniques and exploring more purposeful design. Building on their prior experience with materials like paper, card, clay, and recyclable objects, they will experiment further with construction methods such as layering, reinforcing, and combining textures to create more complex three-dimensional forms. They will study how artists use sculpture to communicate deeper messages about identity, place, and shared experiences, drawing inspiration from both individual and collaborative works. As they plan and create their own sculptures—individually and in groups—children will consider how shape, structure, and composition can express themes of community and togetherness. This unit will deepen their understanding of how individual contributions can come together to form meaningful, unified pieces, reinforcing the role of art in reflecting shared values and collective identity.

## 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.

Overall, *Changing Me* supports children's social and emotional development by encouraging self-respect, respect for others, and a sense of responsibility for their own wellbeing. It prepares them for future learning about relationships and health in a sensitive and positive way, helping them to feel secure and confident as they navigate the changes of growing up.

### Religious Education (RE)

In this R.E. unit, Elephant Class will be consolidating their learning by revisiting and deepening their understanding of the key question: *How should we care for others and the world, and why does it matter?* Building on previous knowledge, children will explore the values of kindness, respect, and responsibility through stories and teachings from a range of religions, including Christianity, Islam, and Judaism. Guided by the SACRE framework, they will reflect on how both religious and non-religious beliefs encourage care for people, animals, and the environment. Through familiar stories such as *The Good Samaritan* and various Creation stories, pupils will consider how these narratives promote compassion and stewardship. By engaging in discussions, role-play, and creative activities, children will strengthen their ability to reflect on their own actions and the impact they can have on others and the world around them. This unit supports their spiritual, moral, and social development as they think critically about what it means to be part of a caring and responsible community.

### Computing

Course overview:

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.



Learning Outcome for the course:

During iTools, pupils will focus on technology around us. This will first be looked at by 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

Apps Used Include: Type Flash, Microsoft Word, Inventioners, Calculator+, Clock, Voice Memos, Tayasui Sketches, Connect Lights, Strip Designer, ThinkRolls: Kings and Queens.

## Music

Course overview:

During this course, pupils will focus on understanding musical phrasing. Pupils will perform vocal exercises to build on their pitch matching skills and their responses to changes in dynamics and tempo within a song. Pupils will also learn more technical keywords such as crescendo and diminuendo and be taught how to perform these using visual cues. Visual cues will also be brought into performances by the leader to change tempo and overall dynamics.

Learning Outcomes for the course:

By the end of the course, pupils will know about the importance, and how to, warm-up and cool down. Pupils will know the fundamentals of singing such as posture, breathing properly and diction. Pupils will also know some vocal techniques such as singing scales and using call and response.

Keywords: Breathing, Diaphragm, Posture, Diction, Call and Response, Scales, Movement, Pitch.

## Physical Education

Focus: Athletics

### Course overview:

Our Athletics course will introduce the all-round skills required to be an athlete. Our course teaches participants the techniques and attributes required to perform well in various track and field events, taking it up a level from EYFS. Learning

### Outcome for the course:

By the end of this unit, pupils will be able to demonstrate a range of athletic skills. They will understand the importance of a proper warmup routine and be able to run and hurdle fairly consistently with the correct technique. Pupils will be able to demonstrate the correct technique for throwing javelins, discuses, and shot puts with some accuracy. Finally, pupils will be able to successfully perform somewhat accurate long jumps, high jumps and triple jumps.

Keywords: Warm Up, Cool Down, Athletics, Sprint, Hurdles, Javelin, Discus, Bean Bag, Shot Put, Long Jump, Triple Jump, High Jump, Safe Zone, Technique, Flight, Glide, Motion, Release, Track and Field, Events.

### Trips

This half term, the children requested a special treat trip and voted to go to the cinema together. We're excited to confirm that this trip will take place on **Friday 4th July**. We've sent a message to families asking for consent to watch *Lilo and Stitch* (rated PG). In addition to the cinema trip, we're also planning a **picnic at Eden Dock on a separate day**—details to follow shortly! We're really looking forward to both events as a fun and memorable way to celebrate the end of term.

### This term we will be doing the following:

Weekly PE lessons	Tuesday and Thursday at the Sports Hall
Spelling	Monday (spell check on Friday)
RWI Reading Books and Bookbag Books	Friday
Core Reading Challenge	Friday
Class Library Book	Friday
Give Me 10	Every Thursday 8:50am to 9:10am.
Celebration Assembly	Every Friday 9:05 am

### Homework:



## **Year 2 Home Project: "Look How We've Grown!"**

As part of our learning about change and growth, we are inviting Year 2 children to take part in a special home project:

### **"Look How We've Grown!"**

This project is a chance for children to reflect on how they have changed over time and to look ahead to the future with curiosity and hope. It's all about celebrating progress, development, and dreams — big or small!

## **The Project Task**

Your child can choose one of the ideas below or come up with their own creative way to show **how they've changed and grown** — and what they **hope for in the future**.

## **Project Ideas (Choose One or More):**

### **Timeline of Me**

Create a simple timeline showing important moments in your life so far (first steps, starting school, learning to ride a bike, etc.).

### **What I Know Now**

Make a poster or booklet of things you've learned in Year 2 that you couldn't do before — from reading tricky words to solving maths problems

### **Plant and Grow**

Plant a seed at home and keep a diary of how it grows. You could draw or photograph it each week. What does your plant need to grow strong — just like you?

### **Future Me**

Draw or make a model of yourself in the future. What job might you do? What skills will you have? What kind of person do you want to be?

### **Then and Now**

Make a photo collage or picture book with images of you as a baby/toddler and now. Write a few sentences to show how you've changed and what's stayed the same.

## **Interview a Grown-Up**

Talk to someone older (a parent, carer, or grandparent) about how things have changed since they were your age. What have they learned in their life?

## **Presentation & Sharing**

Projects can be handed in by **[insert due date]** and we'll spend time in class celebrating everyone's hard work. Children can present their project in any way they like — posters, photos, drawings, models, short videos, scrapbooks — it's up to them!

We look forward to seeing how the children explore this thoughtful and meaningful theme. Thank you for supporting learning at home.