




## Year 2, Spring 1, Curriculum Learning

Dear families,

Happy New Year! I am delighted to welcome you to the Spring 1 term and the exciting learning journey ahead for Elephant Class. Autumn term was filled with achievements, creativity, and deep exploration of our topics. This term we will be focusing on developing our writing and efficiently using the range of strategies children will need to write clear purposeful sentences.

We look forward to the exciting learning and discoveries ahead!

 Our  topic  question: What is my reading diet, and how can I make it more varied?

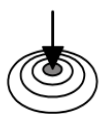
### Important events/diary dates:

**PE Days: Tuesday and Thursday**

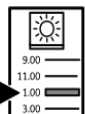
**29<sup>th</sup> January 2025** Lunar New Year

**11<sup>th</sup> February 2025** Safer Internet Day

**Week 6-** Docklands Museum (TBC)



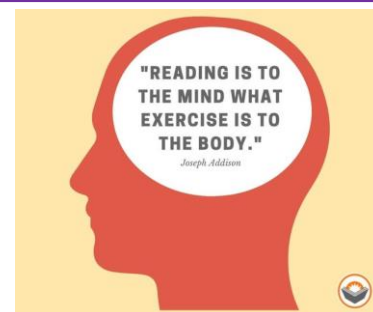
Core



Book



Challenge



## English:

In English, our key texts are **The Quangle Wangle's Hat** by Edward Lear, **Coming to England** by Floella Benjamin and **The Street Beneath My Feet** by Charlotte Guillain. Children will focus on developing key skills like summarising, finding information, making predictions, and understanding word meanings. They will work with different text types, such as non-chronological reports and narrative extracts, to locate facts using sub-headings and make inferences about characters' feelings. By the end of the unit, students will be able to use text features to find details quickly, make reasoned predictions, and infer meanings from clues in the text.

## Writing

In our first unit, we will explore **humorous poetry**, focusing on rhythm, rhyme, and expression to create entertaining poems. The children will also write a **non-chronological report on everyday materials** linked to our science unit. Children will use precise scientific vocabulary to present facts clearly and authoritatively. They will revisit the difference between formal and informal tones and practice identifying key information for an invitation. Finally, they will use statement and command sentences to plan and write a **persuasive invitation**.

## Phonics

I have seen many of the children's confidence blossom in phonics and great expression being used.

When your child is reading their decodable book, follow this approach:

**1st Read:** Read every word accurately (this may take more than one read)

**2nd Read:** Read more words 'at a glance'

**3rd Read:** Read whole story accurately, fluently with a storyteller voice.

Ask comprehension questions at the back of the book.

This approach will help build up their fluency and comprehension of the text. When decoding unfamiliar words, it is helpful to break them into smaller, manageable chunks. All pupils are working at their own reading abilities, it is essential that children are reading for at least 10 minutes every day!

**Please ensure your child brings in their reading wallet every day so that they can participate in reading opportunities with an adult, using their own levelled books.**

## Maths

We will be exploring **Money** unit, children will build on their learning from Year 1 by focusing on addition and subtraction with money. They will practice using part-whole and bar models, as well as efficient counting methods, like counting on from the coin or note of highest value to find totals. The children will work with pounds, pence, and notes, and by the end of the unit, they will be able to work with

pounds and pence together. They will also practice **calculating total amounts, finding change, and solving word problems involving money**. This unit strengthens their counting, addition, and subtraction skills and prepares them for future work on multiplication and division.

Our next unit will be **Multiplication**, children will begin by learning to recognise and make equal groups. They will practice adding equal groups and introduce the multiplication symbol, understanding how it represents repeated addition. Students will also work with **multiplication sentences and use arrays to visualise multiplication**. They will explore two key methods of multiplication: grouping, where items are organised into equal groups, and sharing, where items are divided equally. By the end of the unit, students will have a strong foundation in multiplication concepts and be able to apply them in different contexts.

## Science

In science, we will be exploring the topic **Uses of everyday materials**. The focus is on understanding the different materials around us and their various uses. They begin by identifying and categorising materials like wood, metal, plastic, glass, ceramics, rock, paper, card, and fabric. They will also compare these materials based on their properties and discuss how materials can change when we manipulate them by squashing, bending, twisting, or stretching. Through hands-on activities, students investigate the idea of waterproofing, learning about materials that keep things dry, and even discover who invented waterproofing. The children will also explore the concept of absorbency, testing which materials soak up water the most. Throughout this topic, they will develop an understanding of the right material for different jobs, linking their findings to real-life uses.

## History:

In History, we will explore **the transformation of Canary Wharf over time through trade, war, and community changes**. We will begin by imagining what the area looked like in the 1600s and uncover the reasons behind the construction of the docks in 1802, such as protection from piracy and the need for efficient trade. Through hands-on activities, we'll explore goods traded at the docks and their historical significance, fostering discussions on how trade shaped communities and global connections. We'll then examine how World War II, particularly the Blitz, affected the Docklands, before looking at its regeneration into a financial hub during the 1970s and its evolving role today. A highlight will be a **trip to the Museum of Docklands**, where the children will consolidate their learning and engage with the stories of this significant part of London's history.

## Art and Design

In our first Art Unit Printmaking, we will be making prints with natural objects like leaves. They also learn how to create a collagraph block, which is a reusable template made by layering materials. Using these skills, the children combine printing techniques to create repeated patterns inspired by the famous artist William Morris. This helps them be creative and learn about art history.



Strawberry Thief (1883)  
by William Morris

In our other Art block, children will create abstract collages and textile pictures using different materials. They will also make a new picture by rearranging images from magazines and prepared papers. This helps them explore creativity and work with various textures and designs.



Example of combined  
textiles and collage work

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

In PSHE, through the topic "**Goals and Dreams**" children will learn how to set realistic goals and think about how to achieve them. They explore the importance of perseverance and discover their own strengths as learners. Through group activities, they practice working well with others, choosing good partners, and celebrating success together. They also reflect on how achieving goals makes them feel and learn how to share their achievements with pride. Families can support this learning by discussing goals at home, celebrating each other's successes, and talking about the steps needed to overcome challenges.

## Religious Education (RE)

In this R.E. unit, *What can we learn from sacred books?*, children will explore important texts from different religions, such as the Bible, the Torah, or the Qur'an. They learn that these sacred books contain special stories that are meaningful to many people and should be treated with respect. The children will re-tell some of these stories, think about their meanings, and discuss what they teach about right and wrong. Through this, they will develop an understanding of how sacred texts guide people in their beliefs and actions.

## Computing

This half term children will explore 2D and hand-drawn animation, learning how to bring their drawings to life. Using the app 'Do Ink Animation,' they will animate stories and develop coding skills by creating animations in 'Scratch Jr.' They'll also design their own animated LEGO figure and make a flip book. Along the way, they'll learn the difference between 2D and 3D animation, key terms like frames and movement, and how to ensure quality in their work.

## Music

In Music, children will be developing their musical skills by learning to play five different instruments: chime bars, African drums, Boomwhackers, keyboards, and percussion. Each week, students will switch instruments, giving them a chance to become confident in playing all of them. Those on chime bars and keyboards will play simple melodies, while Boomwhackers will accompany with chords, and percussion will play rhythms. The class will work together to perform songs as a musical ensemble, improving their ability to read music, listen to others, and play as a group.

## Physical Education

In our PE unit, *Basketball*, children will learn essential skills such as dribbling, passing, ball control, and shooting. They will practice different types of passes, including chest, shoulder, and overhead passes, while also gaining an understanding of basic rules, teamwork, and good sportsmanship. By the end of the unit, students will be able to dribble with the basketball, demonstrate three types of passes, and use the correct technique to receive and make passes. They will also practice shooting techniques. This course helps develop coordination, teamwork, and an understanding of the game.

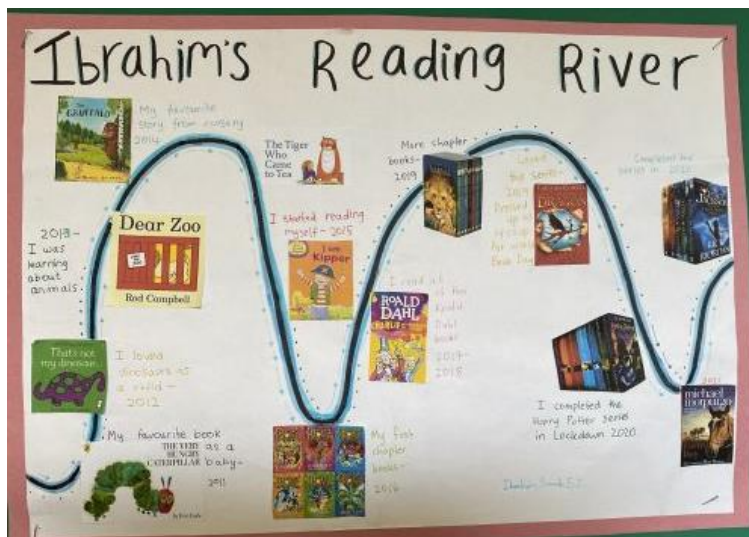
## This term we will be doing the following:

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:

This half term, your child's home learning task is to create a 'Reading River.' This project helps children reflect on everything they've read, both in and out of school, while giving teachers valuable insights into their reading habits and interests. The Reading River is a personalised journey, where children mark everything they've read over the half-term, whether it's storybooks, non-fiction, or other reading materials such as newspapers, cereal boxes, maps, or even online reading and gaming menus. Children can add details through writing, drawing, or using pictures and labels, and are encouraged to include where they read or what they learned. They can also use smiley faces to show how much they enjoyed or understood their reading. The project is meant to be fun and creative, so we encourage children to explore a variety of texts and enjoy the process of reading!

**Please note that last half-term's home project is due in the final week of this term.**

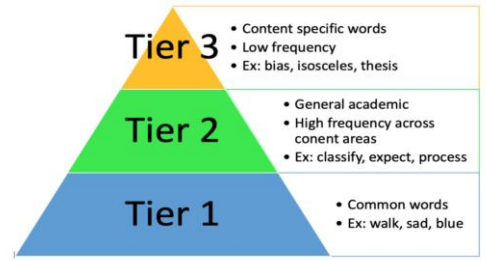




Key



Vocabulary



Three-Tiered Model of Vocabulary (Beck et al., 2013)

## Science:



### Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
artificial	made to copy something; not real	ceramic	made from clay and hardened by heat
brittle	hard but can break	durable	long lasting
extracted	removed or taken out	inflexible	not able to be bent
fabric	cloth	reflective	throwing back light or heat
manufactured	made using machines	rigid	unable to be bent or forced out of shape
natural	found in nature; not made by humans	translucent	allowing light to pass through partially

## Art:

### Technical vocabulary:

**Collagraph** – printing from a surface which has had collage materials applied.



**Design** – an arrangement of lines and shapes as a decoration.



**Pattern** – a regular arrangement of repeated lines, shapes or colours.



**Natural objects** – objects that exist in nature such as birds, flowers and trees.



**Repeated** – when an action is performed many times such as printing the same design to create a repeated pattern.



**Organic** – natural forms and materials.



**Negative space** – the space around an object or person or between objects or people.



### Technical vocabulary:

**Image** – a picture, photograph or statue that represents somebody or something.



**Adhesive** – a substance that is used to stick things together.



**Non-realistic** – to represent something in a way that is not true to life.



**Reconstruct** – to build or make something again.



**Montage** – a picture, film or piece of music or writing that contains many separate items put together.



**Manipulate** – control, use or change something with skill.

