

Year 2, Spring 2, Curriculum Learning

Dear families,

We are now halfway through the school year, and I am thrilled to welcome you to the second half of our journey with Elephant Class. The children have made good progress so far, and their enthusiasm for learning continues to shine. This term promises to be just as exciting, with plenty of engaging activities, enriching lessons, and special events to look forward to. From exploring new topics to showcasing their creativity, there is so much to be excited about. Thank you for your continued support, and we can't wait to see the meaningful creative costumes for World Book Day that will bring these events to life!



Our



topic



question:

What makes me, my school and the world healthy?

Important events/diary dates:

PE Days: Tuesday and Thursday

27th February 2025 PSHE (Personal, Social, Health & Economic)/RSE (Relationships and Health Education) curriculum consultation 9-10am

28th February 2025 Ramadan Starts

1st March 2025 Women's History Month (**8th March**- International Women's Day)

6th March 2025 World Book Day

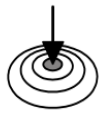
10th March 2025 British Science Week

18th and 19th March 2025 Parents Evening

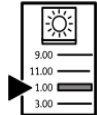
25th March 2025 Year 2 Trip to the House of Parliament

30th March or 31st March 2025 Eid al-Fitr

1st April 2025 KS1 Spring Showcase



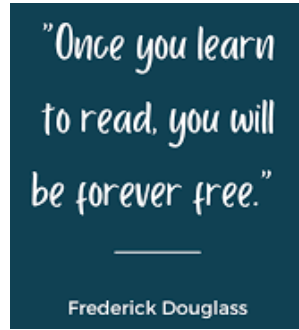
Core



Book



Challenge



English:

In English, our key texts are **The Rhythm of the Rain** by Grahame Baker-Smith and **Little People, Big Dreams David Attenborough** by Maria Isabel Sánchez Vegara. Both stories will explore the nature world through telling the story of the water cycle in a very poetic way with stunning illustration. Children will also deepen their Year 1 understanding of David Attenborough's life and work, as well as the importance of protecting our natural world. Children will become more efficient and effective in using their summarising and retrieving skills and become more confident in sequencing and inferring the mood of the text from the authors language choice.

Writing

In our first unit, we will use our trip to the Docklands Museum as inspiration to **write a personal recount**. The children will also **revisit formal letter** writing by composing an invitation to the KS1 Spring Showcase— I know parents will look forward to reading their persuasive formal invitations. Lastly, they will use their geography knowledge and home project research to **write a setting description set in the Amazon rainforest**. The final two units will be more independent, allowing children to practice the skills they have learned in the earlier units.

Phonics

I know many children have been excited to bring home their Big Cat books. This half term, I will now send home two books each week, changed every Friday: one fiction and one non-fiction. Please continue to practice reading each book at least three times to help build accuracy and fluency. When your child is reading their decodable book, please 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 20 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 are continuing this unit by focusing on **Multiplication**. Children will learn to recognise and create **equal groups, use repeated addition, and understand the multiplication symbol**. They will practice writing multiplication sentences and use arrays to visualise problems. Key methods such as **grouping (organising items into equal groups) and sharing (dividing items equally) will be explored**. By the end of the unit, children will have a solid understanding of multiplication and be able to apply it confidently in various contexts.

Our next unit will be **Length and Height**, Children will explore measuring their own height and comparing it with others, as well as measuring and comparing the length and height of different objects. They will **use tools like rulers, metre sticks, and tape measures** and learn to measure accurately using centimetres (cm) and metres (m). Key skills include **estimating, measuring, comparing, and reading scales correctly**. They will also learn to avoid common mistakes, such as starting measurements at the wrong point. By the end of the unit, children will confidently use these skills in practical situations.

Science

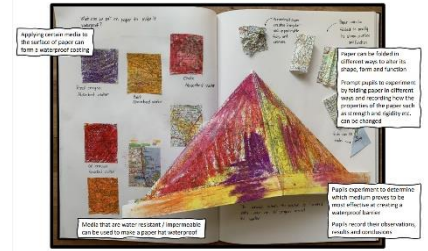
In Science, we will be revisiting **Living things and their habitats and Uses of everyday**. The children will investigate what everyday items are made from by analysing examples like a spoon and a T-shirt, **identifying the materials, their properties, and why they are suitable for their purpose**. They will apply this knowledge to other objects and construct explanatory sentences, with support provided as needed. We will also look at **what is alive, not alive, and never been alive**, challenging the children to create lists and identify misplaced items, encouraging reasoning and discussion to spot the mistake. Finally, the children will explore the needs of different pets, ranking items based on their importance and justifying their choices, while recognizing that water is essential for all animals. These activities will develop the children's critical thinking, reasoning, and understanding of the world around them.

Geography:

In Geography, children will be learning about **a small area of a contrasting non-European country (Yanomami people of the rainforest)**. In this topic, children will explore the following questions: Where are the rainforests? What are they like? How do the Yanomami people live? What is different about my location and the Yanomami? They will learn that the Yanomami are an indigenous tribe living in the remote rainforests of northern Brazil and southern Venezuela. The Yanomami have a unique way of life, often described as resembling the Stone Age, and they first encountered people from outside the rainforest about 80 years ago.

Design and Technology

In our first DT unit **Understanding Materials – How can you waterproof a hat?** In this block, pupils will explore how materials can be modified to become waterproof. They will learn that origami comes from the Japanese words *ori* (folding) and *kami* (paper) and practise transforming flat paper into a hat through folding and creasing. Pupils will investigate which materials absorb or resist water and create a waterproof coating for their paper hats using wax or oil crayons.



In our other DT unit **Mechanisms – Are bigger wheels always better?** In this block, pupils will learn how wheels and axles work together and how their size and position affect movement. They will create simple wheel mechanisms and use them to build and propel a basic vehicle, exploring how these components impact its motion.

Personal, Social, Health and Economic Education (PSHE)

In PSHE, through the topic "**Healthy Me**" children will learn how to make healthy lifestyle choices. They will explore balanced diets, practice relaxation techniques, and understand the safe use of medicines. Activities include sorting food groups, creating healthy snacks, and preparing recipes to learn how food gives energy and keeps the body strong. They will also focus on staying active, managing stress, and building positive friendships. Using tools like Jigsaw Jo and Jigsaw Journals, children will develop the skills to care for their bodies and lead a happy, healthy life.

Religious Education (RE)

In this R.E. unit, **How & why do we celebrate special and sacred times?** Children will explore the significance of religious celebrations such as Easter, Pesach (Passover), and Eid-ul-Fitr through art, drama, and music. They will learn about the stories, symbols, and traditions that make these celebrations meaningful to believers. Pupils will identify and compare how festivals are celebrated in different religions, re-tell key stories, and explore their importance. They will also examine the actions, gifts, songs, and symbols used in these celebrations and suggest their meanings. Additionally, pupils will identify similarities and differences between festivals, ask questions about the stories, and reflect on why these events matter to those who celebrate them.

Computing

This term, children will create a school magazine in the iMagazine unit. They will use stock photos and original text, learning to format text, arrange images, and design key components like the front cover and contents page using the app Strip Designer. Each week, they'll build a new page while developing skills in writing, layout, and structure. By the end, children will understand magazine distribution and the associated costs.

Music

In Music, children will begin composing with purpose by following specific briefs and guidance. They will experiment with writing lyrics using rhyming words, which will be added to word boards for later creative projects. Pupils will create music and lyrics inspired by non-musical sources such as pictures, poems, and stories, as well as by adapting lyrics for well-known classical pieces. Additionally, pupils will explore songwriting with glockenspiels, adding melodies to their lyrics. This unit focuses on storytelling, rhyme writing, and melody creation to craft an original song, while also enhancing their English writing and speaking skills.

Physical Education

In our PE unit, In this unit, pupils will learn the basics of football, focusing on key skills such as ball mastery, dribbling, passing, shooting, tackling, and teamwork. Through games and activities, they will practise using footballs in a non-competitive environment, allowing all pupils to develop skills and confidence at their own pace. This approach ensures growth for everyone, not just the naturally gifted players. By the end of the unit, pupils will be able to move a ball forward and backward using their feet with some control, successfully stop passes from teammates, and differentiate between a kick for passing and one for shooting. They will also gain experience in tackling an opponent effectively.

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 project linked to our Geography unit on the Yanomami people and the Amazon rainforest. There are four activities they can choose from to explore this topic in more detail.

First, create a **fact file** about the Amazon rainforest, including information on its location, the people who live there, the animals, and the weather.



Another option is to make an **Amazon rainforest diorama** using a shoebox, where they can replicate the rainforest environment with trees, animals, and a Yanomami village.



Children can also design a **Yanomami Daily Life Poster**, illustrating what a typical day looks like for the Yanomami people, including activities like fishing and hunting, and comparing it to their own daily lives. Here is a video to support this task: <https://www.youtube.com/watch?v=eoxYctvIUdM>

Lastly, they can create a **poster about protecting and safeguarding the Yanomami tribe**, highlighting the importance of preserving their way of life and the rainforest. These activities will help deepen their understanding of the rainforest and the unique culture of the Yanomami people.

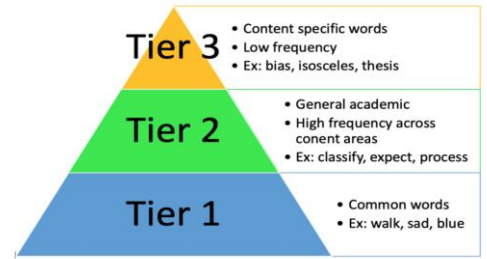
Please note that last half-term's home project is due in the final week of this term.



Key



Vocabulary



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

Geography:

Vocabulary for explicit instruction



Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
remote	far away from places where other people live	indigenous	coming from a particular place and having lived there for a long time before other people came there
rainforest	a thick forest in tropical parts of the world that have a lot of rain	equator	an imaginary line around the earth at an equal distance from the North and South Poles
isolated	far away from any others	ecosystem	all of the living and nonliving things in an area
thrive	to become, and continue to be, successful, strong and healthy	deforestation	the act of cutting down or burning the trees in an area
belief	a strong feeling that something exists or is true	sustainability	the use of natural products and energy in a way that does not harm the environment
disease	an illness affecting humans, animals or plants, often caused by infection	tribe	a group in a traditional society consisting of people with the same language, culture and religion

DT:

Technical vocabulary:

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



Flexible – to be able to bend easily without breaking.



Barrier – something that keeps people or things apart.



Waterproof – does not let water through or cannot be damaged by water.



Resist – to not be harmed or damaged by something.



Absorbent – to take in something easily, especially liquid.



Technical vocabulary:

Wheel – a circular object that rotates on an axle.



Axle – a rod or spindle (either fixed or rotating) passing through the centre of a wheel or group of wheels.



Axle holder – the part of a mechanism that holds an axle steady.



Chassis – the base frame of a car, carriage or other wheeled vehicle.



Rotate – to move or turn around a fixed point.



Position – the place where somebody or something is located.



Centre – the middle point or part of something.

