



**April 2024**

Dear Parents and Carers,

Welcome back after the Easter break! We hope you had a wonderful Easter break and are ready for our last term in Year 2. We are looking forward to continuing working with you and your children, and we know that we will have a brilliant year together. At Trent, we recognise that your child's success is often attributed to tremendous commitment from the whole family team, so thank you in advance for your continued support. This letter is for your information, outlining the learning taking place in Year 2 this term.

Throughout the Summer Term, we will be covering the following:

**Summer 1<sup>st</sup> Half Term Topic** – The Scented Garden

**Summer 2<sup>nd</sup> Half Term Topic** – Land A'hoy!

<b>Subject</b>	<b>Learning taking place at school</b>	<b>Links to previous learning to use as discussion points at home</b>	<b>Additional ideas to support your child at home</b>
<b>English</b>	Throughout the term we will be investigating different text types, primarily focusing on selected texts. We will be looking at traditional tales and comparing them with alternative texts. For example, we	During their time in Reception, Year 2 have read different	Please encourage your children to talk about similarities and differences between different text. For example, they could compare different retellings of well-known stories. You might want to ask them how they would change the story and why. This will help with their ideas in class and in their discussions during Guided Reading sessions.

	<p>will look at Jack and the Beanstalk by Richard Walker, Niamh Sharkey and Richard Hope and compare it to Jim and the Beanstalk by Raymond Briggs. Then we will look at Goldilocks and the Three Bears by Mara Alperin and Kate Daubney and compare it to Ghanaian Goldilocks by Dr Tara Pizzoli. Later in the term we will be reading some non-fiction texts including The Cloud Forest by Nic Bishop. We hope that these text will help to develop the children’s ideas for writing.</p> <p>After half term, we will be reading Captin Flinn and the Pirate Dinosaurs to help facilitate the children’s writing for our end of year topic.</p> <p>Through these texts, the pupils will be able to write a range of information and entertainment pieces including recount of a trip, a traditional tale and a report about a chosen plant. After half term, we will be looking at writing a portal story, character descriptions and descriptive poetry.</p>	<p>traditional tales.</p> <p>In Year 1, the children have been working on their writing purposes to inform and entertain. We have written for these purposes this year and will apply our understanding to write for different audiences and different text types.</p> <p>Year 2 will build on their phonic knowledge to apply their spelling to patterns.</p>	<p>We will be looking at spellings of suffixes this half term and homophones. It would be great if you could have a look at these with your children at home as well. The suffix endings for Year 2 are ed, ing, er, est, ly, ment, ful, less.</p> <p>A key focus will also be on handwriting. This includes their presentation in their books across all lessons.</p>
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	<p>Spelling is an essential part of the National Curriculum. We will be continuing to develop the children's understanding of techniques to spell accurately. They will learn about suffixes and homophones this term. We will also be revising previously taught spelling patterns. We will also be continuing with our common exception words.</p>		
<b>Maths</b>	<p>Maths will follow the National Curriculum Year 2 objectives.</p> <p>During the first half of this term, Year 2 will consolidate their understanding of number and place value. We will be looking more at the problem solving and reasoning elements of this topic. We will then move on to secure the class's understanding of subtraction. This will be a particular focus in order to further develop the class's understanding in particular in relation to exchanging. Following this we will look at problem solving and reasoning using subtraction.</p> <p>We will further consolidate our understanding of multiplication and</p>	<p>Year 2 will build on Year 1's prior learning of lengths, heights, mass and capacity.</p> <p>We have covered some statistics and directional language in computing this year which will support with their understanding in Maths.</p>	<p>We would encourage children to practise telling the time at home. We will start with learning times for o'clock before moving on to half past, quarter past and quarter to. Finally, we will move towards telling the time to five minute intervals.</p> <p>BBC Bitesize offers resources for KS1 related to the topics we will be covering.</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zjxhfg8">https://www.bbc.co.uk/bitesize/subjects/zjxhfg8</a></p> <p><b>If you are interested in arithmetic practise with your child this website is great. It covers different areas of maths and has an infinite possibility of questions every time you upload the site:</b></p> <p><a href="https://mathsbot.com/primary/ks1">https://mathsbot.com/primary/ks1</a></p>

	<p>division. Please note that by the end of Year 2, children should be secure in their 2, 5 and 10 times tables multiplication facts.</p> <p>Then we will look at fractions and consolidate the class understanding of fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and recognise equivalence including <math>\frac{1}{2} = \frac{2}{4}</math>.</p> <p>We will consolidate the children's understanding of statistics. This has been covered briefly in computing.</p> <p>Finally, we will learn about geometry with respect to positions and directional language.</p> <p>In the second half of this term, we will further secure the class's understanding of number and place value through problem solving and reasoning. Then we will review measure with respect to using thermometers, measuring vessels and scales. Following this, we will look at multiplication and division with respect to problem solving and reasoning. We will review our understanding of time and money and link this to problem solving.</p>	<p>We have covered statistics as part of computing last half term which should support understanding in Maths.</p>	<p>For problem solving and reasoning, you might want to look at this website:</p> <p><a href="https://nrich.maths.org/public/topic.php?code=-840&amp;cl=2&amp;cldcmpid=142">https://nrich.maths.org/public/topic.php?code=-840&amp;cl=2&amp;cldcmpid=142</a></p>
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	Then we will consolidate our understanding of addition and subtraction with respect to problem solving and reasoning.		
<b>Science</b>	<p>This term we will be learning about Plants. The children will continue to develop their working scientifically skills which will be linked to enquiry types in their lessons.</p> <p>The second part of the term is a revisit of animals including humans which was covered in Autumn. This will help the children to understand changes that take place between Autumn to Summer and the impact this can have on habitats.</p> <p>The children will learn about some key scientists including Sir Joseph Banks and Eugenie Clark.</p> <p>Through these topics the children will be able to:</p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into plants.</li> </ul>	<p>We will be building on the children's prior understanding from Autumn term and their observations of our daffodils and tulips as well as our adopted tree in the field. They will also build on their previous learning of animals including humans from the start of the year.</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/z6svr82">https://www.bbc.co.uk/bitesize/subjects/z6svr82</a></p> <p>Above his is a good website for your child to find out more about our current science topic.</p> <p>You can support your child by discussing lessons or topics and encourage additional personal research or practice.</p>

	<ul style="list-style-type: none"> <li>• find out and describe what plants need in order to grow and stay healthy (water, light and suitable temperature)</li> <li>•To identify that most living things live in habitats to which they are suited</li> <li>•To describe how different habitats provide for basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• To compare animals in familiar habitats with animals found in less familiar habitats.</li> <li>• To identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>•To describe how animals obtain their food from other animals using a food chain</li> <li>•To identify and name different sources of food.</li> </ul>		
<b>Religious Education (RE)</b>	We will be following the New Diocesan Syllabus for Religious Education. During the first half term	We will also build on the children’s prior	You can support your child by discussing lessons or topics and encourage additional personal research or practice.

	<p>we will be learning about Islam. We will be exploring the question, <i>What does it mean to be Muslim.</i></p> <p>After half term, we will be exploring Christianity. The children will learn about stories from the Bible.</p>	<p>understanding of stories that Jesus told from the Bible. For example the story of the Lost Son and the story of Jonah.</p>	<p>BBC bitesize offers some background information on Judaism:  <a href="https://www.bbc.co.uk/bitesize/topics/zqbw2hv">https://www.bbc.co.uk/bitesize/topics/zqbw2hv</a></p>
<b>History</b>	<p>During the first half of this term, Year 2 will learn about David Attenborough as our inspirational person and his contribution to conservation over time. Then the children will spend some time exploring chronology.</p> <p>In the second part of the term, Year 2 will learn about Christopher Columbus. The will also learn about how seaside holidays have changed since the 1970s.</p>	<p>Year 2 can refer to their previous learning about David Attenborough in the school.</p>	<p>You might want to read some books about David Attenborough and Christopher Columbus to support your child's understanding about these two individuals.</p> <p>To find out about how holidays have changed look here:  <a href="https://www.bbc.co.uk/bitesize/topics/zj3nf82/articles/zxx2xbk">https://www.bbc.co.uk/bitesize/topics/zj3nf82/articles/zxx2xbk</a></p>
<b>Geography</b>	<p>During this first half term, the children will describe and suggest reasons for simple weather patterns of hot and cold places. They will be able to locate the equator and the</p>	<p>Year 2 can refer to their previous learning in Year</p>	<p>To find out more have a look at these sites:   <b>Weather and seasons:</b></p>

	<p>North and South Poles on a world map or a globe. We will also observe the local environment to answer simple questions relating to what they discover. They will also collect and organize simple data in charts from a range of sources. Year 2 will describe the location of features or a route on a map using simple compass directions.</p> <p>During the second part of the term, Year 2 will learn about the seaside and the geography of seaside locations.</p>	<p>1 about coastal locations.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm">https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm</a></p> <p><b>Hot and Cold Places:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zrm98hv">https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zrm98hv</a></p> <p><b>What is field work?</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr6nscw">https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr6nscw</a></p>
<b>Computing</b>	<p>During Summer 1, Year 2 will be building on their understanding of programming from this year and in Year 2 to work with Scratch Jr.</p> <p>In Summer 2, Year 2 will be learning about multimedia. They will be learning how we can create digital music.</p> <p>Throughout the term, Year 2 will look at online safety where they will learn about people online and how to manage online relationships.</p>	<p>The programming unit builds on the children's prior learning using beebots. In Year 1 there was exploration of Scratch.</p> <p>In Year 1, the children began to group data which will be developed in</p>	<p>You can support your child by talking to them about what they have been doing in computing.</p> <p>You can download Scratch Jr and children can have ago at home.</p>



		<p>order to make pictograms.</p> <p>Online safety is covered throughout the children's time at Trent from Reception.</p>	
<b>Art</b>	<p>This half term, the children will be learning about art through nature. They will be able to take photographs of flowers and plants.</p> <p>Then the children will be able to draw natural forms. We will also spend some time pressing objects into malleable materials to make textures, patterns and imprints before developing printing blocks using these ideas.</p>	<p>This will build on their previous learning this year about composition when taking photos from computing.</p>	<p>You might want to spend some time looking at flowers and plants in nature. You could talk about what colours and textures you can see.</p> <p>For websites:</p> <p>Texture:  <a href="https://www.bbc.co.uk/bitesize/topics/zdb4jfr/articles/zdscwsg">https://www.bbc.co.uk/bitesize/topics/zdb4jfr/articles/zdscwsg</a></p> <p>Print Making:  <a href="https://www.bbc.co.uk/bitesize/topics/zjrk7v4/articles/zytwmbk">https://www.bbc.co.uk/bitesize/topics/zjrk7v4/articles/zytwmbk</a></p>
<b>DT</b>	<p>During the second half of the term, we will be looking at creating eye patches. This will further build and develop the children's</p>	<p>Earlier this year the children practiced sewing which could come in</p>	<p>If possible, you might want to spend some time sewing with your child.</p>

	understanding of design and sewing.	handy when creating an eye patch.	
<b>Relationships and Health Education (RHE)</b>	During the Summer term, we will learnt about sun safety, parts of the body and gender stereotypes. We will also spend some time talking about feelings. We will also spend some time learning about money and the importance of our choices when spending.	Health and Wellbeing RHE topic in Year 1.	<p>Have regular discussion with your child after school to see how they are doing, how they are feeling, what they have enjoyed and what they have learnt.</p> <p>Discuss with your child any festivals that have happened or are happening.</p> <p>Discuss with your child about relationships with respect to family and caring for others as well as discussions about their emotions and strategies to cope with difficult situations.</p> <p>Discuss with your child how to keep safe including when using technology.</p>
<b>PE (Physical Education)</b>  <b>Tuesdays and Fridays</b>	Children will have two weekly PE sessions. One session is taught by Mrs Kakouris and one will be taught by non-stop action.	PE teachers will develop on pupil's prior learning of games and sportsmanship.	On PE days, children should come to school dressed in their PE kit (yellow Trent t-shirt, green tracksuit bottoms or shorts, green jumper and plain black or white trainers). No change of uniform in school is needed.
<b>Music</b>	Year 2 will have weekly music lessons taught by Mrs Ordon.	Year 2 will continue to build on their	You can support your child by discussing lessons or topics and encourage additional personal research or practice.

	<p>This term they will be exploring pitch. They will develop their understanding of pitch through performing a wide range of repertoire. They will follow a range of musical score to performing pieces on tuned percussion instruments such as xylophones, and the song: In the Wood there was a Tree.</p>	<p>understanding of singing and technique.</p>	
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## PE

Year 2 will have PE on Tuesdays and Fridays. Children need to wear full Trent PE kit to school on these days and no change of uniform is needed. We recommend that children wear their outdoor PE kits (green jogging bottoms, Trent PE top, green jumper). We ask that your child wears either black or white trainers. We recommend providing your child with a spare pair of plimsolls for them to keep in school in case they need to change their shoes during the school day due to the weather.

## Homework

Homework will be set on Google Classroom on Fridays and will usually consist of:

- \*A piece of Maths
- \*A piece of English
- \*A piece of Creative Curriculum/Project
- \*Spellings homework

Homework is due in by Wednesday. Please encourage your child to get into the routine of 'handing in' their homework on time (by ensuring they click the 'hand in' button). If your child needs any help regarding their homework, they must come and see us before the Wednesday deadline so we can support them.

### Reading

Please make sure your child reads for at least 10-15 minutes every night. Your child will have a reading record journal which should be signed each day by an adult at home. These will be checked daily and signed by a member of staff to acknowledge your child's commitment to their reading.

### Equipment

The items your Year 2 child will need are: a clear pencil case, a pencil, a rigid 30cm ruler, a sharpener, a glue stick, a whiteboard pen, purple pen, yellow highlighter and a whiteboard rubber. This can all be purchased from School Money. Throughout the school year your child may need some items in their pencil case replacing. Please check with your child on a regular basis if they need any new items. We would be grateful if you could support us in this.

Please provide your child with a clearly labelled water bottle every day. As the children are in KS1, fruit is provided at break time. If you would prefer to provide your child with fruit or vegetables for break time from home, please bring them in labelled with your child's name and these can be placed in their personal tray, ready for them to collect at break time

### Wet Play

If your child would like to bring in an activity book to keep in their tray for use during wet play and Golden Time, they are more than welcome to do so.

### Behaviour Policy

The Behaviour Policy has been clearly explained to all the children across the school. They understand the standard of behaviour expected of them and are responding positively. In Year 2, we will be encouraging and recognising positive behaviour by rewarding children who try incredibly hard in a variety of ways.

### Show and Tell

Our class will have some show and tell time on a Friday afternoon, before Golden time. We invite the children to share anything that is special and interesting which can be shared in a short space of time. We love creativity and if they have any awards, art, projects or pictures that they wish to share we would love to hear about it. Children should not bring in valuable or breakable items. However, you can send in a photo of the item if they still wish to share it.

### Home Time

If anyone else is collecting your child, please do either let us know in the morning or call the School Office. If we have not been told that anyone else is collecting your child, we will not let them go at the end of the day even if it is with a parent in the class.

### **Further ways in which you can help:**

We look forward to working with you during the terms ahead and we know it will be a brilliant year. Please do not hesitate to contact us if you have any questions via an email or phone call to the School Office.

Best wishes

Miss Holmes, Mrs Balducci and Mr Wingrave

### Key Dates

Monday 15<sup>th</sup> April – Start of Term

Wednesday 17<sup>th</sup> April – Standard Reading Assessment

Monday 22<sup>nd</sup> April – Earth Day

Thursday 25<sup>th</sup> April – Trip to Capel Manor

Friday 26<sup>th</sup> April – Standard Reading Assessment

Monday 6<sup>th</sup> May – May Day (School Closed)

Thursday 9<sup>th</sup> May – Class Photos

7<sup>th</sup> May – 2<sup>nd</sup> June – Half Term

Thursday 11<sup>th</sup> July – History Off the Page Workshop

Friday 14<sup>th</sup> June – Year 2 Class Assembly

Wednesday 24<sup>th</sup> July – End of Year 1:30pm

