

Spring Term - Year 2 - 2024

As language specialists we will: use the following books to support our literacy:

Mr Wolf and the Three Bears by Jan Fearnley – we will write a recipe, including instructions, to make a cake for a monster.

The Clockwork Dragon by Jonathan Emmett – we will write a newspaper report to inform the public about the brave children who saved the village from the ferocious dragon!

Castles by Maggie Freeman – this information book will consolidate our learning about castles and help us to learn how to use a contents page, index and glossary.

Quest by Arron Becker – we will plan and write an extended adventure story about going on a quest.

Reading will take place through daily RWI sessions and within the class where we will share texts and reading comprehension activities. RWI groups will take home spellings linked to their RWI speed sounds. Once the children have left the RWI scheme they will be reading and taking home levelled books and learning RWI Year 2 spellings. In school we will also be learning to spell the Year 2 common exception words (words that do not match up to the common spelling rule, so are the exception to the rule, for example door, which you would expect to be spelt dor). We will continue to use Letter Join to support our handwriting.

As Historians we will: be finding out about the castles in Jersey – when were they built? Where are they? Why were they built? Our focus will be on Mont Orgueil Castle. We will use different sources of information to research its history and how it has been used over time.

We will find out about the structure of medieval castles, describing their features and labelling them. We will learn about different forms of attack and defence. We will find out about the people who lived in castles and their jobs. We will visit Mont Orgueil Castle and hold a castle day in school where the children will dress up and take part in various castle related activities. Dates for these events will be confirmed in due time.

As Scientists we will: classify materials.

Identify the suitability of metal and plastic for a variety of purposes.

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Test the properties of materials for particular uses, for example test materials for waterproofness to select the most appropriate for a rain hat.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.

Trips/ Visitors / Events

We will visit Mont Orgueil Castle to bring our history learning to life. We will be having a dress-up Castle Day where our learning focus will be to design and make a family shield, as well as lots of other castle themed activities. We hope that Helen Otterwell from Jersey Heritage will be able to visit us with her box of artefacts to further explore local castle life. We will be taking part in a Wet Wellie Walk on Monday 15th January, where we will be observing local wildlife at Hamptonne, and we will visit St. Matthew's Church to explore the Christian story of Easter. We will also take part in the 'Keeping Safe and Well' programme, further details of which can be found on Seesaw.

Homework: Reading, maths and spelling homework will be set weekly on Seesaw. We will also be introducing Times Tables Rock Stars this term. Homework consolidates what we have been learning about in class so please make every effort to ensure it is completed. Please let me know if you need a replacement QR code.



As Geographers we will:

explore the island of Jersey and its surrounding islands and countries. We will use maps to find out where Mont Orgueil, Grosnez and Elizabeth Castles were built, and use our geographical knowledge to consider why they were built where they were.

As Mathematicians we will: use the Maths No Problem Scheme and Fluent in Five (daily mental maths).

We will investigate the multiplication of 2, 5 and 10 and learn to understand what multiplication means and what it looks like. We will look for patterns and learn about the commutative law.

We will look at different ways of sharing, including sharing and grouping, before learning to divide by 2, 5 and 10. We will investigate links between multiplication and division and odd and even numbers.

We will develop a better understanding of how to measure:

- length, using metres and centimetres in real-life contexts
- mass, including measuring mass in kilograms and grams, comparing the mass of 2, then 3 objects and solving word problems
- temperature, including reading temperature in Celsius, estimating temperature and reading thermometers.

We will read and interpret picture graphs, pictograms, and tally charts.

Across the curriculum

As Physical Educationalists we will: learn to perform gymnastic shapes, balances, rolls, jumps and sequences on mats and apparatus. In dance we will explore the use of space, create, and copy shapes and actions. We will work with a partner to create a dance to perform to each other.

As Theologians we will: explore the questions Who is Muslim and how do they live? & Why is Easter special for Christians?

As Musicians we will: explore 'call and response', which is a feature of traditional African music, and design our own composition using our voices and instruments.

As Artists we will: explore the colours, shapes and patterns used in African art. We will explore Maasai jewellery and culture. We will make a colourful headband and necklace using African art as our inspiration, and we will paint an African sunset and create a silhouette collage.

As Computer Digital Leaders we will: recognise the uses and features of information technology and create media through digital photography.

As Design Technologists we will: design, make, test, and evaluate a castle with a movable drawbridge and portcullis.

As members of our community, we will: be exploring our feelings and developing our wellbeing, including our relationships with family and friend using the following children's rights: Article 12 – I have the right to be listened to, and taken seriously. Article 31- I have the right to rest and leisure and engage in play. Article 34 Nobody should touch me in ways that make me feel uncomfortable, unsafe, or sad.