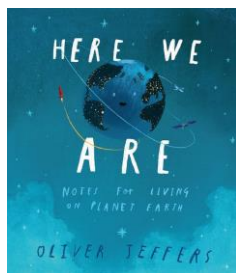


Year Group Leader update – Year 2

Children's Wellbeing

On Monday 6th October 2021 the Year 2 team welcomed a new cohort of children into the year group. Children were excited about coming to Year 2 and have responded well to the structure in place each day. They have settled-in really well and are well engaged and eager to start learning. This year, we have continued to use an 'emotion board' where children move a picture of their face to an emotion that best suits how they're feeling. They do this every day and *emotions* are followed-up with the children who might need to talk about their feelings more in a 1:1 context by the class teachers.

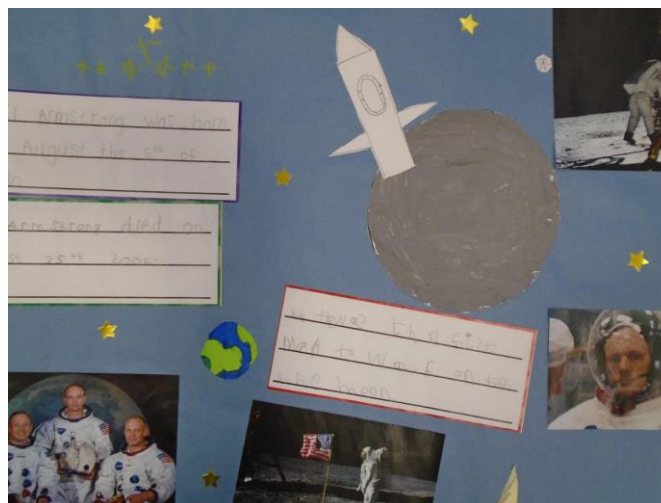
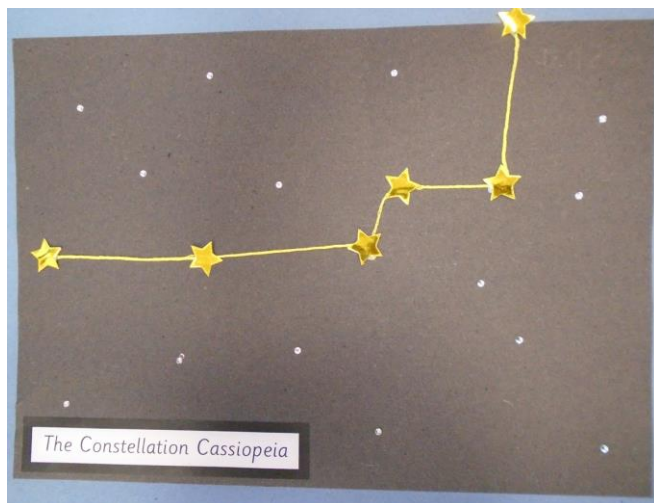
Here We Are, by Oliver Jeffers <https://www.oliverjeffers.com/here-we-are>



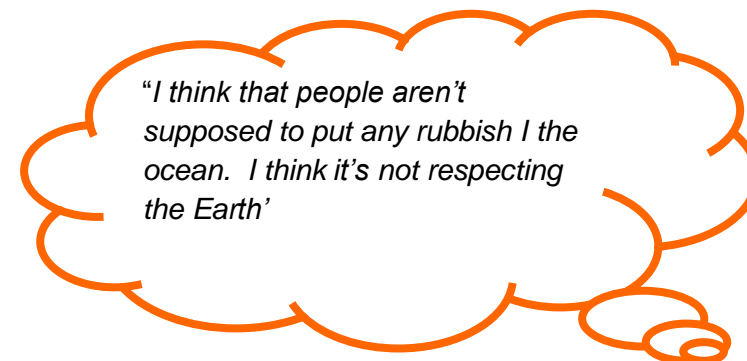
As part of the transition to Year 2, teachers planned a unit of work around a text called 'Here We Are' which is a book all about the world around us. The story starts off with an Earth focus and each class spoke together about the words 'Here We Are' and used these to talk about being 'here' together in the classroom space. We used Google Earth to find Altmare Infant School which lead to the discussions and reflections of how children were feeling being back. We then learnt some facts about planet Earth and designed 'Welcome to Earth' posters.



The children then went on to exploring *Space* where they found out about the solar system including the moon, stars and constellations. They produced some beautiful art work based around *Space*. They found out about Neil Armstrong and learnt some interesting facts about him before producing a fact sheet.



After Space came 'Land and Sea'. The children learnt about continents and oceans by exploring maps and globes. Each class spoke about how they can look after our land and sea and had discussions about reducing, re-using and recycling. Children were then taught about 'The Great Pacific Garbage Patch' which is a collection of marine debris and rubbish in the North Pacific Ocean. Each class took part in some role play and produced news reports to raise awareness of the danger in our oceans as well as what people can do to help.



Annaya

The story also focused on people and how everyone comes in different shapes, colours and sizes. Children discussed different races and religions in our school and community as well as how people might *look* and *behave* differently towards one another. Children used a mirror to identify the features of their faces before drawing them.

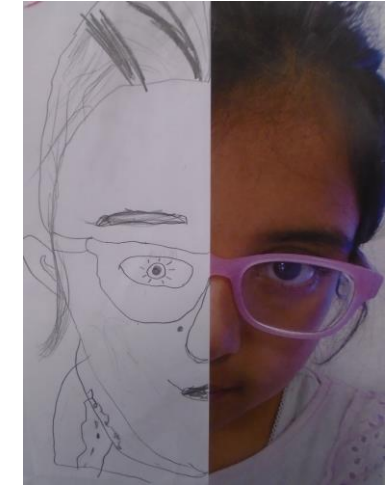
"My face is different because I have big eyes and some freckles".

Saad



"We should respect other people and be kind and we should share with people".

Amara



"I need to be respectful and considerate to other people in my class because we all want to be nice to each other".

Sumayyah

Oliver Jeffer's dad once said, *"there are only three words you need to live by son: respect, consideration and tolerance"*. This was a powerful quote taken from the story which the teachers thought needed to be spoken aloud and about. Children learnt about these three words and their importance during a **P4C** lesson.

Displays

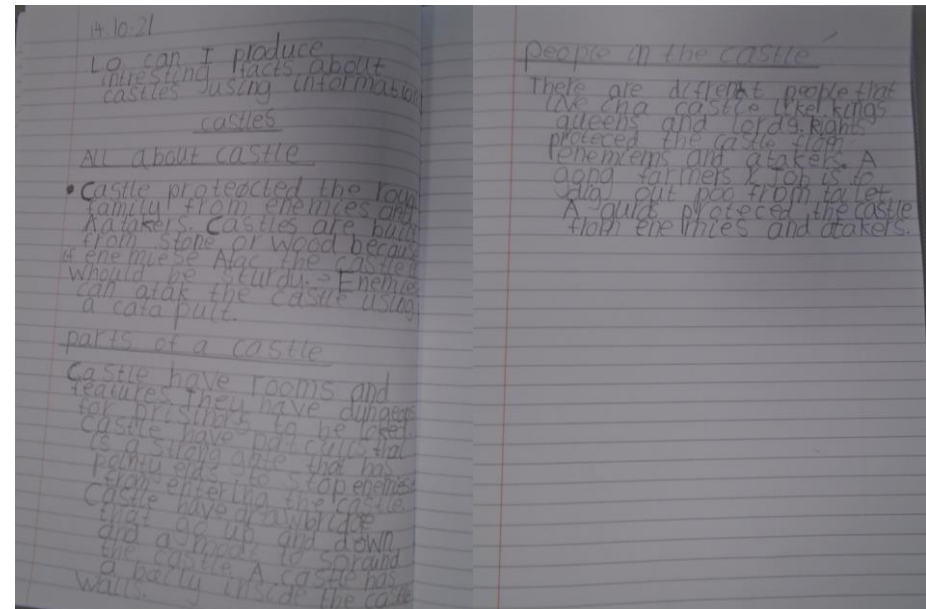
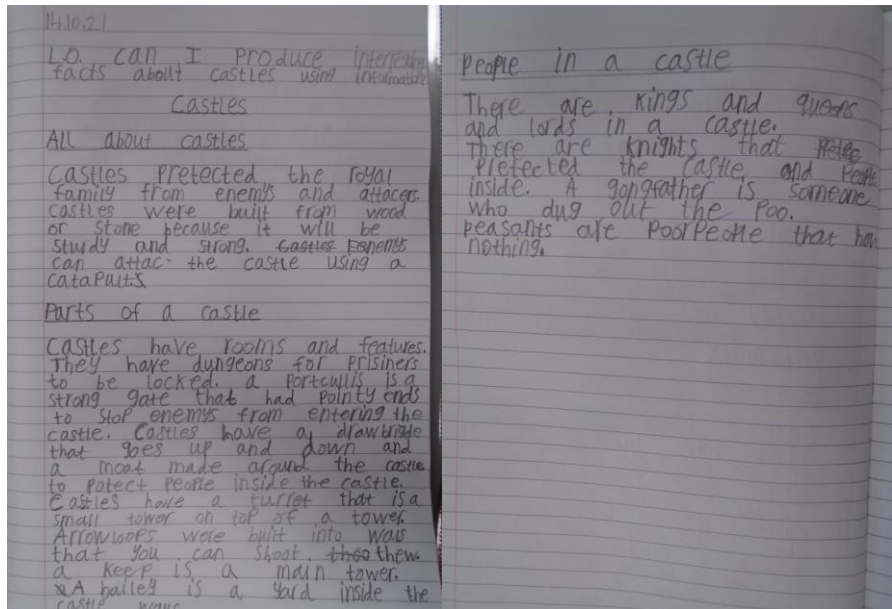
"From land to sky, to people and time, these notes can be your guide and start you on your journey. And you'll figure lots for things out for yourself. Just remember to leaves notes for everyone else..." This quote was taken from the story and it inspired children in Year 2 to create notes to guide others. These notes are currently displayed throughout the Year 2 building along with the children's craft work.





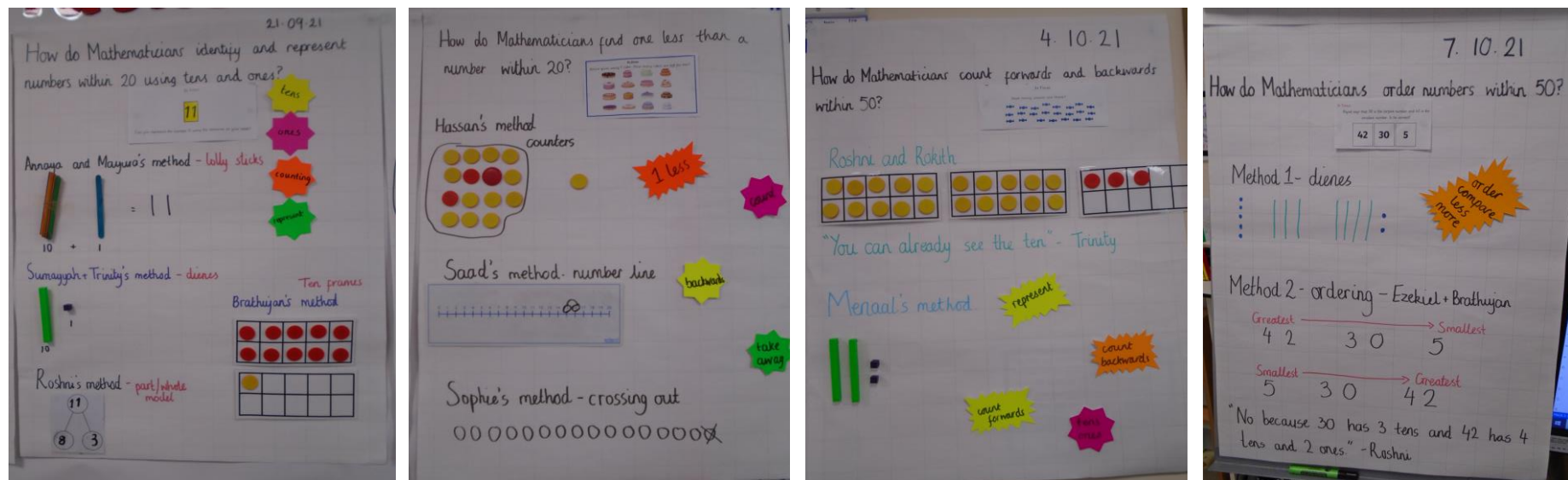
English

In English, children have been learning about non-fiction texts linked to our topic *Towers, Tunnels and Turrets*. Each class created a class glossary which has been stuck in the children's books and referred to throughout the unit of work. Our English lessons have involved exploring the features of non-fiction texts and using the features to find out information about castles. The children have planned and written their own non-fiction report all about castles. Alongside these lessons, teachers have been planning weekly grammar sessions focusing on sentence structure and simple punctuation.



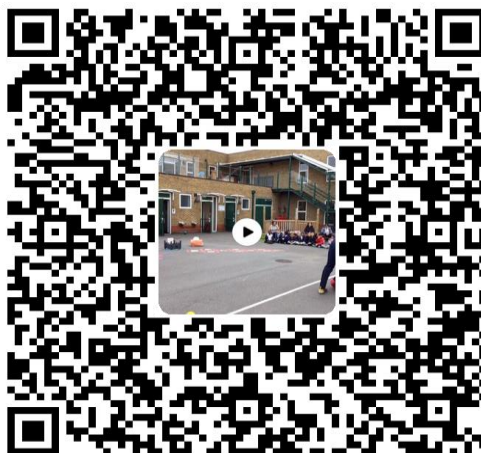
Maths

In Maths we have started lessons, following the Year 1 Maths curriculum, where children have consolidated their knowledge of numbers to 50. These lessons have involved counting, partitioning numbers and finding one more or one less of a number. We then began to move on to numbers to 100 where children have had the opportunity to explore a range of resources. This will be continued next term where children will begin to move on to addition and subtraction up to 100. An anchor chart is made for each lesson which displays the methods that have been used. The children then refer to these during the week.



Topic

In Topic we have started our unit 'Towers, Tunnels and Turrets.' To start the new learning, all children were invited to come to school dressed as someone who worked or lived in a castle. They used the whole day learning about castles and their features, they thoroughly enjoyed taking part in this and it really engaged and enthused them into their learning. Children planned and built a model castle, with each class using a different material, which they then used in an experiment to find out which material was the sturdiest. They completed predictions on what they thought would happen as well as conclusions to explain their findings. In addition to this, children had the chance to learn about, and research towers, tunnels and bridges around the world.

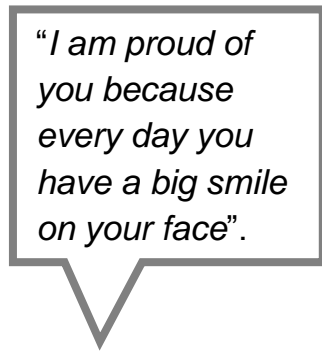


Black History

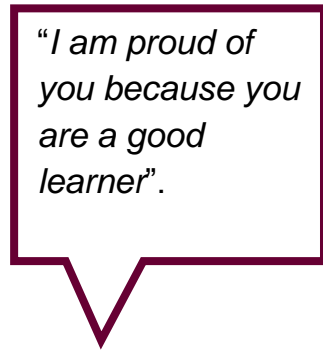
Year 2 classes celebrated and showcased their work for Black History during the last week of term. The children started off by thinking about this year's theme: *Proud to be*. They discussed why they were proud of themselves and their friends before making cards to express their feelings.

The children then went on to focus on the famous jazz musician – Louis Armstrong. They learnt about his background including where he was from, life as a child, his family and his music career. The children found out that the airport in New Orleans, where Louis Armstrong was born, was named after him. This went on to exploring celebrations that are famous in the area such as *Mardi Gras*. The children enjoyed making masks and having their own Mardi Gras celebration. Throughout the week, the children learnt the song '*What a Wonderful World*' where they focused on the lyrics of the song and what they meant. They also created an art piece that tells the story of the song and performed their singing and actions as a year group.

<https://drive.google.com/file/d/1tzHw9iiomS3WNGPbeNjHTKUS9oC9mZTC/view?usp=sharing>



Menaal



Ezekiel



Baseline Assessments

We have completed a range of baseline assessments to determine where the gaps are within children's learning. This is to inform our future planning and ensure we consolidate Year 1 curriculum coverage before moving on to the Year 2 curriculum.

Each class has carried out the following assessments:

- Year 1 common exception words (reading and writing)
- Maths oral counting assessment (counting in ones to 50 as well as counting in multiples of two, five and ten.)
- Phonics assessment.
- A *cold* writing task to determine what children are able to achieve independently in their writing.

Interventions


Sheila and Pamela are working with specific groups of children 2-3 days a week, catching-up on missed phonic opportunities and supporting specific children to have the best opportunity of passing the phonic screening in December. The children selected to form part of Sheila and Pamela's focus groups were identified from the phonic assessment.

Home Learning

Home learning is assigned to children every Monday. They receive a paper copy of handwriting and spellings which are words that have been identified during the baseline assessments as a way of closing the gaps in their learning. They also receive Maths via Seesaw which consists of number and counting activities.

How many different ways can you represent the number?

draw it



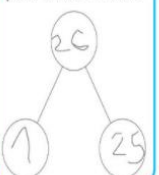
number sentence

$19 + 7 = 26$

tens and ones

2 6

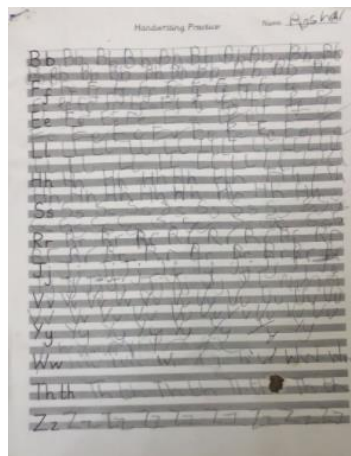
part whole model



ten frame

*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*

tally



2 Times Table



Click on the link, watch the song and try to sing along. Keep practising your 2 times table.



Blended learning

Children have continued to take part in Blended learning on a Friday afternoon. They are set work via Seesaw which they then complete at home. Currently in Year 2, we have roughly 20 children staying in school during this time. The blended learning consists of:

- Reading - Bug Club
- Times Table Rockstars
- Numbots
- PE with Coach Rich
- Phonics with Sheila
- Music with Shiva
- Choosing activity

After School Clubs

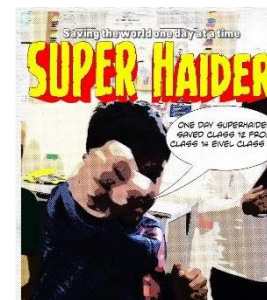
Computing

In Computing club, the children have been learning how to get creative with technology. Each week they focus on using a different app or software title. They have been taught how to use the app/software, been given time to explore it and have then been set a challenge to complete using the app or software.

Learning how to use the iPads to take photos



Using Comic Life to create a page for a comic boo



Using ChatterPix Kids to make objects talk



Dance

In the first week of Dance club, children created a routine to the song 'I like to move it'. They all contributed to the routine and were very proud of their work. In the following weeks, they have been expressing how they feel through various dance games such as 'musical statues and musical chairs.' The children have enjoyed using dance as a method of expressing themselves and they have enjoyed deciding what they would like to do in Dance Club.



Engineering

Within the Engineering club children are encouraged to explore using construction materials to create structures. They are provided with an array of materials to choose from such as Lego, building bricks and cubes to support creating and joining pieces to make a final product. Also, each week the club looks at, and discusses famous British structures such as The Shard, London Eye and The Sky Garden at 20 Fenchurch Street.



Painting

The children in Painting club have looked at different artists and imitated in the style of the artist, as well as experimenting and developing their own creative style. They started by looking at a famous painting called *Sunflowers* by Vincent Van Gogh. They used watercolours to replicate his work. They focused on looking for different shapes to help them sketch the flowers and the vase.

They have also looked at another painting called *Wheatfield with Crows* which is also by Vincent Van Gogh. In this session, they focused on creating different shades and tones to help them recreate his art work. The children are encouraged to dive into their creative side and create their own art pieces.



Sports

Children are trained by Coach Richard for after-school Sports clubs. Selected children are chosen to take part in a gifted and talented club which takes place weekly. During this time, children prepare and practise ready for their tournaments. In addition to this, Coach Richard also runs a multi-skills after-school club where children learn skills in throwing and catching, running, jumping and team games.

Games

During Board Games club, children have been learning new games with their friends such as, Draughts, Snakes and Ladders and Ludo. They have enjoyed these clubs and look forward to playing a new game each week.

