

## Summer Term Newsletter 2025

### Staffing

Class: Year 2

Class Teacher: Mrs Varley

Teaching Assistants: Mrs Alvi

Dinner Supervisor: Mrs Amir

Routines: Homework will be set every Friday and it is due back each Wednesday. PE is on a Monday afternoon and make sure you have your planners in every day. Our spelling test will take place every Friday.

Library Day: Tuesday

Books: Library book each week and phonics books

Local Trip: Tuesday 13th May – Wildlife conservation Park

PE Day: Monday

Area of Learning	Objectives
RE	<p>This summer term, as we count the Omer, we will focus on the value of time and seizing opportunities, promote kindness and unity through the Clean Speech campaign ("Kind words. Kind place. Be a buddy, not a bully. If it's not kind, leave it behind, Your voice. Your Choice!"), and help children see their similarities rather than differences. Each week of the term will highlight a different theme based on the weekly parsha, such as "Every Moment Counts," "Be Proud of Who You Are," and "Standing Up for What's Right." To bring these values to life, we will welcome inspiring community members for special visits and celebrate meaningful events such as Lag BaOmer and Shavuot. We are also proud that our students will represent the school in London at the national Etgar Jewish knowledge competition. The term will conclude with an emphasis on unity and reflection as we enter the Three Weeks of mourning for the Beit Hamikdash and reflections of what we have achieved this year as a school community.</p>
SACRE RE	<p>Unit 9 – Being reflective and self-critical</p> <p>Unit 10– Being attentive to the sacred as well as the precious</p> <p>Unit 11 – Being imaginative and exploratory</p> <p>Unit 12 – Appreciating beauty</p> <p>The children will have the opportunity to explore these units in detail and learn the importance of caring for others and learning lots of new key words.</p>

PSCHE, including Well-Being	<p>Heads up Kids– Children will take part in a variety of role–play activities and place themselves into specific scenarios. Children will be given opportunities to share and discuss their feelings and emotions using a range of emotive vocabulary.</p>
Reading	<p>Phonics groups will continue as normal</p> <p>A reading book from the library will come home each week as well as a phonics reading book.</p> <p>Please ensure children read their RWI books on a daily basis as these are based on individual reading ability. You can support your child with reading by asking questions about the book they have read and discuss their favourite part.</p> <p>Library book (Changed weekly)</p> <p>Phonics home reading books (Changed weekly)</p>
Writing	<p>Non– Chronological reports</p> <ul style="list-style-type: none"> <li>– Write to inform</li> <li>– Use statement and question sentences</li> <li>– Select precise vocabulary</li> </ul> <p>This unit of work will be based on our science topic– Plants.</p> <p>Simple retelling of a narrative</p> <ul style="list-style-type: none"> <li>– Describe characters and settings using adjectives, adverbs and expanded noun phrases</li> <li>– Use ideas and language from the story read</li> <li>– Use the past tense throughout their retelling</li> </ul> <p>Recount from a personal experience</p> <ul style="list-style-type: none"> <li>– Use the first–person perspective</li> <li>– Recount events in chronological order</li> </ul> <p>Poetry– Developing vocabulary</p> <ul style="list-style-type: none"> <li>– Make connections between poems</li> <li>– Explain key language used in a poem</li> </ul>

	<p>Character descriptions</p> <ul style="list-style-type: none"> <li>- Select precise adjectives to use in expanded noun phrases</li> <li>- Use adverbs to add detail</li> </ul> <p>Poetry on a theme</p> <ul style="list-style-type: none"> <li>- Use intonation to make the meaning clear</li> <li>- Perform a poem they have written</li> </ul>
Speaking and Listening	<p>This term we will be focussing on listening attentively, taking turns in conversations, and responding appropriately to others.</p>
Mathematics	<p>Fractions</p> <ul style="list-style-type: none"> <li>- Recognise a half, quarter and third</li> <li>- Equal and unequal parts</li> </ul> <p>The children will be doing lots of practical and concrete work for this topic and seeing how fractions can be represented in a number of different ways</p> <p>Time</p> <ul style="list-style-type: none"> <li>- O'clock and half past</li> <li>- Telling the time to the hour</li> </ul> <p>We will be looking at time in more detail and using it as a part of the school day</p> <p>Statistics</p> <ul style="list-style-type: none"> <li>- Interpreting pictograms</li> <li>- Making tally charts</li> </ul> <p>We will be looking at a range of different interpretations of statistics.</p> <p>Position and direction</p> <ul style="list-style-type: none"> <li>- Describing movement</li> <li>- Shape patterns with turns</li> </ul>
Modern Foreign Language – Ivrit	<p>This term in Ivrit, our topic is Where Do I Live? We will be learning the following:</p>

	<ul style="list-style-type: none"> <li>• Recognise and read words with the vowels Cholam (O sound) and Shuruk (U sound)</li> <li>• Letters Tzadi – Tav</li> <li>• Count to 10</li> </ul>
Science	<p>Plants</p> <p>We will be looking at and exploring a range of different plants and learning the different parts.</p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p>Revisit Living things and their habitats – Everyday materials</p> <ul style="list-style-type: none"> <li>– explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>– identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>
History	<p>Historical events, people and places in their own locality</p> <ul style="list-style-type: none"> <li>– Compare Moseley’s past and present</li> </ul> <p>We will carry on our topic learning all about the history of Moseley, learning about key buildings and people. We will be comparing past and present Moseley and how it has contributed to Birmingham's growth.</p>
Geography	<p>Study Fieldwork and Map Skills</p> <ul style="list-style-type: none"> <li>– use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>

	<ul style="list-style-type: none"> <li>- use basic geographical vocabulary</li> </ul>
Design and Technology	<p>Food and nutrition</p> <ul style="list-style-type: none"> <li>- Shape and form ingredients to make delicious food</li> <li>- Use a range of culinary techniques</li> </ul> <p>We will be cooking three recipes relating to this topic and look in further detail about our food choices and what makes us healthy</p> <p>Structures</p> <ul style="list-style-type: none"> <li>- Fold paper to increase strength and stability</li> <li>- Test and record how much weight paper can hold</li> </ul> <p>We will be doing a range of different experiments during this topic and testing the strengths of a range of materials</p>
Art and Design	<p>3D Block E</p> <ul style="list-style-type: none"> <li>- Join materials together to form a 3D work of art</li> <li>- Make a small rough draft of a sculpture to explore ideas</li> </ul> <p>We will continue to look at significant artists throughout this topic and recap our previous learning.</p>
Physical Education	<p>Send and return</p> <ul style="list-style-type: none"> <li>- Develop a variety of physical and cognitive skills. The children will be learning how to play tennis and improve their hand eye coordination skills</li> </ul> <p>Run, jump throw</p> <ul style="list-style-type: none"> <li>- Coordination, balance, strength while also fostering teamwork and strategic positioning</li> </ul>
Computing	<p>Creating media- Digital music</p> <p>We will be making patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration</p>

## Programming quizzes

We will be understanding that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code