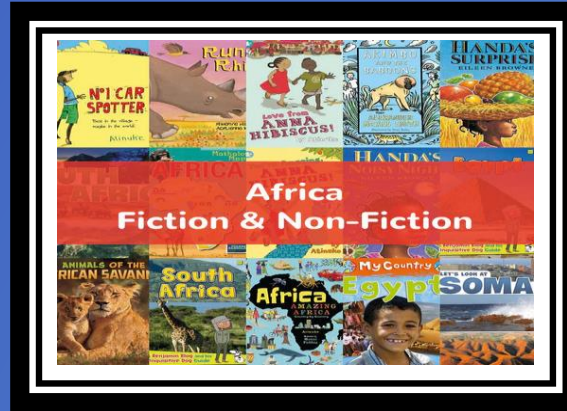
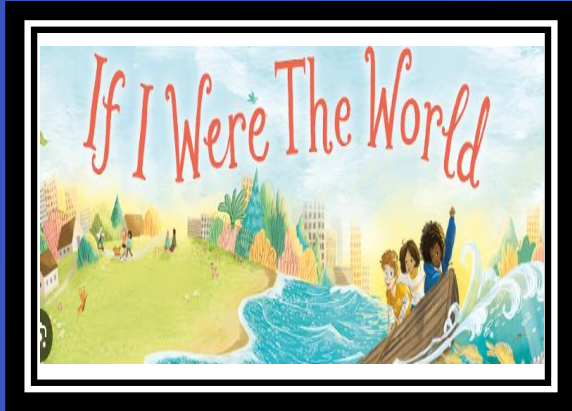
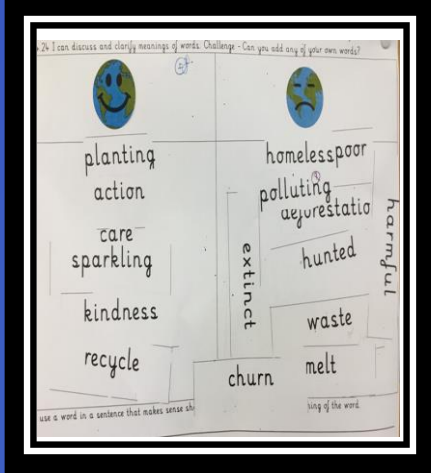


This is our World!



Year 2 Summer 1 2026



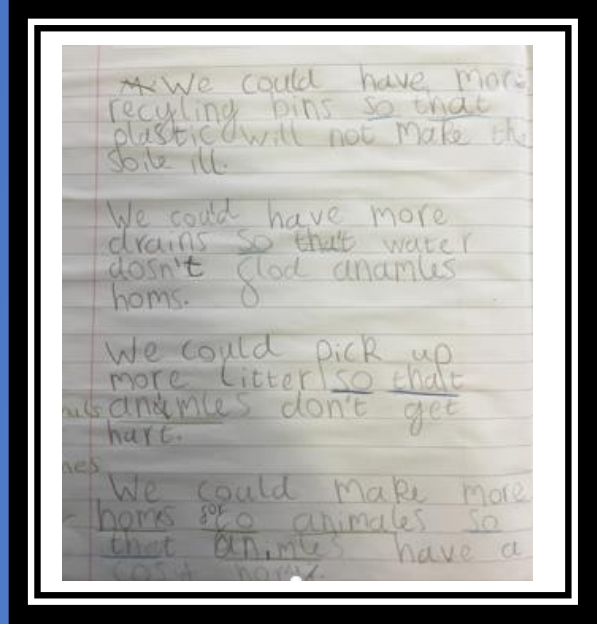
Dear Children,

I have been collecting information about the earth. The information that I've collected has made me feel very upset! I decided to write this book for children to read because it's really important that we look after our world. We need to work together to ensure that we keep the world happy and healthy.

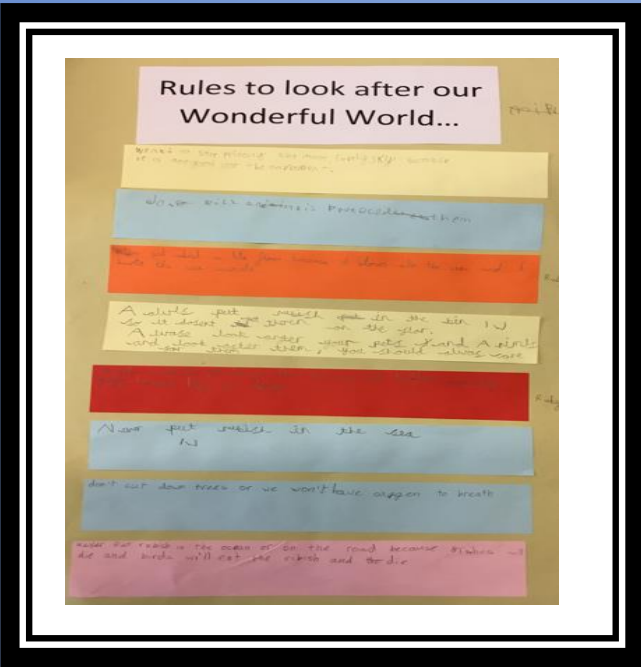
From
Mark Sperring

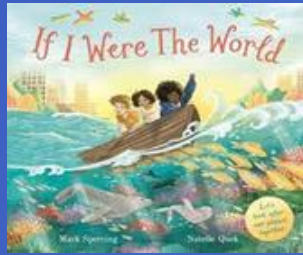


After reading the letter from Mark Sperring, we talked about the world, what we knew about the world and the things that are going well and not so well. The children came up with some really thoughtful ideas.



Our text driver for the first part of the half term was If I Were the World, by Mark Sperring. Children thought about some of the problems facing our world today and ways in which we can help. They wrote a letter to both Mrs Atkins and our parents at home, trying hard to use persuasive arguments to explain their viewpoint through the use of subordination like 'because' or 'so that' to justify ideas.





English

Here some examples of the letters we wrote.

Dear Mummy and daddy.
I hope you're doing well today. I'm writing to you because I think we can make some little improvements to our house to save the world together. We shouldn't waste electricity so that we don't pollute the air. We could also make homes for animals have shelter and that bees, butterflies, hedgehogs and lots of other animals can have food. I hope we can change the planet a little bit. Lots of love,
Liam O'Neil (10/10/20)



Dear mum and dad
I hope you're well
I'm writing to you
^{make} because ^{there are} we ~~could~~ some
changes. We can make
^{could} at home. We ~~could~~ grow
seeds in the garden so
animals can get
nectar and we could
turn food waste ~~it~~ into
compost. We could turn
the tap off ^{when} ~~we~~ ^{we}
brush ~~your~~ ^{our} teeth and
make more animal
homes in our garden.
We could make hedgehog
houses and save ^{our house}
electricity in ~~are~~.
We could make posters
so that people don't
drop litter on the

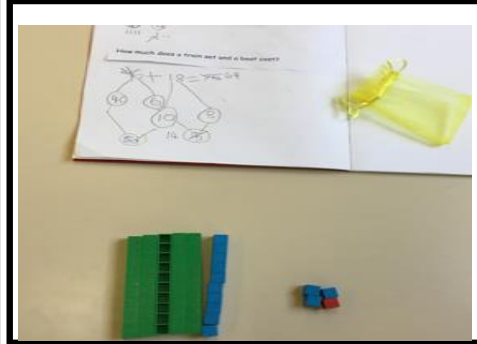


Maths

This half term we used skip counting to help us solve multiplication problems and we've learnt about the relationship between multiplication and division. We've been working really hard to improve our addition and subtraction skills. We've been using what we know about place value to support efficient addition and subtraction strategies. We've also been practising skills we've previously learnt through daily retrieval practise.

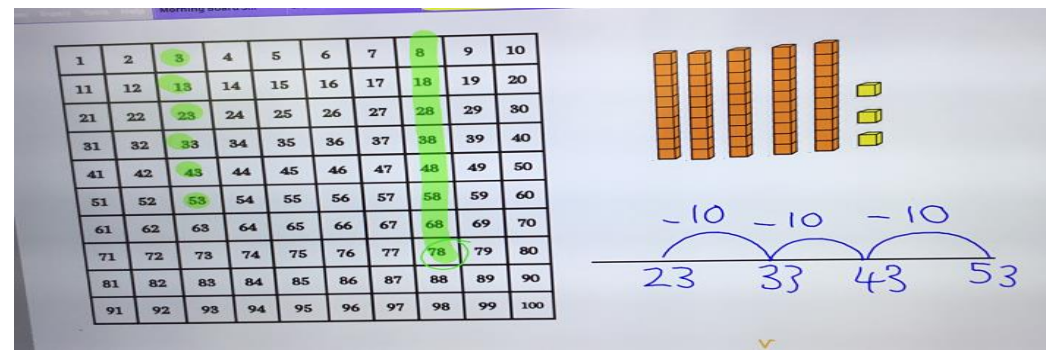
47-12=35 23+14=37
40÷5=8 36+17=53

50-2=48
55-20=35



45-20=25
25-3=22

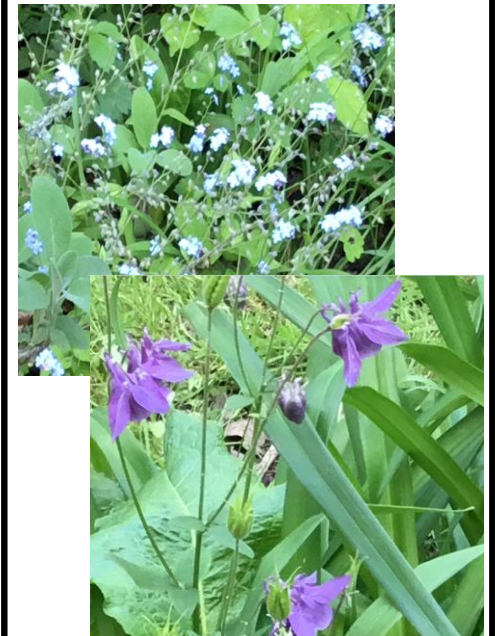
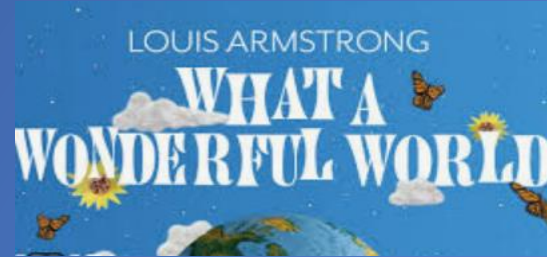
43+17=60
60+7=67
67-24=43



45-3=42

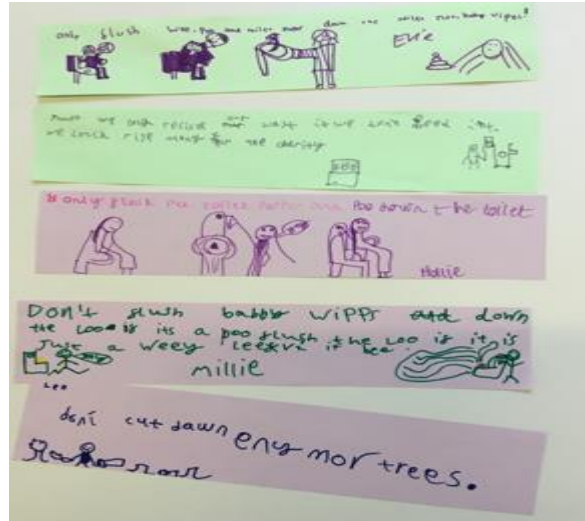
R.E.

This have term in R.E we have thinking about 'Creation'. We started our thinking off with a wonderful walk around our school grounds. We talked about how lucky we were to have so much beauty so close to us.



R.E.

We created models from clay and thought about ways we could care for them. We then applied this concept to what Christian people believe about how the world was created and how we should care for it. We asked questions about the creation story and thought about ways to care for our world. We compared the Christian and Hindu Creation stories.



To get us thinking about 'Creation' we created our own clay models.



an reflect on what I think is the most important part of the Creation Story.



I think that the most important part of the creation story is... the trees because they help us breathe and with out them we wouldn't be here. I think that the second most important part of the creation story is the light because it helps us see the lovely world.

to explain why the Flower is important to Hindus.



Hindus believe that ^{Brahma} Rama created the land, the ~~the~~ hevan, the sky and all animals from the lotus flower.

Christians believe that ^{God} God took 46 days for to make the world and ^{on the} 7th day it is a holy day.

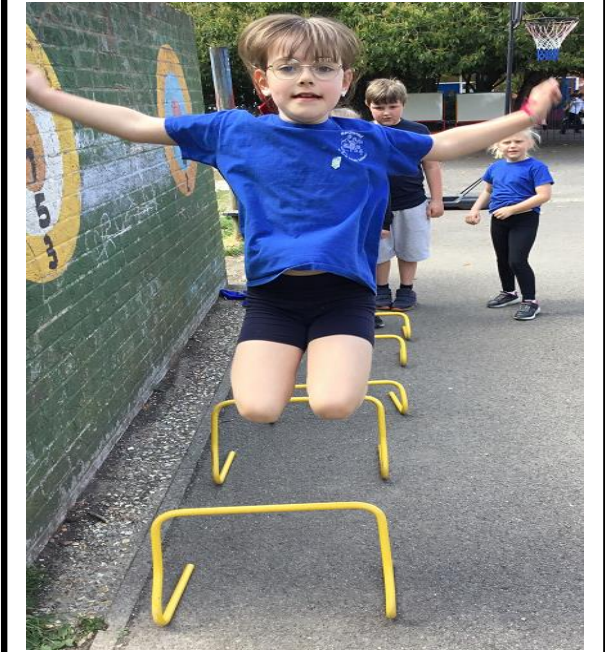
Hindus believe that God is made of 3 images, Vishnu, Shiva and Brahma.

Both Christians and Hindus believe that God created the world.

I believe that gravity pulled lots of rocks and dust together and it formed a big planet and God created the rest.

P.E.

In PE we've been working hard on our fitness, stamina, balance and coordination. We loved working on our core strength when playing Mario Karts this half term. We practised skills that would eventually build up to team and more competitive games when completing circuits too. We're still using Real PE to improve our Fundamental Movement Skills once a week.



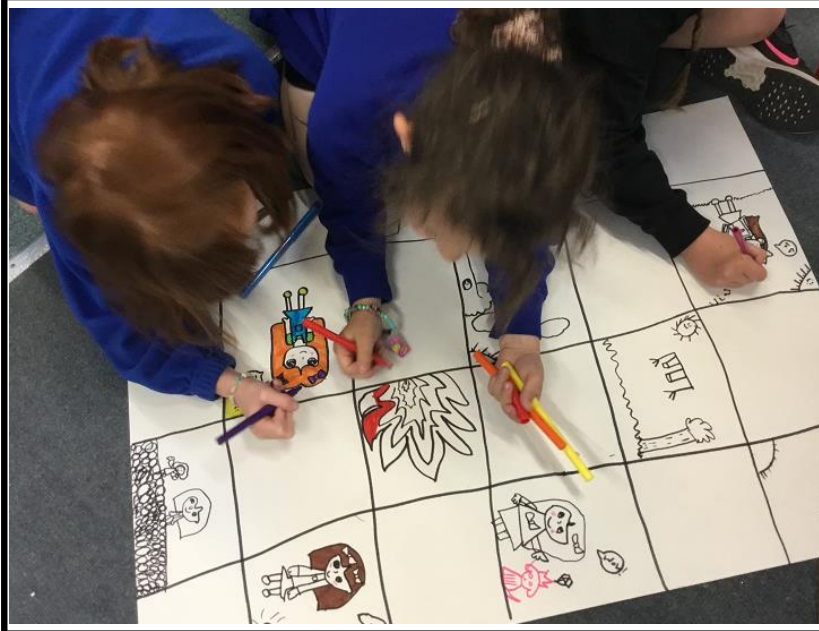
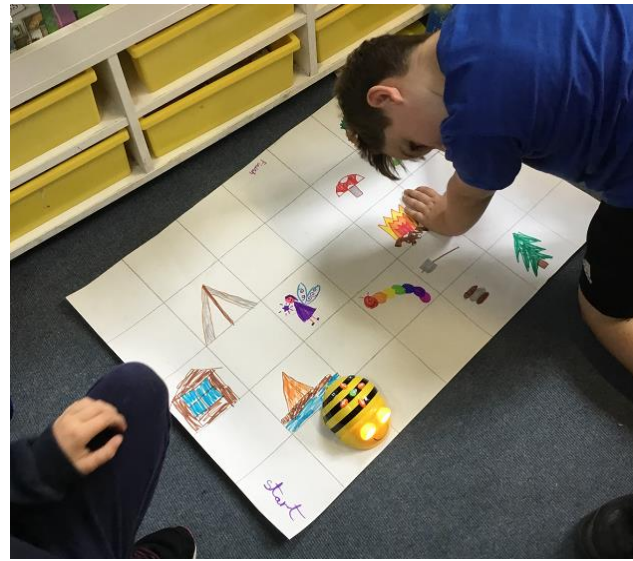
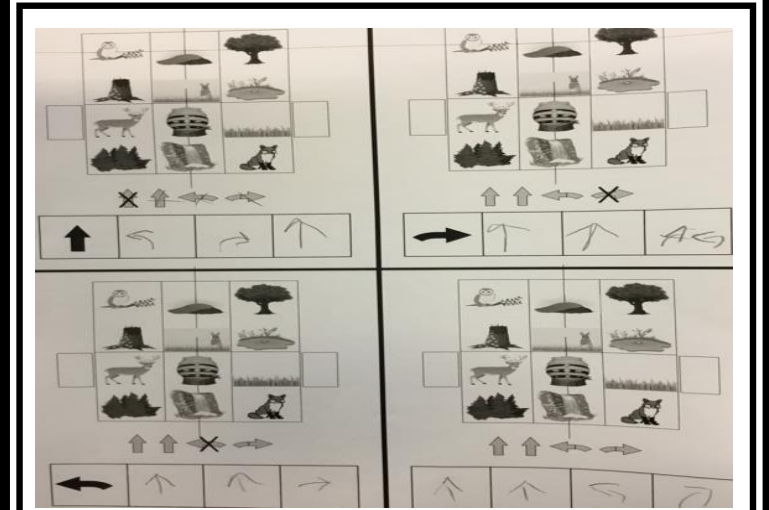
P.E.

Some children enjoyed attending the Football Festival at Saints FC. This was a great day where the children learnt lots of new football skills and played competitively against teams from other schools. Children really enjoyed taking part and getting active in the Green Mile. As a school we've raised over £1500 for our school charity Oakhaven



Computing

In Computing we've been thinking about algorithms and how they are set of programming instructions. We 'programmed' our friends and challenged them to follow a set of instructions. This made us think about how important it was to instructions in the correct order. We thought about how we could give good 'quality' instructions by instructing our friends to draw a picture they couldn't see. We then programmed a robot to follow an algorithm on a map we'd designed and debugged any errors.



Different algorithms

Create at least four different sequences using only these instructions.



Forwards



Forwards



Left turn



Right turn

Music

Our music this half term was called 'Mini Beasts on the Move'. During this unit of music the children have developed their duration skills. They used their voices, body percussion and instruments, focussing on the rhythm patterns generated by the names of various Mini Beasts.

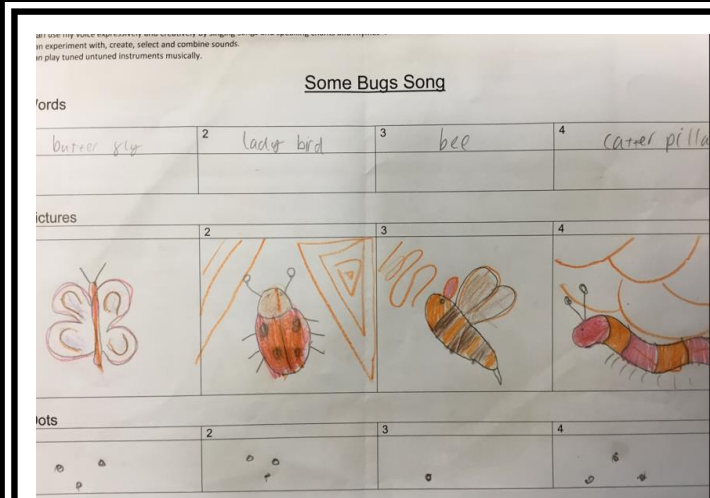
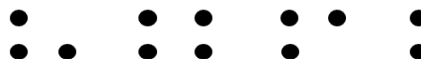
We sang along to the new song we learnt then we used our bodies to clap out the pattern that represented the mini beasts we had notated in our own chorus ideas.



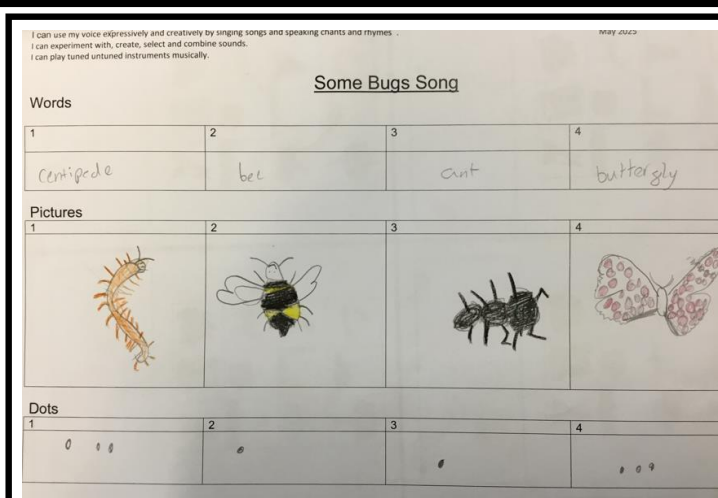
Notate new chorus ideas

Ant	spider	butter	fly
Daddy	long legs	worm	bee

1 Ant	2 Spi-der	3 But-ter	4 fly
Daddy	Long legs	Worm	bee



We notated our own chorus ideas. Clapping out the rhythm for our chosen mini beasts.



Geography

We have been comparing human and physical features of our village here in Marchwood with a village in Kenya. We've learnt lots about life in a Village in Kenya, the Masai people who live in Kenya and Kenyan wildlife. We compared geographical similarities and differences.



Compare a Kenyan and UK Landscape

Kenya - Mount Kenya

UK - Yorkshire Countryside

What can you see?

I can see rough grass
I can see moor
I can see a lot of sheep
I can see a lot of trees
I can see a lot of hills

What can you see?

I can see a lot of grass
I can see a lot of trees
I can see a lot of hills
I can see a lot of sheep
I can see a lot of moor

Is there anything that is similar to the UK landscape?

the trees
the hills
the animals because they have a lot of sheep

What differences are there to the Kenyan landscape?

the grass
the hills
the animals
the trees
the paths

Compare a Kenyan City and UK City

Nairobi - Capital of Kenya

London - Capital of the UK

What are the similarities and differences between the city photographs above?

Think about:

- plants, such as trees and bushes
- buildings, including their size, shape and style
- traffic

Write your ideas on the lines below.

Similarities

they both have a lot of buildings
they both have a lot of trees
they both have a lot of people
they both have a lot of cars
they both have a lot of buses

Differences

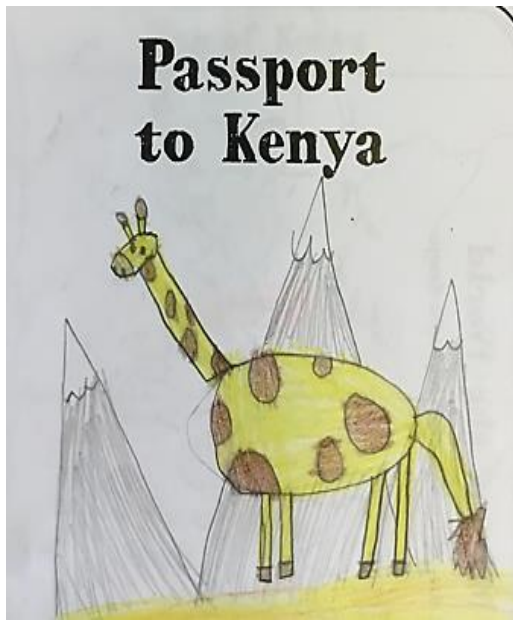
they both have a lot of buildings because they are both big cities
they both have a lot of trees because they are both big cities
they both have a lot of people because they are both big cities
they both have a lot of cars because they are both big cities
they both have a lot of buses because they are both big cities

Map of the World

Label Africa and then highlight Kenya.

Map of Kenya

We used Google Earth to find the UK and then locate where Africa was in relation to the UK.



Comparing Kenya and the UK

Think about what you know about Kenya and the UK. Draw or write the features of each country in the Venn Diagram below. Are there any that are the same for both countries?

Wildlife

rhino
badger
lion

Climate

very high temperatures
cold winters
sunshine in summer

Food

ugali
apple
fish and chips
maize

Landscapes

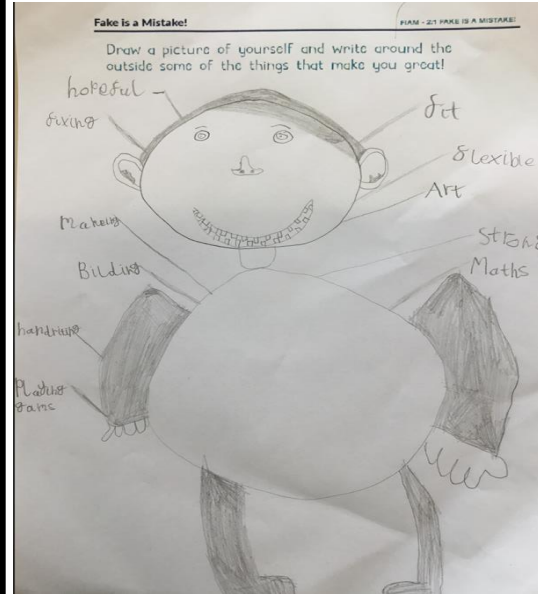
beaches
desert

Food

ugali
apple
fish and chips
maize

PSHE

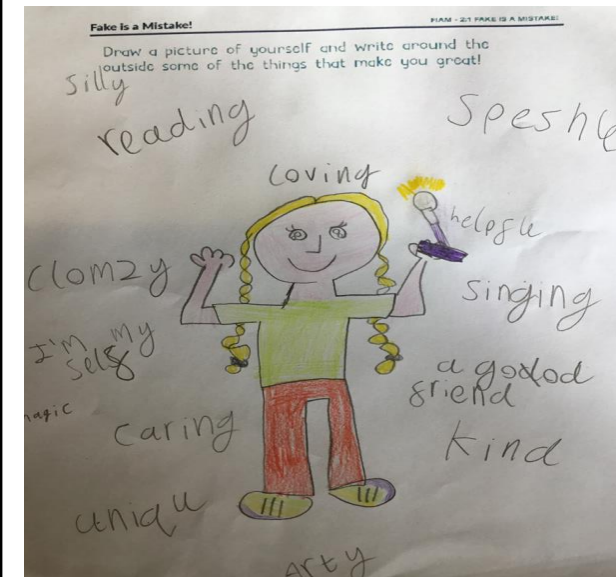
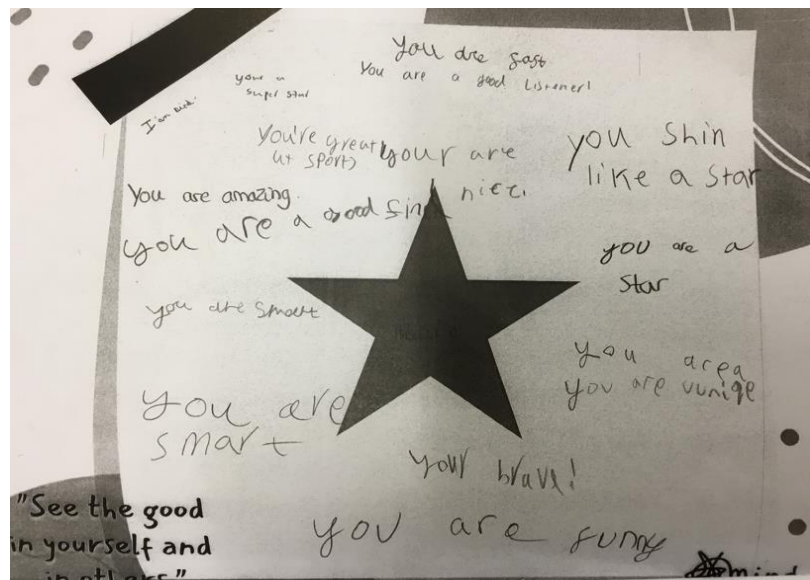
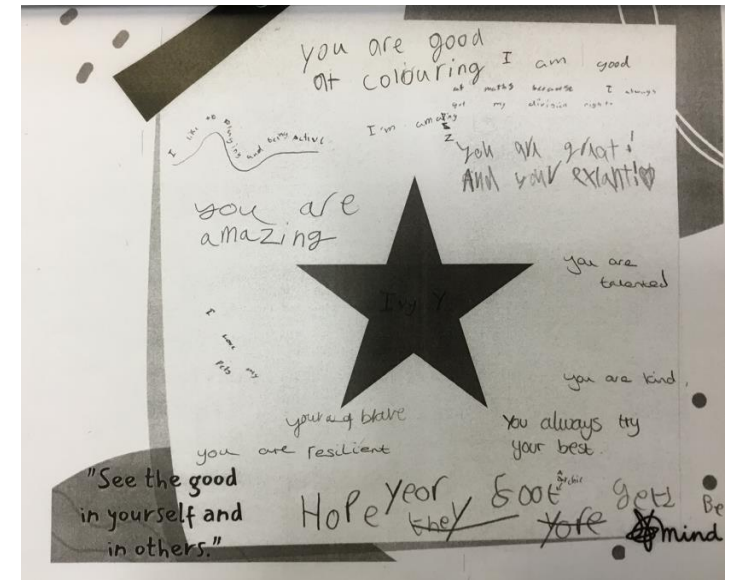
Fake is a Mistake!



Thinking about things we're good at and qualities we like about ourselves isn't always easy...



With a little help from Boris the Robot we have been thinking about how important it is to "Fake is a mistake". We have been thinking about we're all special and unique in our own very own way. We learnt about how not being true to ourselves can lead to us feeling unhappy. It's best just to be who we are!



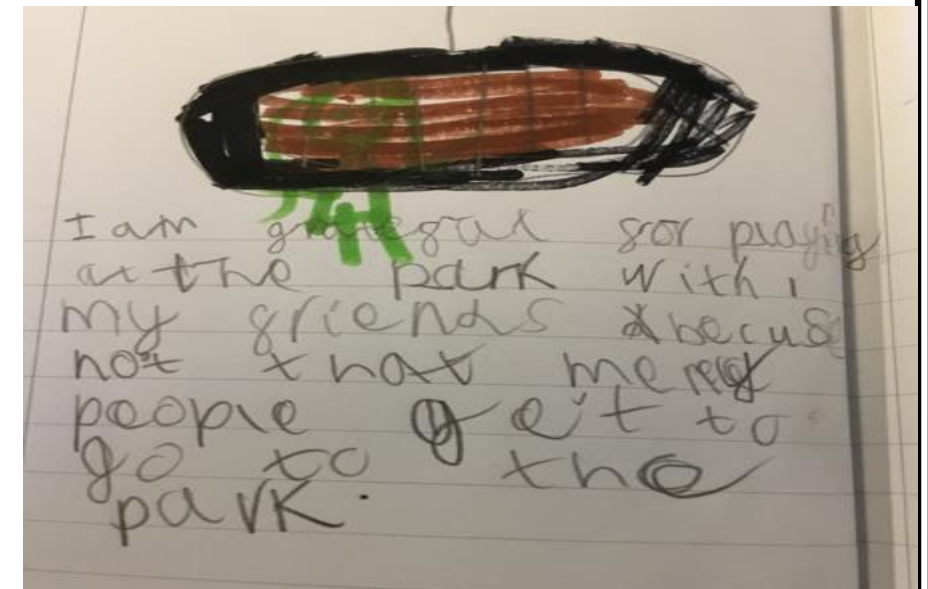
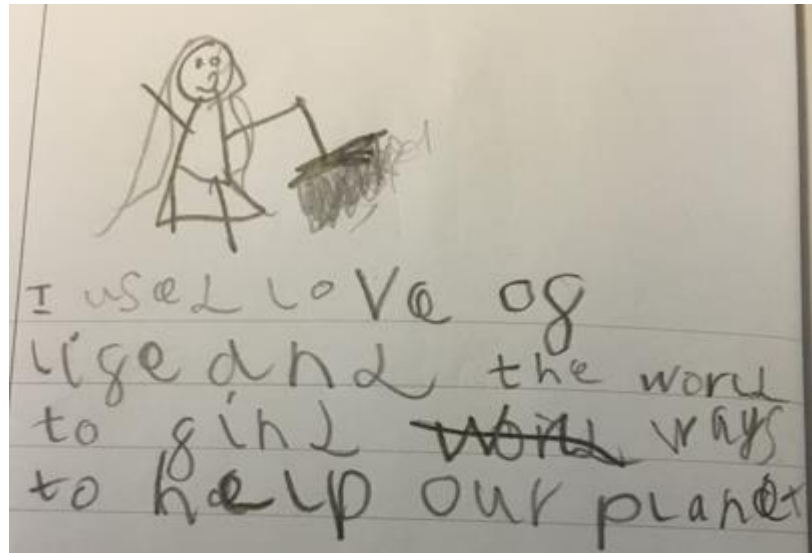
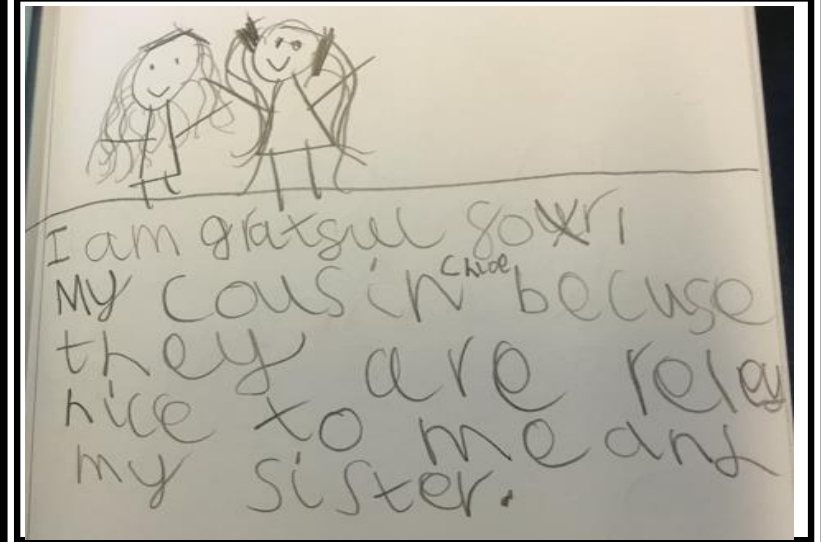
...so we worked with friends who helped us think about our good qualities!

In this module, we are going to be exploring what appreciate means. We'll also look at how we can show appreciation and who in our lives we appreciate.



PSHE

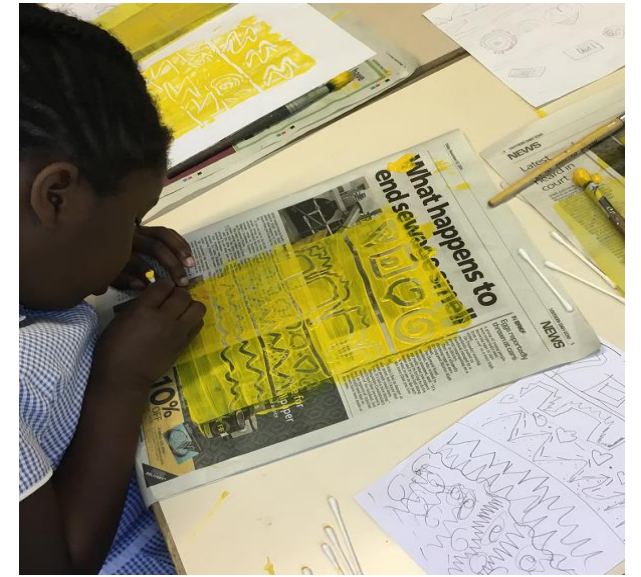
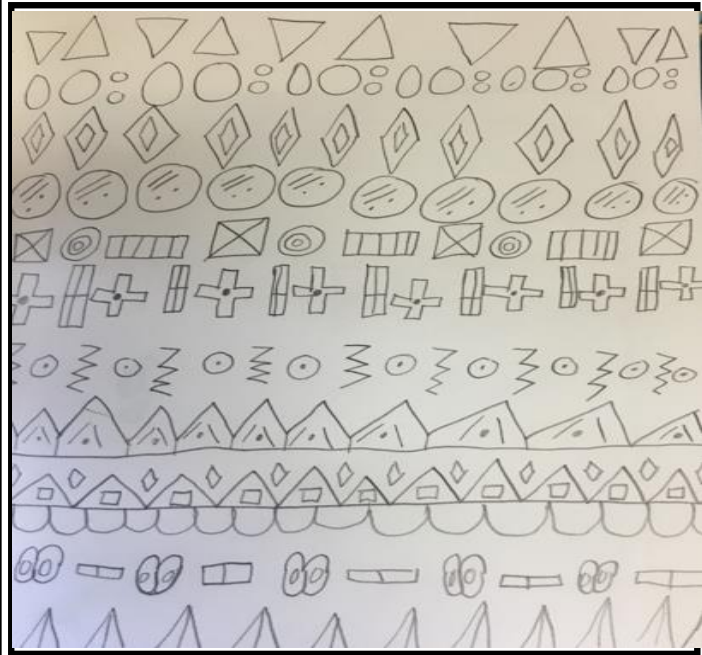
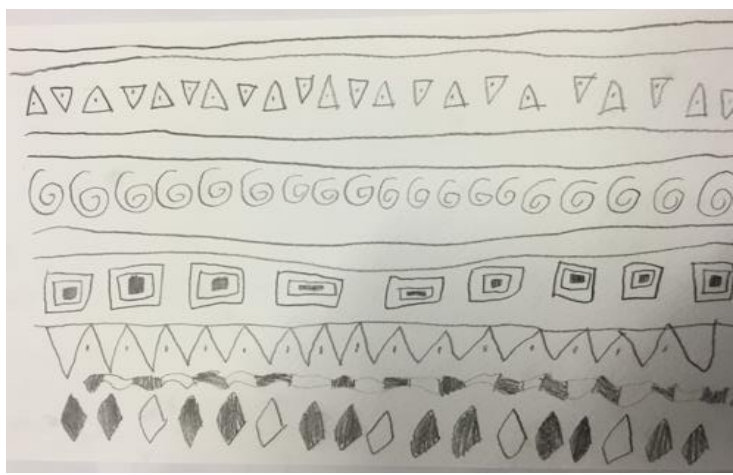
My Happy Mind!



Art!

We continued the African theme with our Art topic this half term.

We studied how pattern is used in African art and learnt the skills of mono-printing. First we designed the pattern we going to print, then we experimented on paper, before finally printing onto fabric and putting our designs together to create a whole year group piece of artwork.



Art!

Our finished piece of Year 2 Art!



Dojo Reward!!

We all worked very hard to earn 500 points last term so that we could have our Dojo Reward. The children decided that they'd like to eat pancakes! So that's what they did!



Home Learning

Don't forget to check the website for ideas for home learning.

Year 2

Home >> Children >> Year Group Pages >> Year 2

Welcome to Year 2!

Please visit the pages below to find out what the focus of our learning is each half term and how you can support your child's learning at home. Please speak to your child's class teacher if you have any questions about the topic or home learning in general. Don't forget to check back at the end of each half term to see what we have been doing in class!



Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2