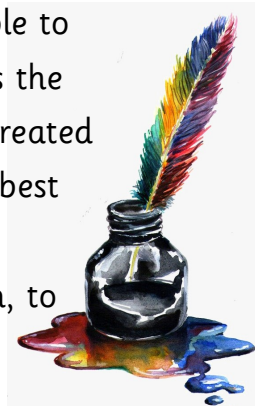




“Better a witty fool than a foolish wit,”  
William Shakespeare— Twelfth Night.

Towards the end of the term, the class have enjoyed working in groups and pairs when exploring Shakespeare through drama. They have shared their ideas thoughtfully when discussing themes of love, loss and identity. This has lead to excellent writing of diary entries and character descriptions.

Class 2 completed a wonderful story of their own based on a small child who was struggling to get to sleep. With the help of the Beasties and a sprinkling of imagination they were able to create and describe their own magical setting. France was the next stop on our European excursion, the boys and girls created a detailed brochure packed with recommendations of the best places to visit. They then followed the adventures of Flat Stanley, or Crepe Stanley as he eventually became known, to write an article recounting the gravity defying stunt that enabled Stanley to save the Mona Lisa.



## Read Write Inc. Phonics

This term has offered opportunities for the boys and girls to discuss the books they love so much and can't put down! They thoroughly enjoyed the whole school big read and chatting to their friends about hilarious stories or mischievous characters.

In school we continue to read short stories and extracts to help the children recall key events and offer opportunities to discuss their understanding of what has been read. They are encouraged to act as detectives to look for clues to prove how a character might be feeling or explain why an author has chosen to use an apostrophe at the end of a sentence. Our class topics often ignite an interest in reading non-fiction where the class hope to find some interesting facts.



## Class 2 Spring Review

Class 2 enjoyed looking back on all their pictures and learning throughout the Spring Term and we hope you enjoy them too.

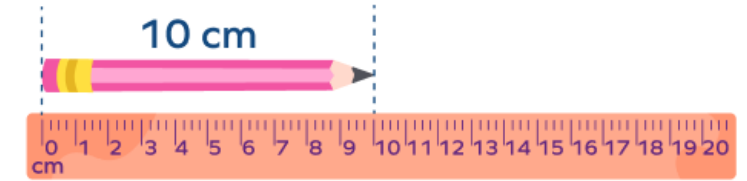
Thinking like scientists:

Why is exercise important? How is the life cycle of a frog different to an oak tree? Which adults look like their offspring? What would I need to feed a pet dog and budgerigar? What are the needs of a baby compared to the needs of an elderly person? These are the types of questions we have been asking to help us understand what humans and animals need to survive.



Plants: in groups, the class planned and organised an investigation to find out what a plant needs to survive. They used scientific language such as germination to show their understanding of the life cycle of a plant before making predictions about what they would expect to see at the end of their investigation.

The class were challenged to closely **observe** the plants at the end of the experiment and describe any changes they had noticed in as much detail as possible before recording their findings.



## Measurement in Maths

Class 2 have learnt a lot of new vocabulary involving measures including capacity, volume, millimetres, litres, kilograms and centimetres etc. They had great fun measuring the hall with a trundle wheel and worked hard to compare measures by subtracting to find the difference. The boys and girls are becoming more confident with choosing the correct operation (+, -, x or ÷) to solve word problems and are showing they are excellent, independent learners who can show determination to solve a challenge!

We will continue to look at using money when solving word problems as this is an area for development across the class. I would love to see any of pictures from home where the boys and girls have been able to work out their own change.

“How should we care for the world and why does it matter?”

Individually, the class decided what they valued in their friendships before realising they all had shared ideas. They thought about what advice to offer the Rainbow fish and made a commitment to help look after God's creation; to help make the world a better place.

With themes of loss and new life, the children spoke sensitively about the events in the lead up to Easter and throughout Lent. They considered the meaning of different symbols and used empathy to appreciate how others must have been feeling throughout the Easter story.







What did the Romans do for us? Art, food, battle formations, games, entertainment and toilets to name a few... the Romans may not have been here to stay but they certainly left their mark in the UK and on Class 2.

The shields that were created for homework were incredibly well designed and had clearly been made with great care and attention to detail.

We are very grateful to Eddy and family for allowing us to handle and look at Roman artefacts more closely. The three-headed dog, Cerberus was a class favourite and the boys and girls were eager to know more about how it gained its green colour. They were amazed to see an ancient coin with a hole that was once worn as a necklace for safe keeping.

Our team of archaeologists compared Roman and Celt settlements to describe the differences between the simple villages of the Celts containing roundhouses and the more complex and neatly aligned Roman market towns.



metal brooch



The children were excited to create their own mosaic with a choice of themes: bee, flower, beetle or butterfly. It was not an easy task trying to arrange fiddly tiles on a template but they showed resilience and determination to complete beautiful final pieces. They learnt more about this craft and discovered that some of the best examples of Roman mosaics can be found in the British Museum in London.

Lego club are currently building a crane as an example of how the Romans made taller structures such as aqueducts. When we return after Easter, the boys and girls can look forward to learning more about Roman towns and cities in the UK as well as discovering more about Boudicca, the Celt warrior.

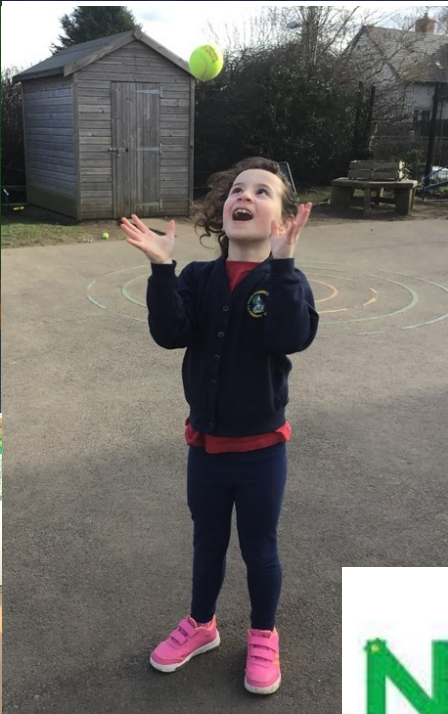
For anyone looking for a day trip out this Easter, Arbeia Roman Fort in South Shields offers a great example of life in Britain in AD160. Entry to Arbeia Roman Fort is free.



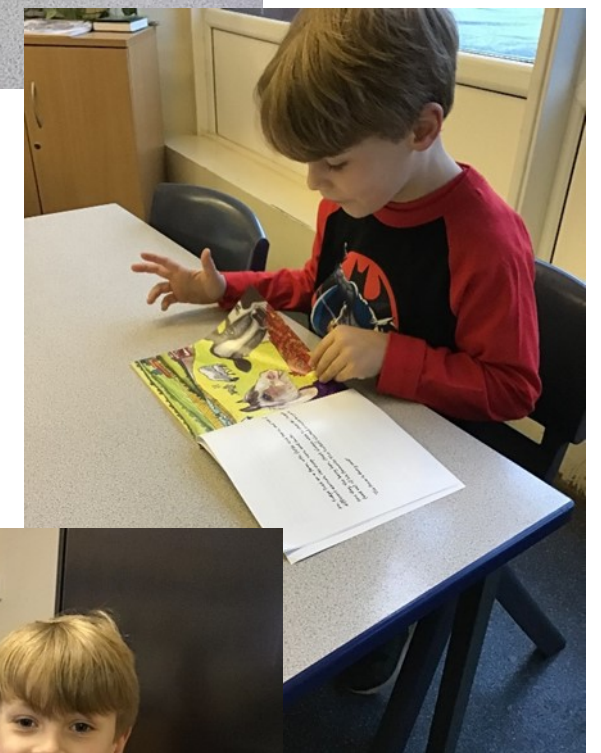
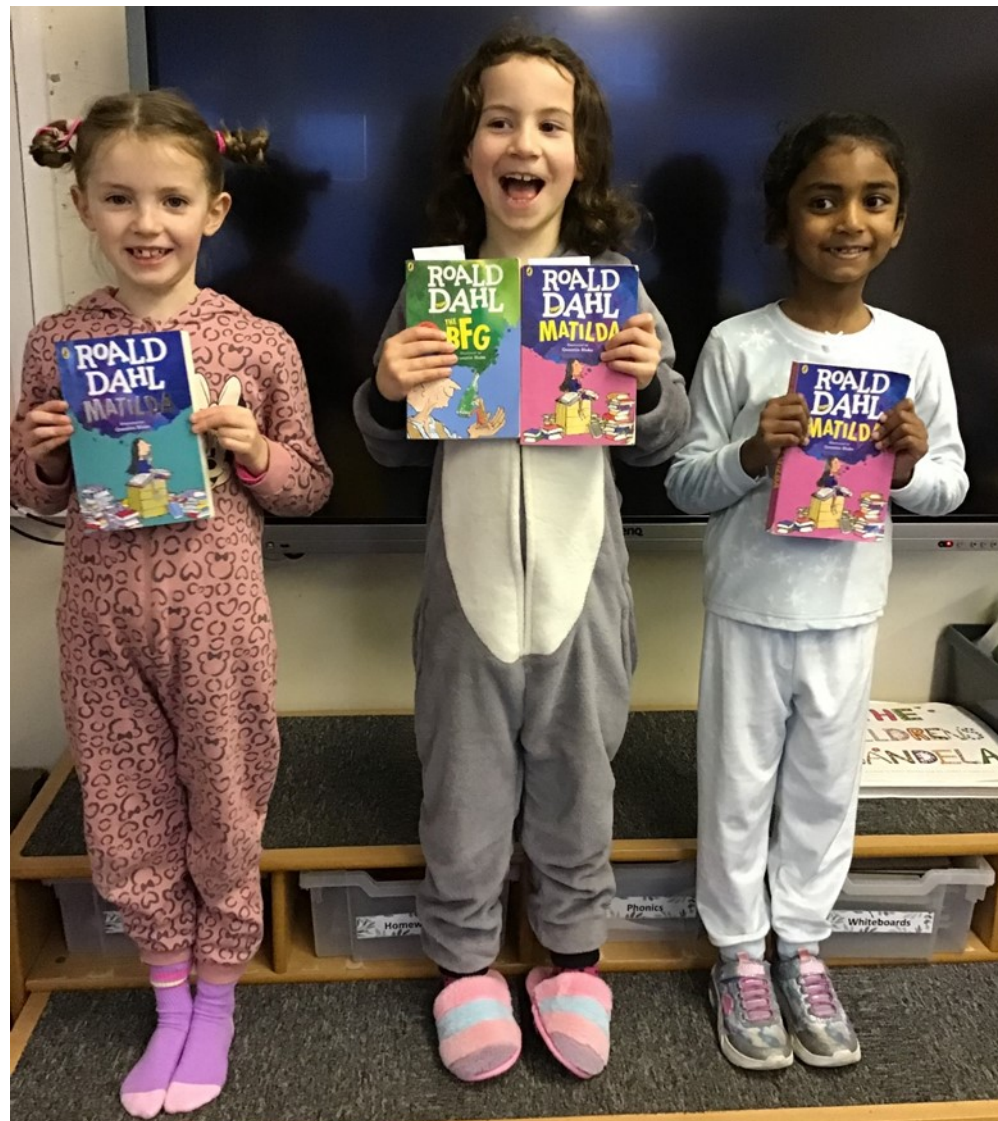




## French Food Tasting







Happy  
Easter

Have a restful and  
enjoyable Easter break.  
I look forward to  
seeing you in April,  
Mrs Atkins

