

<p>What are we learning?</p>	<p>British Values Focus for the term: Individual Liberty</p>	<p>Year 2 Term 4 2023-2024</p> <p><i>We're Roaming in the Rainforest</i></p> <p>Key Texts: The Great Kapok Tree – Lynne Cherry</p> 	<p>Key Themes</p> <ul style="list-style-type: none"> • Wow – introduction to We're Roaming in the Rainforest • Finding out about David Attenborough and Greta Thunberg • Spotting signs of Spring
	<p>Citizenship focus: Fairness in the community</p>		<p>Key Experiences</p> <ul style="list-style-type: none"> • WOW day linked to our new topic • Show and Tell – to share topic-based homework • Exploring new Golden Time Clubs • Trip to Bristol Zoo Project • World Book Week • World Poetry Day
<p>English</p> <p>Reading - Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • identify the sequence of events in fiction and how these are related e.g. understanding beginning, middle and end. • understand the structure of the non-fiction texts used e.g. use of headings, bullet points, and how these help to organise the information • discuss their understanding of stories, poems and non-fiction at a level beyond their independent reading level • recognise the key characteristics of stories e.g characters, plot, setting, key themes • make simple inferences • draw on what they know already to understand a text • predict what may happen based on what they have read so far. <p>Writing – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • writing persuasively to a key figure. • writing riddles. • using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks • use a range of sentence types – statement, question, exclamation and command <p>Key writing outcomes for this term:</p>		<p>Supporting texts: We're Roaming in the Rainforest – Laurie Krebs/ Anne Wilson</p> <p>Rainforest – Julia Groves</p> <p>Rumble in the Jungle – Giles Andrae</p> <p>Giraffes Can't Dance – Guy Parker Rees</p> <p>Cornelia and the Jungle Machine – Nora Brech</p> <p>The Giraffe, the Pelly and me – Quentin Blake</p> <p>Key Poems: Walking through the jungle – Stella Blackstone</p> <p>Rumble in the Jungle – Giles Andrae</p> <p>Supporting poems:</p>	<p>Maths</p> <p>Counting: Count on and back in 2s, 5s and 10s</p> <p>Number ~ Multiplication and Division continued from last term: Recognise equal groups. Use 2x 5x 10 x facts for multiplication and division. Use counting in groups to support multiplying numbers and then relate this to dividing a number into groups. Represent groups using arrays pictures Record multiplication and division sentences using the correct symbols: \times/\div/$=$</p> <p>Number ~ Fractions Recognise unit fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ Explore fractions in different contexts Find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ of shapes and amounts</p> <p>Measures ~ Length, height, mass, volume, temperature Choose and use appropriate standard units to estimate and measure length/mass/capacity, using measuring equipment. Read scales and measures where not all numbers will be demarcated or may be represented in units of 2s, 5s, 10s</p> <p>Key vocabulary reviewed/taught this term: place value, partition, ones, tens, odd, even whole, part, cherry model, represent equals (=), same, unequal, not the same multiply, multiplication, times, groups</p>

<p>Poetry – Rainforest animal riddle Non-fiction: Persuasive letter to a key figure</p> <p>Key vocabulary reviewed/taught this term:</p> <ul style="list-style-type: none"> • <i>Phonics/Spelling:</i> phoneme, grapheme, letter, sound, digraph, trigraph, split digraph, • <i>Reading Comprehension and text:</i> Discuss the meaning of new words by linking to the vocabulary they know e.g. unkind = means not kind, discuss favourite words and phrases • <i>Writing:</i> full stop, capital letter, question mark, exclamation mark, punctuation, sentence, conjunction, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator, • <i>Handwriting:</i> upper case, lower case, ascenders, descenders, join • Explore different punctuation including exclamations and question marks. 		<p>Monkey Babies by Irene Rawnsley, John Foster</p> <p>Walking with my Iguana - Brian Moses</p>	<p>divide, division, sharing, grouping fraction, part, whole, denominator, numerator measure, unit, length/height, centimetres, metres, weight/mass, grams, kilograms volume/capacity, millilitres, litres temperature, thermometer, degrees (centigrade)</p>	
<p>Phonics</p> <ul style="list-style-type: none"> • Adding -ed, -est suffixes • Adding -y, -ed, -er, -est suffixes • Adding -ly suffix, un- prefix • Un-prefix, /k/, /w/, /f/, /n/, /r/ • Adding -ed suffix, -er suffix, -ve, -y 		<p>Geography</p> <ul style="list-style-type: none"> • Name and mark different rainforests/jungles around the world on a map. • Understand the term equator • Understand that the weather and climate in a rainforest is different to the UK • Explore and understand that rainforests are made up of different layers • Understand that some people live in the jungle and how their life is different to us 		
<p>PSHE</p> <ul style="list-style-type: none"> • Know what I need to keep my body healthy. • Know what relaxed means and know some things that make me feel relaxed and some that make me feel stressed. 	<p>RE</p> <p>Our focus this term in RE is Christianity.</p> <p>Our key question is: How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>Science</p> <p>Theme: Living Things & Their Habitats</p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • Recognise key features of a rainforest habitat and explore common animals found there. • Revisiting work on basic needs and exploring how common 	<p>Computing</p> <p>Ongoing e-safety discussions.</p> <p>Theme: Programming Robot Algorithms</p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • Describe a series of instructions as a sequence. • Explain what happens when we change the order of instructions. 	

<ul style="list-style-type: none"> Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. Understand how medicines work in my body and how important it is to use them safely. 	<ul style="list-style-type: none"> Re-tell the Easter story and understand what Jesus' resurrection means for Christians. Explore how important it is to Christians that Jesus came back to life after his crucifixion? 		<p>animals are able to survive in rainforest habitats.</p> <ul style="list-style-type: none"> Exploring microhabitats that exist within rainforest habitat locations. Understanding how a range of animals get their foods and using simple food chains. 	<ul style="list-style-type: none"> Use logical reasoning to predict the outcome of a program. Explain that programming projects can have code and artwork. Design an algorithm. Create and debug a program that I have written.
<p>P.E</p> <p>We are learning to:</p> <ul style="list-style-type: none"> I can coordinate different body parts to move in different ways. I can change speed and direction whilst running. I can use dodging skills to elevate or tag. I can perform different types of jump. I can jump a self-turned rope. I can balance when performing different activities. 	<p>Music</p> <p>We are using the 'Charanga' music scheme</p> <p>The Unit for this term is called: 'Zootime' and it has a reggae focus</p> <p>The Musical foci for this unit is pitch</p> <p>This includes:</p> <ul style="list-style-type: none"> Understanding the pulse/beat/tempo Exploring rhythms and patterns with <i>tuned and untuned percussion</i> <p>Main vocabulary plus <i>pitch, melody, dynamics, pulse, tempo, compose, improvise, perform, audience, reggae, groove, keyboard, drums, bass, electric guitar</i></p>		<p>Art & Design</p> <ul style="list-style-type: none"> Using paint to create darker and lighter shades. Identify primary and secondary colours. Use collage to create a mid-ground. Draw using a range of graded pencils. Create artwork inspired by Henri Rousseau's 'Tiger in a tropical storm'. 	

How you can help at home?

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

Communication and language

- Share and talk about stories and information in books.
- Be aware of too much background noise e.g. tv, radio etc.
- Encourage your child to speak in full sentences and pronounce words clearly, focusing on the 'th' sounds.
- Help expand your child's vocabulary by questioning new word meanings.
- Encourage retelling of events and stories following a clear sequence.

Please speak to us if you have any concerns about your child's language development.

Personal Social & Emotional Development

- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up. Dressing themselves and looking after their own clothes is particularly important now we are starting P.E.
- Value and praise the effort that a child is putting in to a challenge even if they don't succeed
- Play simple turn taking games.
- Encourage good oral hygiene including tooth brushing and limiting sugary food and drinks.
- Encourage a healthy, balanced diet and support them to try new foods and make healthy eating choices
- Facilitate regular exercise and movement opportunities
- Encourage a good bed time routine and support them to understand why sleep and rest is good for our bodies
- Talk to your child about their trusted grown-ups and what to do if a stranger approaches

Mathematics

- Challenge your child by counting in 2's, 5's and 10's. You could even start thinking about counting in 3's!
- Use the White Rose App to practice daily challenges.
- Practicing number formation to make sure tens and ones are formed correctly.
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.
- The website 'topmarks' has some good maths games for this age group including:
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>
<https://www.topmarks.co.uk/maths-games/daily10>
<https://www.topmarks.co.uk/maths-games/hit-the-button>

English

- Share stories and books daily with your child. Talk to them about what they have heard and what they have read. Question them about what they have read including what, why and how questions.
- Encourage your child to log in to <https://www.oxfordowl.co.uk/> to re-read the books we have read in class.
- Listen to your child read their decodable phonics books at least three times a week. Encourage them to practise until fluent and reading with expression.
- Use 'pure sounds' when supporting your child to sound out words.
<https://www.youtube.com/watch?v=UCi2mu7URBc>
- Encourage reading in the environment and in everyday activities such as food shopping.

Outdoor Learning

- Take on the Wildlife Trust's 30 Days Wild Challenge! Find details about how to download the 30 challenge cards here: [Your pack - individuals | The Wildlife Trusts](#)
- Go exploring in our fabulous local area. Have you been for a walk along the Harbourside in Bristol?
- Put some of your new Forest School skills into practice when you are on a woodland walk. Can you make a log dog or make a bug hotel?



Topic based homework ideas!

- Make a model of a jungle/rainforest animal or setting using clay/shoeboxes/play-doh/junk modelling
- Write a story that has a jungle or rainforest as the setting (we will learn mostly about the Amazon Rainforest)
- Make some masks or puppets from old socks and act out a rainforest scene!
- Design your own rainforest creature and give it a unique name
- Make a rainmaker using an old kitchen roll tube and rice/dried beans
- Write a letter to a scientist/politician about saving some the rainforest
- Pack a bag and decide what you will need in your explorer backpack
- Make a jungle obstacle course in your garden and time yourself doing it
- Any other idea you have!