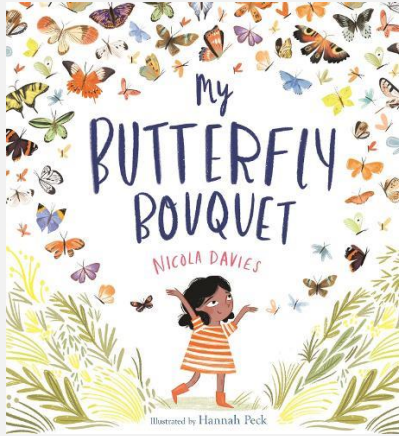


<p><b>What are we learning?</b></p>	<p><b>Key Themes</b></p> <ul style="list-style-type: none"> <li>• Minibeasts</li> <li>• Plants</li> <li>• Maps</li> </ul>	<p><b>Year 2 Term 5 2022-2023</b></p>	<p><b>Key Experiences</b></p> <ul style="list-style-type: none"> <li>• WOW day linked to our new topic</li> <li>• Show and Tell – to share topic-based homework</li> <li>• Applying our map reading skills to go on a minibeast hunt</li> <li>• Exploring new Golden Time Clubs</li> </ul>
<p><b>English</b></p> <p><b>Reading</b> - Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> <li>• Reading Comprehension and Text Analysis (fiction and non-fiction)</li> <li>• Use scanning to locate a single piece of information in response to questions from the teacher</li> <li>• List key information orally or through text marking (highlighting/underlining) in response to questions</li> <li>• Discuss their understanding of stories, poems and non-fiction at a level beyond their independent reading level</li> <li>• Make simple inferences e.g. I think Goldilocks was scared because three Bears looking down at me would be frightening.</li> <li>• Draw on what they know already to understand a text e.g. through the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)</li> <li>• Predict what may happen based on what they have read so far, e.g. I think that the dog will run away as we already know he gets scared of loud noises.</li> </ul> <p><b>Writing</b> – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> <li>• writing for different purposes</li> <li>• planning or saying out loud what they are going to write about</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• <i>make simple additions, revisions and corrections to their own writing</i></li> <li>• proof-reading to check for errors in spelling, grammar and punctuation</li> <li>• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks</li> <li>• sentences with different forms: statement, question, exclamation, command</li> </ul> <p><b>Key writing outcomes for this term:</b></p> <p><b>Non- Fiction</b> – Leaflet about the life cycle of a butterfly.</p>		<p><b>Key Texts:</b></p> <p><b>My Butterfly Bouquet – Nicola Davies</b></p> 	<p><b>Maths</b></p> <p><b>Counting:</b> Count on and back in 2s, 5s, 10s and 3s</p> <p><b>Revision and application of skills in areas below in preparation for quiz work (SATs):</b></p> <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Fractions</li> <li>• Money</li> <li>• Shape</li> </ul> <p><b>Measures ~ Time</b> Tell and make times using <i>O'clock, half past, quarter past, quarter</i> to understanding the role of the minute and hour hands on a clock Begin to look at <i>minutes past/ to</i> the hour in 5 minute intervals Ordering and comparing times – saying which is <i>earlier/later</i></p> <p><b>Statistics</b> Making and interpreting data in different formats where it may be the information may sometimes be demarcated in 2s,5s, 10s such as in: <i>tally charts, tables, block diagrams, pictograms</i></p> <p><b>Key vocabulary in italics above and:</b> place value, partition, ones, tens, odd, even whole, part, cherry model, represent equals (=), same, unequal, not the same add, addition, plus, more Subtract, subtraction, take away, minus, difference Total, altogether, sum, number sentence, equation multiply, multiplication, times, groups divide, division, sharing, grouping fraction, part, whole, denominator, numerator measure, unit, time, second, minute, hour, day, week, month, year</p>

<p><b>Key vocabulary reviewed/taught this term:</b></p> <ul style="list-style-type: none"> <li>capital letter, finger space, full stop, capital letter, conjunction, 'and' joining words and joining ideas, exclamation mark, question mark, proper noun,</li> </ul>		<p>clock, analogue, hour hand, minute hand data, chart, table, pictogram, block chart, bar graph</p>	
<p><b>Phonics/Spelling</b></p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>Spell Y1/2 CEW</li> <li>Past tense of irregular verbs</li> <li>Use apostrophes for contraction</li> <li>Add -ing, -ed, -er and -est by doubling consonants</li> <li>Suffixes: -full, -ment, -ness, -less.</li> <li>Use the /ɒ/ sound spelt a after w and q, the /ɜ:/ sound spelt or after w, the /ɔ:/ sound spelt ar after w</li> <li>Spell words ending in en and -tion</li> <li>Spell words ending in /3/ spelt s</li> <li>Review creating plurals of words</li> </ul>		<p><b>Science</b></p> <p><b>Focus: Plants</b></p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>Explore how plants need water, light and a suitable temperature to grown and stay healthy.</li> <li>Observe and describe seeds and bulbs.</li> <li>Explain the life cycle of a plant.</li> <li>Explain what plants need to stay healthy.</li> </ul>	
<p><b>PSHE</b></p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>Identify some of the things that cause conflict with my friends and understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</li> <li>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>Recognise and appreciate people who can help me in my family, my school and my community and express my appreciation for the people in my special relationships</li> </ul>	<p><b>RE</b></p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>Understand why Muslims visit the mosque and explore whether this gives them a sense of belonging.</li> </ul>	<p><b>History/Geography</b></p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>Use directional language to navigate a map.</li> <li>Use compass directions, North, South, East and West, to read a map.</li> <li>Identify human, physical and geographical features of the school grounds and compare this with a different part of the UK.</li> <li>Identify human, physical and geographical features of our village.</li> <li>Use map reading skills to find locations on a map.</li> </ul>	<p><b>Computing</b></p> <p><b>Ongoing e-safety discussions.</b></p> <p><b>Theme: Making Music</b></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> <li>Say how music makes us feel</li> <li>Identify that there are patterns in music</li> <li>Describe how music can be used in different ways</li> <li>Show how music is made from a series of notes</li> <li>Create music for a purpose</li> <li>Review and refine our computer work</li> </ul>

<p><b>P.E Focus Athletics and Invasion Games</b></p> <p><b>For Athletics we are learning to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a range of take offs and landings</li> <li>• Demonstrate the difference between sprinting and jogging</li> <li>• Change speed and direction when moving</li> <li>• Set simple target to improve performance</li> <li>• Take part in relay activities</li> <li>• Perform different throws with growing control and coordination</li> </ul> <p><b>For Invasion Games we are learning to:</b></p> <ul style="list-style-type: none"> <li>• Work with others to keep the ball</li> <li>• Recognise ways to stop points being scored and try to stop points being scored</li> <li>• Throw a ball in a way appropriate for the situation</li> <li>• Roll the ball with more accuracy</li> <li>• Work cooperatively as part of a team</li> </ul>	<p><b>Music</b></p> <p><b>We are using the 'Charanga' music scheme</b></p> <p>The Unit for this term is called: <b>'Friendship song'</b> and it has a focus of being friends.</p> <p>The Musical foci for this unit is <b>rhythm</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Understanding the <b>pulse/beat/tempo</b></li> <li>• Exploring <b>rhythms</b> and <b>patterns with tuned and untuned percussion</b></li> </ul> <p><b>Main vocabulary as above and:</b> Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>	<p><b>Art</b></p> <p><b>Focus: Sculpture</b></p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>• Use line and shape to create detailed observational drawings.</li> <li>• Use clay to create a detailed and textured sculpture.</li> <li>• Creatively add paint to a textured clay sculpture using observation skills.</li> </ul>
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## 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.

<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Share and talk about stories and information in books.</li> <li>• Be aware of too much background noise e.g. tv, radio etc.</li> <li>• Encourage your child to speak in full sentences and pronounce words clearly, focusing on the 'th' sounds.</li> <li>• Help expand your child's vocabulary by questioning new word meanings.</li> <li>• Encourage retelling of events and stories following a clear sequence.</li> </ul> <p><b>Please speak to us if you have any concerns about your child's language development.</b></p>	<p><b>Personal Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Value and praise the effort that a child is putting in to a challenge even if they don't succeed</li> <li>• Play simple turn taking games.</li> <li>• Encourage good oral hygiene including tooth brushing and limiting sugary food and drinks.</li> <li>• Encourage a healthy, balanced diet and support them to try new foods and make healthy eating choices</li> <li>• Facilitate regular exercise and movement opportunities</li> <li>• Encourage a good bed time routine and support them to understand why sleep</li> </ul>
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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 2s, 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

- Grow your own plants - Get outdoors and join in with some gardening.
- Track the weather – create a daily weather chart and share your findings with your family in a weather report
- Create an outdoor reading den and enjoy a good book in the spring sunshine!
- Use your map reading skills to create a treasure map for your family to follow.
  - Explore our local area and continue to spot signs of spring.



### Topic based homework ideas!

Create your own 3D minibeast

- Minibeast diary – which different insects can you spot through the week?
- Write your own minibeast poem or riddle
- Draw a map of your route to school, make sure you include roads, trees, hills and anything else important you might see
- Can you think of a different minibeast for each letter of your name?
- Create a wormery or a bug hotel
- Write a book review for your favourite book with a minibeast in, for example it could be, e.g. The Very Hungry Caterpillar, What the Ladybird Heard, Superworm

