

What are we learning?

Key Themes

- Pirates
- Adventures
- Seasides

English

Reading - Key skills reviewed and/or taught this term:

- Reading Comprehension and Text Analysis (fiction and non-fiction)
- Use scanning to locate a single piece of information in response to questions from the teacher
- List key information orally or through text marking (highlighting/underlining) in response to questions
- Discuss their understanding of stories, poems and non-fiction at a level beyond their independent reading level
- Make simple inferences e.g. I think Goldilocks was scared because three Bears looking down at me would be frightening.
- 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)
- 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.

Writing – Key skills reviewed and/or taught this term:

- writing for different purposes
- planning or saying out loud what they are going to write about
- encapsulating what they want to say, sentence by sentence
- *make simple additions, revisions and corrections to their own writing*
- proof-reading to check for errors in spelling, grammar and punctuation
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks
- sentences with different forms: statement, question, exclamation, command

Key writing outcomes for this term:

Fiction – Pirate themed adventure story.

Key vocabulary reviewed/taught this term:

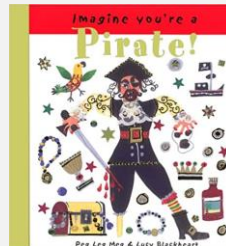
Year 2 Term 6 'Land Ahoy' 2022-2023

Key Texts:

The Pirate Cruncher By Jonny Duddle



Imagine you're a pirate – Peg Leg Meg and Lucy Blackheart



Key Experiences

- WOW day linked to our new topic
- Show and Tell – to share topic-based homework
- Exploring new Golden Time Clubs

Maths

Counting:

Count on and back in 2s, 5s, 10s and 3s

Consolidation and application of key skills from the maths curriculum as follows:

Place Value

Addition and subtraction

Multiplication and division

Fractions

Measures: Position and direction

Use language of position such as: *in front, behind, to the left, to the right, forwards, backwards*

Describe turns as: *half turn, quarter turn, three quarter turn also using clockwise and anticlockwise*

Describe position as: *left, right, forwards and backwards, above, below*

Create patterns with turns

Statistics

Making and interpreting data in different formats where it may be the information may sometimes be demarcated in 2s, 5s, 10s such as in: *tally charts, tables, block diagrams, pictograms*

Key vocabulary in italics above and:

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

clock, analogue, hour hand, minute hand

data, chart, table, pictogram, block chart, bar graph

- capital letter, finger space, full stop, capital letter, conjunction, 'and' joining words and joining ideas, exclamation mark, question mark, proper noun,

Phonics/Spelling
We are learning to:

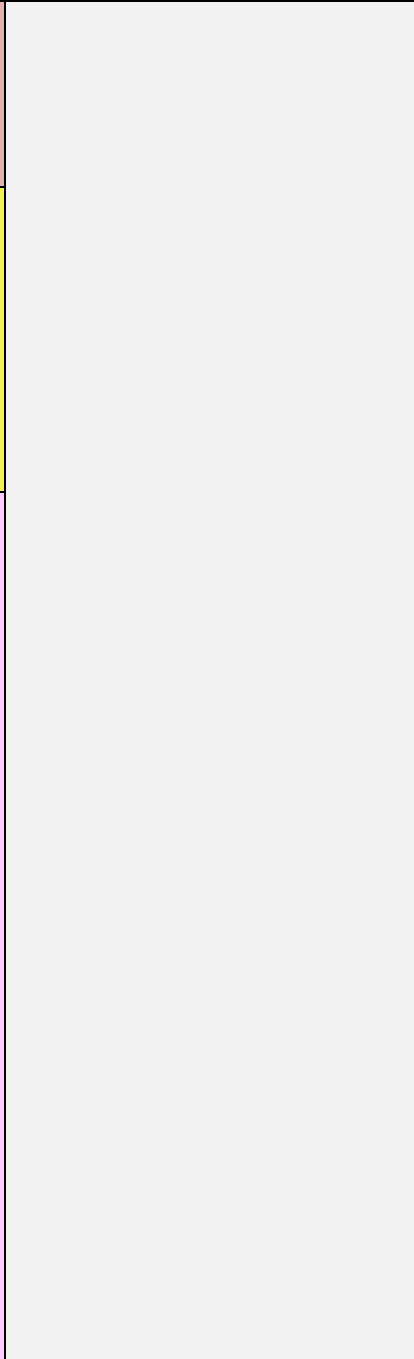
- Use apostrophes for contraction
- Use apostrophes for possession
- Spell compound words
- Add suffixes
- Spell year 2 common exception words

PSHE
We are learning to:

- Recognise the cycles of life in nature
- Learn about the growing process from young to old
- Recognise physical differences between boys and girls
- Identify what they are looking forward to next academic year

RE
We are learning to:

- Focus religion Islam
- Understand what happens during Hajj and explore the importance of this to Muslims



Science
Focus: Living things and their habitats
We are learning to:

- Identify and name a variety of plants and animals in their habitats
- Describe how different habitats provide for the basic needs of different animals and plants
- Identify and compare the difference between things which are living/ dead/ never been alive

History/Geography
We are learning to:

- Name the key features of a Victorian seaside holiday: exploring artefacts and explaining their uses
- Compare seaside holidays in the past and present – drawing on our own experiences
- Recall key events in the life of Grace Darling and understand why she was important
- Identify similarities and differences in the human and physical features of seaside locations in the UK and Europe.
- Use compass directions and directional language to describe the location of features and routes on a map

Computing
Ongoing e-safety discussions.
Theme:
This term we are learning to:

- Explain that a sequence of commands has a start
- Explain that a sequence of commands has an outcome
- Create a program using a given design
- Change a given design
- Create a program using my own design
- Decide how my project can be improved

<p>P.E</p> <p>Our focus in PE this term is Ball Skills</p> <ul style="list-style-type: none"> • Throwing and catching balls • Learning rounders and cricket • Sports day practise 	<p>Music – As well as preparing a performance of Pirates Versus Mermaids we are using the ‘Charanga’ music scheme</p> <p>The Unit for this term is called:</p> <p>Reflect, rewind and replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning foci:</p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place 	<p>Design and Technology</p> <p>Focus:</p> <ul style="list-style-type: none"> • Design, make and evaluate a model lighthouse • Using junk modelling to make a freestanding lighthouse with a transparent part which light can shine through
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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>Communication and language</p> <ul style="list-style-type: none"> • 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. <p>Please speak to us if you have any concerns about your child’s language development.</p>	<p>Personal Social & Emotional Development</p> <ul style="list-style-type: none"> • 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
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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!

- Write a seaside or pirate adventure story
- Shoebox beach scene
- Junk modelling a pirate ship
- Fact file about seaside holidays in the past
- Poster about your favourite holiday
- Make your own Punch and Judy puppets
- Write a script for a Punch and Judy show on the beach
- Create a sea themed drawing or painting
- Create your own postcards
- Write about a trip you have been on
- Research some popular beach locations in the UK
- Any other idea you may have!