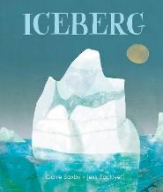
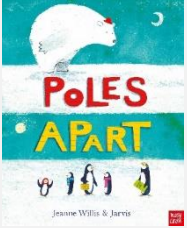
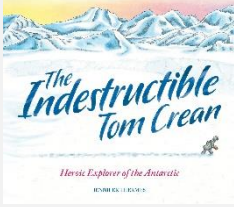


<p><b>What are we learning?</b></p>	<p><b>British Values Focus for the term:</b> Mutual Respect</p> <hr/> <p><b>Citizenship focus:</b> Health in the Community</p>	<p><b>Year 2 Term 3 2024-2025</b></p> <p><b>Key Texts:</b> <b>Iceberg – Claire Saxby</b></p>	<p><b>Key Experiences</b></p> <ul style="list-style-type: none"> <li>• WOW day linked to our new topic</li> <li>• Show and Tell – to share topic-based homework</li> <li>• Outdoor Learning session</li> <li>• Exploring new Golden Time Clubs</li> <li>• Explorer dressing up day</li> </ul>
<p><b>English</b> <b>Reading</b> - Key skills for comprehension – we look at all of these skills across this term at story time, during group reading and 1:1 reading.</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> – Victor Vocab helps us understand and use new word</li> <li>• <b>Inference</b>- Iggy Inference helps us find clues in the text to find our answers</li> <li>• <b>Prediction</b> – Predicting Pip helps us to understand what might happen next</li> <li>• <b>Retrieval</b> – Retrieval Rex helps us find the answers in the text</li> <li>• <b>Sequencing</b> – Sequencing Suki helps us to understand the order of different events in a story or parts of a text</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>• make simple additions, revisions and corrections to their own writing</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>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul> <p><b>Key writing outcomes for this term:</b> <b>Fiction</b> – create a recount of Shackleton’s journey to the Arctic. <b>Non-fiction</b> – create a factual leaflet about polar animals. <b>Key vocabulary reviewed/taught this term:</b></p> <ul style="list-style-type: none"> <li>• conjunction, question mark, exclamation mark, command, comma, apostrophe, noun, verb, expanded noun phrase, adverb, present tense, past tense</li> </ul>		<p><b>Iceberg – Claire Saxby</b></p>  <p><b>Poles Apart – Jeanne Willis &amp; Jarvis</b></p>  <p><b>The Indestructible Tom Crean – Jennifer Thermes</b></p> 	<p><b>Maths</b> <b>Counting:</b> Count on and back in 2s, 5s and 10s.(including in a money context)</p> <p><b>Measures ~ Money:</b> Recognise coins and notes. Find different ways to make the same amount using combination of coins or coins and notes. Apply addition and subtraction skills in a money context including giving change.</p> <p><b>Number ~ Multiplication and Division:</b> 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: <math>\times</math>/<math>\div</math>/<math>=</math></p> <p><b>Key vocabulary reviewed/taught this term:</b> count forwards and backwards place value, partition, ones, tens, odd, even whole, part, cherry model, represent Coin, note, amount, pound, pence, price, change equals (=), same, unequal, not the same compare, bigger than, smaller than number sentence, equation, altogether, total, sum related fact, number bond, double, half multiply, multiplication, times, groups divide, division, sharing, grouping</p>
<p><b>Phonics/Spelling</b></p> <ul style="list-style-type: none"> <li>• Review Year 1 and 2 common exception words</li> <li>• Phase 5c mastery</li> </ul>		<p><b>History/Geography</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents.</li> <li>• Compare the climate in the UK with the North and South Poles.</li> </ul>	

			<ul style="list-style-type: none"> <li>Name and locate the world's five oceans.</li> <li>Compare hot and cold climates – exploring habitats and weather</li> <li>Recall key events in the journey of explorer Robert Falcon Scott to the South Pole.</li> </ul>	
<b>PSHE</b> <ul style="list-style-type: none"> <li>Dreams and Goals</li> <li>Understand how working hard is important when working towards a goal.</li> <li>I can stay motivated and not give up easily when something is tricky.</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>Judaism - Passover</li> <li>Key question - How important is it for Jewish people to do what God asks them to do?</li> <li>Understand what respect means</li> <li>Explore what Passover is</li> <li>Understand what a Jewish Seder meal is</li> </ul>		<b>Science</b> <b>Focus:</b> <b>Living Things &amp; Their Habitats</b> <ul style="list-style-type: none"> <li>Recognise different examples of global habitats</li> <li>Compare habitats and think about what may be found in them</li> <li>Explore how animals are suited to their habitats</li> <li>Understand how living things have different diets to survive</li> </ul>	<b>Computing</b> <b>Ongoing e-safety discussions.</b> <b>Theme: Pictograms</b> This term we are learning to: <ul style="list-style-type: none"> <li>recognise that we can count and compare objects using tally charts.</li> <li>Create a pictogram.</li> <li>Select options by attributes and make comparisons.</li> </ul> Recognise that people can be described by attributes
<b>P.E Focus Dance</b>  <b>For Dance we are learning to:</b> <ul style="list-style-type: none"> <li>Link movements together</li> <li>Change speed, level and direction of movement</li> <li>Link movements to create a short dance piece with a beginning, middle and end</li> <li></li> </ul>	<b>Music</b> <b>We are using the 'Charanga' music scheme</b> The Unit for this term is called: <b>'I Wanna Play in a Band'</b> The Musical foci for unit this are <b>duration</b> and <b>pitch</b> This includes: <ul style="list-style-type: none"> <li>Understanding the <b>pulse/beat/tempo</b></li> <li>Exploring <b>rhythms</b> and <b>patterns</b> with <i>tuned and untuned percussion</i></li> </ul> <b>Main vocabulary</b> plus <i>pitch, melody, dynamic, s compose, improvise, perform, audience, groove, keyboard, drums, bass, electric guitar, rock</i>	<b>Design and Technology</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>evaluate existing products (taste and evaluate smoothies)</li> <li>design product based on design criteria (design a smoothie to fuel us for an arctic expedition)</li> <li>create a product to fit a design criteria (fruit and veg chopping/slicing skills)</li> <li>evaluate our product (what went well, what would we change or improve)</li> </ul>		

## 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 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

- 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?



**How to spend 30 Days Wild**

The Wildlife Trusts

Below is a guide to inspire your own activities this June - but don't worry, you don't need to do *all* of these to take part. You can adapt any activity to your ability and share your ideas to make their own activities up. See what others are up to by leaving an eye on [WildlifeWild](#) on social media, and joining the 30 Days Wild Facebook group.

1 Have breakfast outdoors	11 Make a butterfly feeder or paint a butterfly	21 Help tackle climate change at home
2 Plant wildflowers or ID any you find	12 Take a sensory nature walk	22 Point or sketch something you see in nature
3 Visit a Wildlife Trust nature reserve	13 Find a tree for your Wildlife Trust	23 Campaign for nature
4 Help a hedgehog	14 Help or learn about swells, tides and local martins	24 Appreciate a tree
5 Celebrate World Environment Day	15 Map your local wildlife	25 Reduce your plastic use
6 Listen to birdsong	16 Reduce your water use	26 Make a mini pond or stream in your garden or lake
7 Walk barefoot on grass, sand or in water (swimming)	17 Take a photo of a landscape or nature close-up	27 Consider your carbon footprint
8 Pick up litter	18 Camp in your garden or living room	28 ID a bee
9 Bake a wildlife cake or use a wild ingredient	19 Take on the Big Wild Quiz	29 Exercise in nature
10 Meditate in nature	20 Go on a bug hunt	30 Join your Wildlife Trust as a member or donate!



## Topic based homework ideas!

- Create a fact-file about an animal from an area of the world
- Research a part of the world you are interested in
- Create your own model of planet Earth
- Draw a picture of a famous landmark or animal that you are interested in
- Research a famous explorer and find out about what they helped discover
- Write your own adventure story
- Find out about the climates of different parts of the world including the animals and foods that you might find there
- Find out about the lives and cultures of people around the world
- Design an igloo
- Write a poem about your favourite animal
- Draw an outfit suitable for a polar exploration