

What are we learning?

Key Themes

- Little Red Riding Hood
- Exploring alternative versions of fairy tales
- Autumn art

Year 2 Term 1

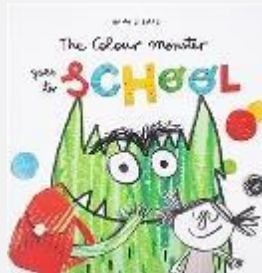
2023-2024

In the Deep Dark Woods

Key Texts:

Week 1 -2

The Colour Monster & The Colour Monster goes to school by Anna Llanes



Little Red Riding Hood by Lari Don, Cecelia Chauffrey



Key Experiences

- Getting to know our new classroom and classes
- WOW day linked to our new topic
- Show and Tell – share topic based homeworks
- Forest School
- Exploring the local area

English

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

- 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.

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

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events eg. Recounting a holiday outing
- 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

Key writing outcomes for this term:

Fiction – reinvent the Little Red Riding Hood story – beginning, middle and end.

Non-fiction: Class book of woodland animal fact file pages (information page)

Maths

Counting and Place Value:

- Reason about the location of any two-digit number in the linear number system
- Identify the previous and next multiple of 10
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.
- Count in 2, 5 and 10s from any number forwards and backwards.

Number Facts:

- Secure fluency with addition and subtraction facts within 10, through continued practice

Addition and subtraction:

- Add and subtract within 100 by applying related one-digit addition and subtraction facts
- Add and subtract only ones or only tens to/from a two-digit number
- Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".

Key vocabulary reviewed/taught this term:

number, numeral, digit, two-digit number

zero, teens number, number system, odd, even
between, after, before, half way

count forwards and backwards, count in steps of 2/5/10

<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>place value, partition, ones, tens, hundreds</p> <p>whole, part, cherry model, bar model</p> <p>equals (=), same unequal, not the same</p> <p>compare, bigger/greater than (>), smaller, less than (<)</p> <p>add, addition, plus, more</p> <p>Subtract, subtraction, take away, minus, difference</p> <p>Total, altogether, sum, number sentence, equation</p>
<p>Phonics</p> <ul style="list-style-type: none"> • Phase 5a and Phase 5b consolidation • Spellings: choosing from alternative graphemes with the same sound eg. oi/oy and ow/ou • Revisit alternative pronunciations of known graphemes for reading eg. a (as in acorn), a (as in fast), a (as in was) • Revise reading all common exception words 		<p>Geography</p> <ul style="list-style-type: none"> • Recall where we live and locate it on a map of the United Kingdom. • Identify the human and physical features of Paulton. • Describe the physical features of woodland. • Create a map of the playscape using symbols and a key.
<p>PSHE Being me in my World</p> <ul style="list-style-type: none"> • Understand the rights and responsibilities that come with being in my new class. • Understand positive and negative consequences. 	<p>RE</p> <ul style="list-style-type: none"> • Is it possible to be kind to everyone all the time? • Retell Bible stories that show kindness. • Do these stories impact how Christian's treat people? 	<p>Science Living things and their habitats</p> <ul style="list-style-type: none"> • Make close observations of a woodland habitat • Recognise and classify things that are living, dead or have never been alive • Identify and name a range of living things that may be found in a woodland habitat • Understand how most living things live in a habitat to which they are suited • Explore microhabitats and recognise some living things that may be found there
<p>P.E We are learning to</p>	<p>Music We are using music scheme called 'Charanga'</p>	<p>Art</p> <ul style="list-style-type: none"> • Use line and shape to add detail to drawings

<ul style="list-style-type: none"> - Coordinate different body parts to move in different ways - Change speed and direction while running - Use dodging skills to evade and tag - Perform different types of jumps - Jump a self-turned rope - Balance while performing different activities 	<p>The Unit for this term is called: Hands, Feet, Heart – this is the name of a song that celebrates South African music which the children will be learning</p> <p>The Musical foci for unit this are Duration and Pitch includes:</p> <ul style="list-style-type: none"> • Exploring rhythms and patterns • Using tuned percussion to accompany the song and to compose own pitch patterns <p>Main vocabulary plus: <i>Pulse, improvise, compose, perform, audience, melody, dynamics, tempo, call and response, keyboard, bass, electric guitar, drums, saxophone, trumpet, perform</i></p>	<ul style="list-style-type: none"> • Mix different shades and tones of a colour • Understand and explore the work of Leonid Afremov and create art work inspired by him
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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.

Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes and Christmas carols.
- Encourage your child to speak in full sentences and pronounce words clearly.
- Help expand your child's vocabulary by naming new objects in the environment and in books e.g. 'acorn' 'belt'.
- Look at photos shared through the EvidenceMe app together. The photos might help your child to talk about what they have been learning in school.
- Encourage retelling of events and stories following a clear sequence.
- Scribe a story for your child. No longer than a page of A5.

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

- Count everything with your child, from ducks on the pond to stairs up to bed. Where possible encourage touching each object as it's counted to support counting with 1:1 correspondence.
- Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., 'Five Little Monkeys', 'Ten in the Bed'.
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Play 'spot the number'—focus on the numerals 0 to 20, and challenge your child to find them everywhere—on front doors, clocks, car registrations, birthday cards and more.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.
- Practise rote counting together and support your child to go to 100.
- Play the thief game. Start with a number of objects up to 5 (higher if your child is ready). Your child closes their eyes while you steal some objects. The child opens their eyes and has to tell you how many were stolen based on the number remaining.
- The website 'topmarks' has some good maths games for this age group including:
<https://www.topmarks.co.uk/learning-to-count/todays-number-up-to-20>
<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>
<https://www.topmarks.co.uk/learning-to-count/underwater-counting>

English

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print. Use new vocabulary.
- 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.
- Listen to your child read their weekly 'Learning to Read with Phonics' reading sheets. These help keep you up to date with what we have been learning in class and what we want children to be achieving.
- Use 'pure sounds' when supporting your child to sound out words.
<https://www.youtube.com/watch?v=UCI2mu7URBc>
- Look at 'Evidence Me' to stay up to date with the sounds taught so far.
- The website and app <https://www.teachyourmonstertoread.com/> provides excellent phonics practise from a beginner level to reading full sentences.

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](#)
- Get outdoors and build a castle den in the woods! Can you include some of the features of a Motte and Bailey castle?
 - Make a woodland dragon soup using natural ingredients
 - Host an outdoor medieval feast!
- Go exploring in our fabulous local area. Can you find the waterfall in Hallatrow woods or take a stroll to explore the Somerset Coal Canal at Timsbury Basin?



Topic based homework ideas!

- A drawing of your favourite animal from a woodland habitat
- Research facts about different woodland animals (present them however you like)
- A poster about nocturnal animals found in the UK
- A piece of art using inspiration from the great outdoors (i.e. Andy Goldsworthy)
- Research about different trees found in UK woodland areas
- Leaf printing and/or bark rubbing pictures
- Scavenger hunt to find different tree leaves
- A photographic record of a visit to a woodland area
- A book review of a story that takes place in a woodland setting
- Share stories that take place in the woods and keep a book log
- Create your own story that takes place in the woods!
- Any other idea you may have!