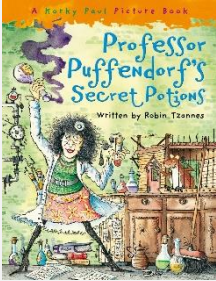
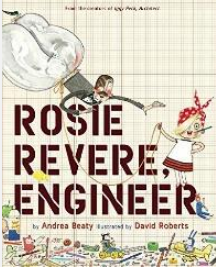
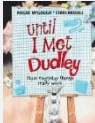


<p><b>What are we learning?</b></p>	<p><b>British Values Focus for the term:</b> Tolerance</p>	<p><b>Year 2 Term 5</b> <b>2023-2024</b> <b>Amazing Inventors</b></p> <p><b>Key Texts:</b> Professor Puffendorf – Korky Paul</p> 	<p><b>Key Themes</b></p> <ul style="list-style-type: none"> <li>• Wow – introduction to ‘Amazing Historical Inventors’</li> <li>• Spotting signs of Spring</li> <li>• STEM challenges to immerse into the topic</li> <li>• Becoming an inventor ourselves</li> </ul>
	<p><b>Citizenship focus:</b> Respecting Difference</p>		
<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>• identify the sequence of events in fiction and how these are related e.g. understanding beginning, middle and end.</li> <li>• understand the structure of the non-fiction texts used e.g. use of headings, bullet points, and how these help to organise the information</li> <li>• discuss their understanding of stories, poems and non-fiction at a level beyond their independent reading level</li> <li>• recognise the key characteristics of stories e.g characters, plot, setting, key themes</li> <li>• make simple inferences</li> <li>• draw on what they know already to understand a text</li> <li>• predict what may happen based on what they have read so far.</li> </ul> <p><b>Writing</b> – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> <li>• writing persuasively to a key figure.</li> <li>• writing riddles.</li> <li>• using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks</li> <li>• use a range of sentence types – statement, question, exclamation and command</li> </ul>		<p><b>Rosie Revere Engineer – Andrea Beatty</b></p>  <p><b>Supporting texts:</b></p> <p>Until I met Dudley (how machines really work) – Chris Riddell</p>  <p>Little People, Big Dreams – Maria Isabel Sanchez</p> <p>Great women who changed the world/made history/worked wonders – Kate Pankhurst</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</p>

**Key writing outcomes for this term:**  
**Fiction – A Secret Potion recipe**  
**Non-fiction: Information booklet about an inventor/inventors**

**Key vocabulary reviewed/taught this term:**

- *Phonics/Spelling:* phoneme, grapheme, letter, sound, digraph, trigraph, split digraph,
- *Reading Comprehension and text:* Discuss the meaning of new words by linking to the vocabulary they know e.g. unkind = means not kind, discuss favourite words and phrases
- *Writing:* full stop, capital letter, question mark, exclamation mark, punctuation, sentence, conjunction, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator,
- *Handwriting:* upper case, lower case, ascenders, descenders, join
- Explore different punctuation including exclamations and question marks.

**Phonics/Spelling**  
 We are learning to:

- Spell Y1/2 CEW
- Past tense of irregular verbs
- Apostrophes for contraction
- Suffix –ing, -ed, -er, -est.
- Suffix –ful, -less, -ment
- /o/ sound spelt a after w and q,
- Words ending in en and –tion
- Plurals.

**PSHE**  
 We are learning to:

- Identify some of the things that cause conflict with my friends and understand that there are lots of forms of physical contact within a

**RE**  
**Our focus this term in RE is Islam.**

**We are learning to:** Understand why Muslims visit the mosque and explore whether this gives them a sense of belonging.

Three cheers for inventors Marcia Williams  
 An illustrated timeline of inventors - Kremena T Spengler

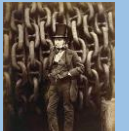
**Class Read Aloud:**  
**George's Marvellous Medicine – Roald Dahl**



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

**History**  
**We are learning to:**

- Understand what an inventor is and how inventions have changed history.
- Explore how the inventor Brunel changed the history of transport.
- Describe how The Wright Brothers changed the history of flight.
- Explore how Ada Lovelace changed the history of technology.



**Science**  
**Theme: Everyday Materials and their uses**  
**This term we are learning to:**

- Recognise objects and the material that they are made from

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

- Explain that a sequence of commands has a start
- Explain that a sequence of commands has an outcome

<p>family and that some of this is acceptable and some is not</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Understand why Muslim's visit the mosque.</li> <li>Name Muslim artefacts and describe their importance.</li> <li>Explore why visiting a Mosque gives Muslims a sense of belonging.</li> </ul>		<ul style="list-style-type: none"> <li>Identify uses of everyday materials around us</li> <li>Compare suitability of everyday materials and begin to understand why an object is made of the materials that have been selected.</li> <li>Explore properties of everyday materials and how these can be different between objects of the same material</li> <li>Investigating how the shapes of some materials can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>Create a program using a given design</li> <li>Change a given design</li> <li>Create a program using my own design</li> <li>Decide how my project can be improved</li> <li></li> </ul>
<p><b>P.E</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Move towards the path of the ball to return.</li> <li>Identify my dominant and non-dominant sides.</li> <li>Use throwing and catching skills to earn points.</li> <li>Push off my feet to change direction.</li> <li>Send, receive and stop a ball along the ground using a racquet.</li> <li>Use self-feed to hit a ball and attempt to combine skills to perform a rally.</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>Design Technology</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Design, make and evaluate a structure (bridge)</li> <li>Improve our structure using our knowledge of properties of materials from Science</li> <li>Take part in a design and make challenge in a group</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 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 your favourite invention
- Explore the lives of historical Inventors, for example: *Isambard Kingdom Brunel*, *Ada Lovelace*
- Write a fact file about your chosen Inventor
- Create a timeline to show how different inventions have changed through time
- Become an Inventor yourself and design your own incredible creation!
- Complete a sketch of your favourite invention
- Compare recent and historical inventions
- Use junk modelling to build your own invention
- Build your own suspension bridge like Isambard Kingdom Brunel
- Research Inventors or inventions from around the world
- Become a chef and invent your own recipe for a tasty snack or smoothie!
- Adapt and improve a household/school object
- Any other idea you have!