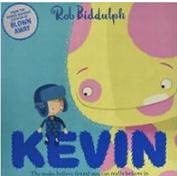
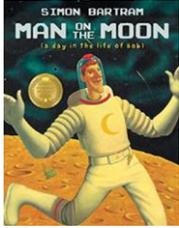
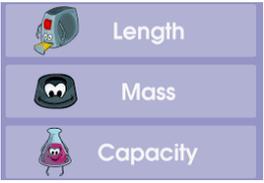


Curriculum Area	Areas to be taught in school	Possible activities to be done at home
<p><b>English</b></p> 	<p>We will begin our English lessons with a focus on poetry. After that, we will read 'Kevin' by Rob Biddulph &amp; write a character description based on it. We will also re-tell the story through drama &amp; writing. Our next text will be, 'Wild.' As well as re-telling the story, we will create a missing animal poster. Our final text for the half-term will be, 'Not Now, Bernard,' which will inspire our own version of the story &amp; the creation of our own monster.</p>	<p>Read as often as possible with your child. Encourage them to role-play &amp; re-tell stories that you share together through books or even films. Practise spelling the Y2 common exception words: <a href="https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf">https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf</a> Practise writing sentences using full stops &amp; capital letters correctly. Useful websites: BBC Bitesize KS1; Top Marks KS1</p>
<p><b>Maths</b></p> 	<p>We will:</p> <ul style="list-style-type: none"> <li>Recognise &amp; represent the place value of digits in a 2-digit number</li> <li>Compare &amp; order numbers from 0 up to 100; use &lt; &gt; and = signs</li> <li>Compare &amp; order volume/capacity &amp; record the results using &gt; &lt; and =</li> <li>Identify 2D shapes on the surface of 3D shapes &amp; make nets of 3D shapes</li> <li>Calculate the mathematical statements for multiplication &amp; division within the 2s, 5s &amp; 10s times tables &amp; write them using the <math>\times</math> <math>\div</math> = signs</li> <li>Show that multiplication of two numbers can be one in any order (commutative) &amp; division of one number by another cannot</li> </ul>	<p>Practise counting forwards &amp; backwards from 100. Play games, such as bingo, to support identification &amp; writing of larger numbers. Bake together &amp; talk about measures e.g. ml = millilitres. Identify 2D shapes around the house. Dismantle packaging, e.g. cereal boxes, to see nets of 3D shapes. Continue to practise counting in 2s, 5s &amp; 10s. Learn times tables for 2, 5 &amp; 10, up to 12x. There are many mathematical websites to help. Here are a few your child might enjoy: BBC Bitesize KS1; Top Marks KS1; Snappy Maths; Twinkl; Super Movers – Maths</p>
<p><b>Science - Biology</b></p>	<p>Through the topic, 'Animals including humans', we will explore:</p> <ol style="list-style-type: none"> <li>How do animals change as they grow?</li> <li>How do humans change as they grow?</li> <li>What do I need to survive?</li> <li>Why are healthy eating &amp; exercise important?</li> <li>Handwashing investigation – How can we make germs scatter?</li> <li>Who is Joe Wicks?</li> </ol> <p>By the end of the topic, the children will be able to: explain the basic stages in a life cycle for animals, including humans; describe what animals &amp; humans need to survive; identify why exercise &amp; a balanced diet are important for humans.</p>	<p>Consider your own family &amp; the differences between younger &amp; older people. Produce a factfile about a pet to inform others of their pet's needs. Complete a Joe Wicks work-out at home &amp; consider why exercise is so important.</p>

**This half-term, we are learning...**

<p><b>History</b></p> 	<p>The key question is: How has transport changed over time? The children will learn how cars have changed, explore how humans tried to fly &amp; who the Wright Brothers were. We will consider future travel &amp; how this may look. The children will develop an awareness of the passing of time &amp; where these things fit within a chronological framework. They will develop historical vocabulary &amp; consider how artefacts can represent the past.</p>	<p>Survey family members, including grandparents, to establish what different types of transport were used in their life-times. Make a list of all the different types of transport they have experienced. If possible, they could have a trip on a bus or train.</p>
<p><b>Computing</b></p>	<p>The focus for computing lessons will be questioning. The children will use &amp; create pictograms &amp; write their own related questions. After that, the children will explore binary trees using a computer program on Purple Mash. Finally, they will investigate a non-binary data base which will enable them to search &amp; answer more complex questions.</p>	<p>Practise logging on to Purple Mash at home using a keyboard &amp; creating yes or no questions. If possible, children could complete on-line quizzes to support their understanding of types of question. This site is suitable: <a href="https://ohmy.disney.com/quiz/2015/06/19/quiz-which-disney-character-are-you-part-1/">https://ohmy.disney.com/quiz/2015/06/19/quiz-which-disney-character-are-you-part-1/</a></p>
<p><b>PE</b></p>	<p>We will be playing a variety of games, working on dribbling, passing &amp; receiving a ball. The aim will be to keep possession of the ball as a team &amp; score a point. We will work on team-work, our understanding of the rules in team games &amp; playing fairly.</p>	<p>Practise dribbling &amp; kicking a ball. If possible, compete in team games with family members, highlighting the rules &amp; the importance of fair play. Improve understanding of rules by watching professional sport.</p>
<p><b>Music</b></p>	<p>We will explore our feelings through a wide range of musical styles, to deepen understanding of the effect music can have on emotions. The children will listen, sing, play, compose &amp; perform. They will learn the songs: Rainbow; Hands, Feet &amp; Heart; All Around the World.</p>	<p>Listen to different music styles, e.g. classical, pop, country. When watching films, discuss how the background music influences the mood. Encourage children to sing the songs they have been learning, at home.</p>
<p><b>Art</b></p>	<p>We will introduce the work of the sculptor, Sean Henry &amp; experiment with pipe-cleaners to create simple bends, curls, twists &amp; curves. They will make simple sketches of other children, representing them as stick people. They will then recreate their drawing using pipe-cleaners, foil &amp; ModRoc. After making their sculpture, they will evaluate it.</p>	<p>Draw a member of the family from observation. They could use craft materials &amp; outdoor materials, to make their own stick person. Children could carry out their own research about Sean Henry.</p>
<p><b>PSHE</b></p>	<p>Our topic is, 'It's My Body.' We will learn that the parts of the body covered with underwear are private (recap from Y1) &amp; learn the correct names for key body parts. We will learn how to keep clean using a daily routine including, teeth brushing, bathing &amp; hand washing, linked to spreading germs. Finally, we will identify food &amp; drink that affect dental health.</p>	<p>Make a plan to identify their daily routine for keeping clean. Demonstrate what you have learned in school, e.g. the correct way to brush your teeth. If possible, go to the shops together &amp; discuss/buy food to help keep teeth healthy.</p>

Curriculum Area	Areas to be taught in school	Possible activities to be done at home
<p><b>English</b></p> 	<p>Our first text is, 'Man on the Moon' by Simon Bartram. We will write about what the main character does in his working day on the moon &amp; we will also write a letter about the book. After that, we will read, 'The Queen's Handbag' by Steve Antony. We will write instructions based on the text. We will also produce a fact file about the different UK places visited in the story. Our final text for this half term will be, 'Tuesday' by David Wiesner. This will involve a short interview with an eyewitness to events in the story. We will also write a short recount of the main events.</p>	<p>Please remember to read with your child three times each week &amp; sign their reading record. Can they re-tell the story? Practise reading &amp; following instructions, e.g. baking, assembling construction toys, giving directions. Practise spelling the Y2 common exception words &amp; use them in sentences. Use capital letters &amp; full stops correctly</p> <p><a href="https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf">https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf</a></p> <p>Useful websites: BBC Bitesize KS1; Top Marks KS1</p>
<p><b>Maths</b></p> 	<p>We will:</p> <ul style="list-style-type: none"> <li>• Choose &amp; use appropriate standard units to estimate &amp; measure.</li> <li>• Understand &amp; use commutative equations in addition. Recognise &amp; use inverse relationships between addition &amp; subtraction.</li> <li>• Solve problems (+/-) using concrete objects &amp; pictorial representations.</li> <li>• Write simple fractions &amp; recognise the equivalents.</li> <li>• Tell &amp; write the time to 5 minutes, including quarter to, quarter past &amp; to the hour. Analogue clocks are the focus.</li> </ul>	<p>Bake together &amp; talk about measures. Consolidate number bonds to 20 (e.g. 7+3, 17+3). Practise addition &amp; subtraction using concrete objects, e.g. Lego, fruit, pebbles, pasta. Identify simple fractions by sharing toys &amp; food. Practise telling the time as often as possible using analogue clocks with hands. Here are a few websites your child might enjoy: BBC Bitesize KS1; Top Marks KS1; Snappy Maths; Twinkl; Super Movers – Maths</p>
<p><b>Science - Biology</b></p> 	<p>Through the biology topic, 'The Environment', the children will explore:</p> <ol style="list-style-type: none"> <li>1. Which ice cube will melt the fastest?</li> <li>2. Why is recycling so important?</li> <li>3. Why should we save energy?</li> <li>4. Why is the rainforest so important?</li> <li>5. Which animals are endangered species?</li> <li>6. Who is Greta Thunberg?</li> </ol>	<p>Discuss global warming with your child &amp; actively encourage them to save energy. Look at packaging to identify recyclable materials &amp; find ways to recycle more. Watch environmental documentaries, such as 'The Blue Planet', to develop awareness of global issues. Watch films which highlight the global issues surrounding the environment, e.g. 'Rio' &amp; 'The Lorax'.</p>
<p><b>Geography</b></p> 	<p>We will address the following questions through the topic, 'Why are maps magical?':</p> <ol style="list-style-type: none"> <li>1. How do I get to school?</li> <li>2. Can we plan a route in the local area?</li> <li>3. What places are in the UK?</li> <li>4. What places are around the world?</li> <li>5. What is a 'bird's eye view'?</li> <li>6. Where are the oceans &amp; seas?</li> </ol>	<p>Locate your address on Google Maps. It is really important that the children know their address &amp; have an understanding of what each line of their address means. Children could try drawing a map of their street &amp; annotate it with the street name &amp; house numbers. If you have any maps, it would be great if children could have the chance to look at them closely &amp; discuss what the features represent.</p>

## This half-term we are learning...

<p><b>Computing</b></p> 	<p>We will develop the children's understanding of the Internet. They will:</p> <ul style="list-style-type: none"> <li>Recall the meaning of key Internet &amp; search terms.</li> <li>Complete a quiz about the Internet.</li> <li>Identify the basic parts of a web search engine search page.</li> <li>Read a web search results page.</li> <li>Search the Internet for answers to a quiz.</li> <li>Create a leaflet about effective Internet searching</li> </ul>	<p>Practise logging on to Purple Mash at home using a keyboard.</p> <p>Practise searching topics of interest on the Internet, with adult supervision. Based on their research, the children could create a fact file to share with the class.</p> <p>Discuss &amp; highlight safe searching with your child.</p>
<p><b>RE</b></p> 	<p>We will explore Christianity &amp; the meaning of the Easter story:</p> <ol style="list-style-type: none"> <li>What is special about Ash Wednesday?</li> <li>What is the Easter story?</li> <li>What does the Easter story mean to Christians?</li> <li>Make an Easter resurrection garden.</li> <li>What does Jesus's death teach Christian's about forgiveness?</li> </ol>	<p>Children could visit a church &amp; see how Christians celebrate Easter.</p> <p>Ask your child to re-tell the Easter story (this may be a sensitive topic for children).</p> <p>We will be making an Easter resurrection garden in school, which they might like to re-create at home.</p>
<p><b>PE</b></p> 	<p>We will develop underarm throwing &amp; think about why we need to be accurate when we throw. We will then develop dance skills by learning to respond to music using a range of different, controlled movements. Children will show how to control &amp; co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.</p>	<p>Children could practise underarm throwing &amp; catching the ball with accuracy. For the dance element of their learning, children could carry out research to discover what an explorer is &amp; what they would need for an expedition.</p>
<p><b>Music</b></p> 	<p>This term, 'How Does Music Teach Us about Our Neighbourhood?' celebrates a wide range of musical styles. The children will take part in listening, singing, playing composing &amp; performing. They will invent a musical story.</p>	<p>Practise singing the songs introduced. Invent a musical story based on an interest or hobby. Listen to different styles of music &amp; different artists, &amp; reflect on what they have heard.</p>
<p><b>DT</b></p> 	<p>We will be involved in an exciting whole-school project based on the book, 'Because' by Mo Willems, by making a page from the book interactive. We will begin by evaluating a selection of pop up/moving books to see how they work. Then, we will design a page to include levers &amp; sliders.</p>	<p>Children could investigate books that have moving parts. They could also look at greeting cards with moving parts &amp; take them apart to see how they work. They could try making their own cards/books using paper.</p>
<p><b>PSHE</b></p> 	<p>Through the topic, 'Living in the Wider World', we will learn that we are part of different groups &amp; our roles in them. We will explore rights &amp; responsibilities in school &amp; the wider community &amp; learn what is meant by a 'diverse community' &amp; how a community can help people from different groups to feel included. We will then consider how money can be kept safely &amp; think about the difference between 'needs' &amp; 'wants'.</p>	<p>Children could be made aware of how much things cost &amp; be encouraged to save in order to purchase something they would like. They could be given a piggy bank &amp; little tasks to do to earn pocket money.</p>