

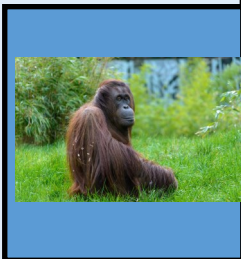
Year 2

Term

Kings and Queens

English

In English we are going to rewrite the story for 'The Queen's orangutan.' Children will choose their own animal to write about.



We will also write a biography about the King so we will need to know lots of facts about him from our history lessons. We will also write a diary entry about a day in London, using the book 'Katie in London.'

Spelling and Phonics

Children that are on the phonics scheme will continue their daily practise of their speed sounds and story book lessons.

Children who have come off the phonics scheme will have daily spelling lessons learning about different spelling patterns and spelling rules.

Children will have weekly spellings to learn at home.

We will continue to practise learning the Year 2 Common Exception words too.

Reading

This term we will be reading around the theme of Queens, exploring stories where the Queen is character. We will look at Geography books about the United Kingdom. We will be practising reading with expression and developing strategies for when we find unknown words in the text.

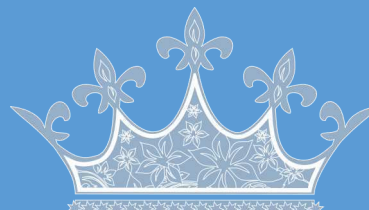
Reading at Home

These are some books you can read together that will help them with their learning in school.

- George and Flora's Big Party
- Any non-fiction books on the Monarchy
- Any books linked to the theme of British Values
- Any books based on the UK
- The BFG, where Sophie meets the Queen

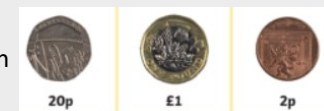
Handwriting

We are starting to join our letters with diagonal strokes. We will have daily teacher dictated sentences to write out so we can focus on our handwriting in our English books.



Maths

Money



Children should be able to recognise coins based on their real-life experiences. Although children may have seen values written as, for example, "5p" meaning 5 pence, some might need to be explicitly introduced to this notation. Children will use their knowledge from place value and addition and subtraction to find the total value of a set of coins, with all answers being less than £1. They should be able to count up in 1ps, 2ps, 5ps and 10ps, and use related facts to count up in 20ps, as well as finding the total of a mixed set of coins. We will then look at the value of pounds, notes and coins.

Multiplication & Division Children will begin to learn that multiplication is repeated addition. They now write both a repeated addition and a multiplication number sentence. Children may find that using the language "lots of" builds on previous learning, but they should also use other variations interchangeably, such as "times", "multiplied by" and so on. Children will use arrays to solve multiplication and division calculations. Children will also practise doubling and halving numbers and recognise patterns.

How can you help at home? If children can look at coins and notes and home and practise counting these together in real life experiences.

Children could practise counting in 2's, 5's 10's and 3's at home to help for their multiplication and division.

<p>About the Topic!</p> <p>The children will learn about the Monarchy and know who our famous kings and queens were.</p> <p>The children will create portraits of our famous Kings and Queens and write stories based on the Queen. We will have a garden party in our outdoor area.</p>	<p>Art</p> <p>In art this term we will sketch portraits of the Queen.</p> <ul style="list-style-type: none"> Name primary and secondary colours. Experiment with different brushes and brushstrokes. Mix primary colours and secondary colours. 	<p>Geography</p> <p>Where in the world is the UK?</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European 	<p>Science</p> <p>Materials</p> <p>Children will recap naming different materials and sort them into their properties. We will see what materials are best suited for different things.</p> <p>We will observe and investigate whether some materials are flexible, water-proof, dull or shiny.</p>	<p>History</p> <p>Kings and Queens</p> <p>We will be looking at the lives of significant individuals in the past who have contributed to national and international achievements. We will find out who our new King is and learn about previous Kings. We will learn about Queen Elizabeth and compare her to Queen Victoria. We will answer our enquiry question 'Who was the most famous King or Queen?'</p>
<p>Wider Curriculum <u>Courageous Advocacy</u> <u>Community</u></p> <p>We will invite parents to our Royal Garden Party. Where we will perform our country dancing to them and serve them with scones and tea.</p>	<p>Year 2</p>			<p>Enrichment Opportunities</p> <p>We will write a letter to the King and send it to him.</p>
	<p>Term</p>	<p>Kings and Queens</p>		<p>Vocabulary</p> <p>King Charles, Queen Elizabeth, Queen Victoria, Monarchy, United Kingdom, England, Scotland, Wales, Northern Ireland</p>
<p>Taking Risks!</p> <p>We will make bunting for our party and organise this gathering.</p> <p>We will look at how the Queen has a garden party and try to replicate it and involve the public.</p>	<p>ICT</p> <p>We will look at coding and Programming, We will use algorithms to direct our bebop around a map of the UK.</p>	<p>R.E</p> <p>Sikhism – Special People</p> <p>We will discuss and learn about the Sikh's Guru's and why they are special to them. We will discuss who is special in our lives.</p>	<p>PSHE</p> <p>Valuing difference</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people. 	<p>Food for Thought!</p> <p>As we head into the New Year, we will be continuing to reinforce the school values. We talk about our resolutions and how we can implement these into our lives, both in and out of school.</p>

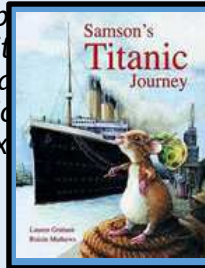
Year 2

Spring 2

Titanic

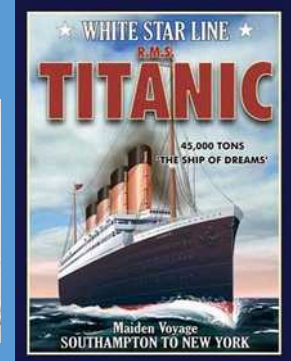
English

We will be following Samson's journey on board the Titanic. We will play a game of hide and seek with Samson and we will write a description describing what we see whilst we are on the Titanic. We will also write a diary about his experience.



Reading

We will read the non-fiction text 'the story of Titanic' along with Samson's Titanic Journey.



Maths

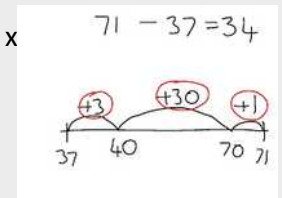
Number and place value Children will continue to understand the concept of numbers up to 100. They will be able to order these on number lines. We will also look at comparing numbers up to 100 using the (<), (>), equals (=) symbols.



Addition and Subtraction We will have a look back at numbers using number lines and tens and ones. We will practice subtraction skills using number lines. We would like the children to be using efficient methods for addition and subtraction. Children will be practising counting back in multiples of 10 and bridging over the tens and ones.

How can you help at home?

At home we would like children to be practising their x2 tables. We encourage you to use TTrackstars.

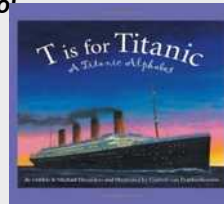
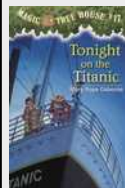


Spelling and Phonics

We are continuing with our spelling programme and children will be learning how to add 'ing' endings and other suffixes such as 'ment' 'ed' 'er' to words. Children will continue learning the Year 2 Common Exception words. Children will learn lots of new words to do with The Titanic topic.

Reading at Home

These are some books you can read together that will help them with their learning in school!



Handwriting

We will be continuing to practise joining our letters. Introducing letter breaks such as 'f' 'p' 'q' We will practise writing our year 2 common exception words with horizontal and diagonal joins.

<p>About the Topic!</p> <p>This term we will be learning all about the Titanic. We will be looking at how life back in 1912 compared to our lives now. We will discover why the Titanic sunk and who was the most at fault.</p> <p>We will be making our own DT structures of the Titanic. We will be investigating why objects sink and float.</p>	<p>Science</p> <p>We will be investigating why objects sink and float.</p> <p>We will be looking at the factors that contribute to objects sinking.</p> <p>We will experiment with different materials, their weight and see how long objects take to sink when there is a hole in it.</p>	<p>RE</p> <p>Salvation (Understanding Christianity)</p> <p>By the end of this unit, pupils are expected to be able to:</p> <p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</p>	<p>History</p> <p>In History we will be learning about the Titanic.</p> <p>We will be looking at significant historical events, people and places in their own locality.</p>	<p>ICT</p> <p>Talk about the different ways data can be organised.</p> <p>Sort and organise information to use in other ways.</p>	
<p>Wider Curriculum Community</p> <p>We will be visiting the Sea City Museum in Southampton and we will be learning all about the passengers on the Titanic and the effect it had on the local community at the time.</p>	<p>Year 2</p>			<p>Enrichment Opportunities</p> <p>In DT we will be building our own version of the Titanic using recycled materials and papier-mâché.</p>	
<p>Term</p>		<p>Titanic</p>			<p>Vocabulary</p> <p>Titanic, Southampton, iceberg</p>
<p><i>Why did the Titanic sink?</i></p>					
<p>Taking Risks!</p> <p>We will write a non-chronological report about Arthur Henry Rostron (resident of Chalk Hill and captain of the Carpathia) We will post these to our local residents to raise awareness of his bravery and achievements.</p>	<p>DT</p> <p>We will build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p>	<p>PSHE</p> <p>Explain the stages of the learning line showing an understanding of the learning process</p> <p>Suggest phrases and words of encouragement to give someone who is learning something new;</p> <p>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning</p>	<p>Food for Thought!</p> <p><i>Why did the Titanic sink? Where did the Titanic go from? Do we know anyone who was on board the Titanic in 1912?</i></p>		

Understand and give examples of things they can choose themselves and things that others choose for them