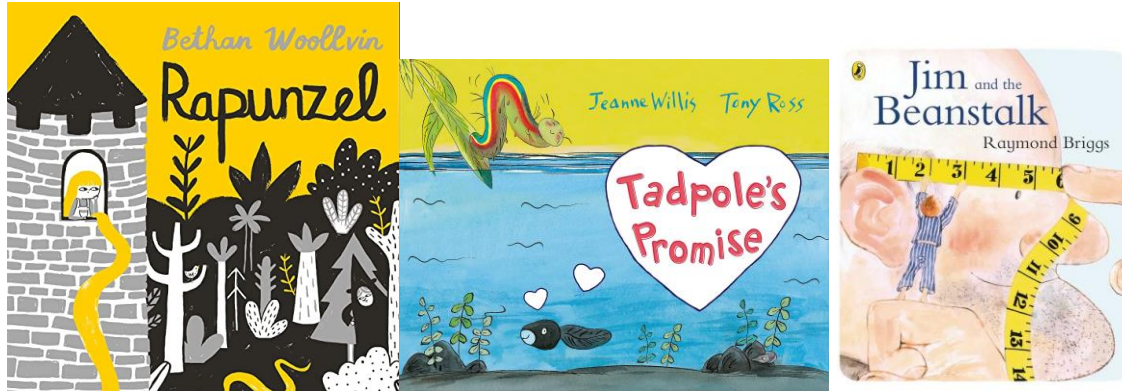


English

In English, we will be focusing on three books this term, 'Rapunzel' by Bethan Woolvin, 'Tadpole's Promise' by Jeanne Willis and 'Jim and the Beanstalk' by Raymond Briggs. The books give us lovely opportunities to write in different ways and for different reasons.



For Guided Reading, we will be following the Talk through Stories programme. Each week we will be reading a different story.

All of the children will be starting on the Spelling Programme. If your child is now on the spelling programme, please practice the spellings that they will be bringing home each week. Green words to practice the spelling pattern and Year 2 red (common exception) words.



Mathematics

In Maths, we will be consolidating our Year 1 place value work. Then, moving on to developing our knowledge of whole numbers – saying and understanding what each digit represents in a 2-digit whole number. We will also partition a 2-digit number in different ways, using a variety of resources to demonstrate of understanding.

<p>Key Vocabulary:</p> <p>number digit tens units ones zero place value greater than less than order more less fewer partition represent</p>	<p>Key learning: say and understand what each digit represents in a 2-digit number</p>	<p>Key learning: partition a 2-digit number in different ways</p>
	<p>Key learning: find 10 more or less than a given 2-digit number</p>	

We will also start recapping our Year 1 knowledge and understanding of addition and subtraction.

<p>What do we remember?</p> <p>○ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals signs (=).</p> <p>○ Represent and use number bonds and related subtraction facts within 20.</p> <p>○ Add and subtract one-digit and two-digit numbers to 20, including 0.</p>	<p>We have used this before. What is the same? What is different?</p> <p>How many more are there than ?</p> <p>6 7 8 9 10 11 12 13 14 15 16 17 18</p> <p>This will help! Use it to find the total of 16 + 7.</p>	<p>Key Vocabulary</p> <p>We need some maths words. Are any of these new?</p> <ul style="list-style-type: none"> • Add • Total • Make • Plus • Sum • More • Altogether • Subtract • Difference • Leave • Difference between • Less • Minus • Take away • Mentally/orally • Fact family • Number sentence • Number bonds • Column • Column addition • Column subtraction • Estimate • Inverse operation • 10 more • 10 less • Tens • Ones • Bar model • Represent
In this unit we will...		
<p>National Curriculum Objectives</p> <p>○ Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p> <p>○ Add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers.</p> <p>○ Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>○ Solve problems with addition and subtraction; using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>○ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>		
<p>Do we know all of our addition and subtraction bonds to 20?</p> <p>15 20 5</p> <p>4 + 3 = 7</p>	<p>15 + 5 = 20 20 - 5 = 15 20 - 15 = 5</p> <p>7 12 5</p> <p>7 + 5 = 12 12 - 5 = 7 12 - 7 = 5</p> <p>15 - 7 = 8</p>	

How was school different in the past?

History will be the main theme leading other curriculum learning during the term.

Timeline of schools in the past



thelife pictures / Alamy Stock Photo



1900s

1960s

1980s

Now

past

← Now

Events that have already happened.

present

→ Now

Events that are happening now.

beyond living memory

100
years ago

source



Something that gives us information about the past.

evidence



The information historians take from sources.

What is the same?



thelife pictures / Alamy Stock Photo

1900s



Now

What is different?

Science

Y2 – Animals including Humans

Prior Learning

R	<p>In reception and nursery I learnt that every living being has a life cycle and they change in shape and size as they grow.</p> <p>I know that living beings follow a similar growth pattern and made comparisons</p> <p>I was able to talk about nocturnal and diurnal animals and the difference between farm and wild animals. I categorised animals by their appearance.</p> <p>I learnt that humans and other animals can grow</p> <p>I named a range of fruit and vegetables</p> <p>I sorted foods that are healthy and unhealthy.</p>
1	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</p> <p>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p>

I can Animals including Humans - Year 2

... notice that animals, including humans, have offspring which grow into adults

... find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

... describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Vocabulary

All living things *reproduce* and have *offspring*.

Some animals give birth to *live young*. Their offspring normally look like them when they are born.



Other animals have offspring which do not look like them, e.g. fish and amphibians.



All young animals change at different stages as they grow into adults.



To stay alive, all animals have 3 basic needs:

AIR

WATER

FOOD



Some animals lay eggs which hatch into live young. This *young* then develops into an *adult*. When these eggs hatch, some animals look like their adult, e.g. birds and reptiles.



To grow into a healthy adult, we must eat the right types of food in the right amount and exercise.

THE EATWELL PLATE

A guide to the right balance of the five main food groups



- Fruit & Veg
- Carbs & Starches
- Dairy
- Protein
- Sugars & Fats

Cecil Road Nursery and Primary School.
Year 2, Term 1, 2023-2024

Adult	A fully grown up animal or plant.
Carnivore	An animal that gets food from killing and eating other animals.
Herbivore	An animal that gets its energy from eating plants.
Omnivore	An animal that eats either other animals or plants
Birds	Birds are warm-blooded animals that lay eggs and have their bodies covered with feathers.
Fish	Fish are vertebrates (vertebrates have backbones) that live in water. They breathe using special organs called gills.
Amphibians	a cold-blooded vertebrate that spends some time on land but must breed and develop into an adult in water.
Reptiles	Reptiles are cold-blooded vertebrates. (Vertebrates have backbones.)
Mammals	A mammal is an animal that breathes air, has a backbone, and grows hair at some point during its life. In addition, all female mammals have glands that can produce milk.
Invertebrates	Invertebrates are animals without a backbone or bony skeleton.
develop	To grow and become stronger.
Diet	The food and water that an animal needs.
Hygiene	How clean something is (to stay healthy and stop disease and illness spreading).
Life Cycle	The changes living things go through to become an adult.
Nutrition	Food needed to live.
Offspring	The child of an animal.
Reproduce	When living things make a new living thing of the same kind.
Respiration	The action of breathing.
Young	Offspring that has not reached adulthood.
Live young	Offspring that has not hatched from an egg.

PSHE

What makes a good friend?

You will learn about:

- How to make friends with others
- How to recognise when they feel lonely and what they could do about it
- How people behave when they are being friendly and what makes a good friend
 - How to resolve arguments that can occur in friendships
- How to ask for help if a friendship is making them unhappy

RE

How should we care for others and the world, and why does it matter?

You will learn to:

- Look examples of religious believers caring for people
- Say what you know about the Jewish practice of Tzedekah
- Identify the links between the teaching in the Torah and caring for others
- Give simple reasons why Jesus told the story of the Good Samaritan
- Answer questions such as what would it be like if everyone followed the golden rule?
- Describe different ideas about what God might be like from reading the creation story

COMPUTING

Computing and IT Systems

You will learn to:

- Understand of technology and how it can help us.
- Start to become familiar with the different components of a computer by developing your keyboard and mouse skills.
- Consider how to use technology responsibly.

PE

Fundamentals (outside – Tuesday)

- The focus of the learning is to develop our agility, balance, co-ordination, speed and stamina.
- This unit of work will challenge us to develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.

Dance/Swimming (inside – Thursday)

Dance:

- The unit of work will encourage us to develop our balance, co-ordination and flexibility skills. This unit will challenge us to explore the different ways that we can move our bodies to express an idea, mood or character.
- link movements and balances together. We will apply our learning to create our own dance sequence.

Swimming:

- Attenborough class will begin their swimming lessons this term.

ART

Drawing: Tell a story

You will learn to:

- Experiment with different tools
- Draw shapes that make up an object
- Use good observational skills to add detail to your drawings
- Develop sketches into a character
- Recount a story and select key events to draw

DT

Cooking and nutrition: A balanced diet

You will learn to:

- Name the main food groups and identify foods that belong to each group
- Describe the taste, texture and smell of a given food
- Think of four different wrap ideas, considering flavour combinations
- Construct a wrap that meets the design brief and their plan

MUSIC

Mars by Holst with Mrs Higgins

You will learn:

- To listen carefully to a piece of music
- To know that songs have a musical style
- To know that music has a steady pulse
- To compose your own rocket music