

Cecil Road Nursery and Primary School.  
Year 2, Term 5, 2024-2025

Welcome to Term 5! We hope you all had a restful break and are ready for another action-packed term!



**Key Dates:**

Here is a reminder of some key dates:

Bank Holiday – 21<sup>st</sup> April

Bank Holiday – 5<sup>th</sup> May

**Homework:**

We understand that times are busy but your support at home allows your children to further build upon their understanding of their schoolwork.

In Year 2, we encourage:

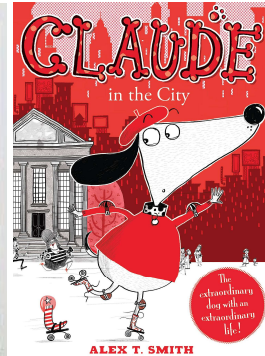
- reading
- Doodle Maths and Doodle English
- Numbots
- weekly spellings

All of these things should be accessed for no longer than 5-10 minutes around 3 times a week, so they are manageable.

**Attendance Matters:**

Attendance is really important and valued at Cecil Road Primary and Nursery School. Every day is an opportunity for children to grow both academically and socially. We are asking you to support your children by ensuring that they attend school every day that they can. Please arrange appointments and visits for after school, at the weekends or during the school holidays.

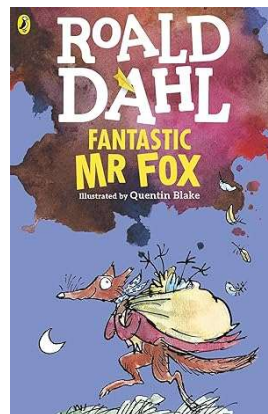
## English



In English, we will be using 'The Journey Home' by Frann Preston-Gannon, as our focus text. This text is about a polar bear who sets off to find a new home as the ice is melting. We join him as he meets new friends along the way. During our writing lessons, we will be looking at how to create posters, informative reports and persuasive letters. In the latter part of the term, we will be looking at 'Claude in the City' by Alex T. Smith. This text is about a curious dog called Claude who decides to go to an adventure to the city. We will continue our descriptive and narrative writing with this unit.

We will be continuing our daily SPAG (spelling and grammar) lessons. Our spelling focus will be:

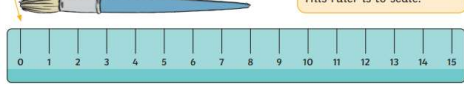
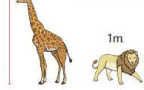
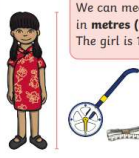
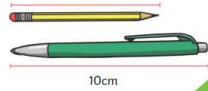
- Adding the suffix -ness
- Words ending in -le
- Words ending in -el.















In Guided Reading, we will be focusing on 'Fantastic Mr Fox' written by the famous Roald Dahl. This is a narratively complex text which will encourage us to use the following skills: prediction, empathy, sequencing and answering questions based on different parts of the text.

## Mathematics

In Maths, we will be developing our knowledge and understanding of length and height. We will then move into mass, capacity and temperature before finishing the term with fractions.

Length and Height		Knowledge Organiser	
<b>Key Vocabulary</b> length longer shorter height taller measure ruler tape measure metre stick centimetre (cm) metre (m) compare order	<b>Measuring in Centimetres</b>  <p>This ruler measures in <b>centimetres (cm)</b>. The paintbrush is 8cm long.</p> <p>Measure from zero.</p> <p>This ruler is to scale.</p>		<b>Comparing Height</b> <p>The giraffe is <b>taller</b> than the lion. The lion is <b>shorter</b> than the giraffe.</p> <p>4m      1m</p> <p><math>4m &gt; 1m</math></p> 
	<b>Measuring in Metres</b>  <p>We can measure the length or height of larger objects in <b>metres (m)</b>. The girl is 1m and 20cm tall.</p> <p>We can use metre sticks, trundle wheels or tape measures. <b>1 metre = 100 centimetres</b></p>		<b>Comparing Length</b> <p>The pencil is <b>shorter</b> than the pen. The pen is <b>longer</b> than the pencil.</p> <p>7cm      10cm</p> <p><math>7cm &lt; 10cm</math></p> 

Mass, Capacity and Temperature		Knowledge Organiser	
<b>Key Vocabulary</b> mass gram kilogram lighter heavier	<b>Comparing Mass</b> <p>balanced</p>  <p>heavier</p>  <p>lighter</p> 		
	<b>Grams</b> <p>Grams are standard units used to measure the mass of lighter objects.</p> <p>These have about the same <b>mass</b> as 1 gram.</p>  <p>We can also write gram as g.</p>		
	<b>Kilograms</b> <p>Kilograms are standard units used to measure the mass of heavier objects.</p> <p>These have about the same <b>mass</b> as 1 kilogram.</p>  <p>We can also write kilogram as kg.</p>		
	<b>Measuring Mass in Grams</b> <p>We can use <b>scales</b> to measure mass.</p> <p>The strawberry has a mass of 10 grams.</p> 		
<b>Measuring Mass in Kilograms</b> <p>The parcel has a mass of 10 kilograms.</p> 			

Mass, Capacity and Temperature		Knowledge Organiser	
<b>Key Vocabulary</b> capacity volume millilitre litre	<b>Volume</b> <p>Volume tells us the amount a container is holding.</p> <p>full      half full      empty</p> 		
	<b>Capacity</b> <p>Capacity tells us the amount a container can hold when full.</p> <p>greatest capacity      smallest capacity</p> 		
	<b>Measuring Capacity in Millilitres</b> <p>Millilitres are standard units used to measure volume and capacity.</p> <p>We can also write <b>millilitres</b> as ml.</p>  <p>The full bottle was poured into the measuring cylinder. The bottle has a capacity of 30ml.</p>		
	<b>Measuring Capacity in Litres</b> <p>Litres are standard units used to measure volume and capacity.</p> <p>There are 1000 millilitres in 1 litre. We can also write <b>litres</b> as l.</p>  <p>The full bucket was poured into the measuring jug. The bucket has a capacity of 2l.</p>		
<b>Key Vocabulary</b> temperature Celsius degrees	<b>Measuring Temperature</b> <p>Temperature tells us how <b>hot</b> or <b>cold</b> something is.</p> <p>Degrees Celsius are standard units used to measure temperature.</p> <p>Degrees Celsius can also be written as °C. We can use thermometers to measure temperature.</p>  <p>This thermometer shows a temperature of 20°C.</p>		

You can support your child with this learning by:

- exploring measuring things around the home (using cm, m and mm)
- exploring weight and capacity (cooking together is a great way to look at weights, and you get something delicious at the end!)
- weekly Doodle and Numbots practice



## What is a monarch?

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

### What is a monarch?



battle	A fight between two armies.
conquer	To take control of a country.
defend	Resist an attack.
invade	To take over a country.
power	Having the authority to make important decisions on behalf of a country.
rule	To be in charge.



#### Bayeux Tapestry

A long piece of decorated fabric that tells the story of the Norman Conquest of England in 1066.

#### Coronation



A special religious ceremony where a new king or queen is crowned.

Queen Elizabeth II's Coronation, 1953.

Credit: Chronicle / Alamy Stock Photo

#### Absolute monarchy



William the Conqueror, 1066

WILLIAM THE CONQUEROR

#### Constitutional monarchy



King Charles III, 2022.

Credit: UK Parliament / Roger Harris  
Contributor: Xinhua / Alamy Stock Photo

### What is a monarch?



#### Iron Age fort



#### Concentric castle



#### Fortified manor house



Credit: Peter Jordan / Alamy Stock Photo

#### Motte-and-bailey castle



#### Stone keep castle



#### Parts of a castle



## Science

### Living things and their habitats


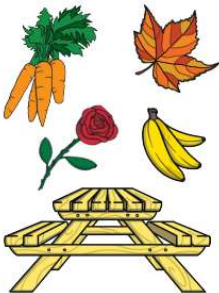

#### Prior learning





This unit builds on pupils' knowledge and understanding from Year 1 where they have already:




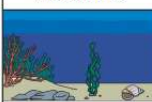





- identified and named a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identified and named a variety of common animals that are carnivores, herbivores and omnivores.

#### Living Things and Their Habitats Year 2

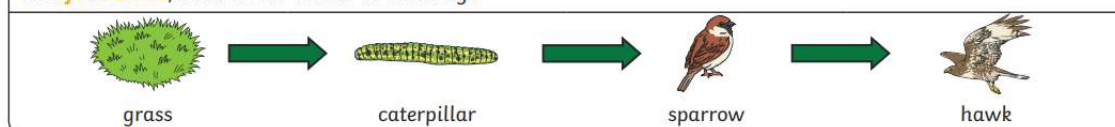
Key Vocabulary	
living	Animals and plants are living things. Living things need to have their basic needs met to survive.
used to be alive	If something used to be alive (or was once alive), it means it used to be living but isn't anymore. Now, it is dead.
never alive	Things made out of metal, glass, plastic or rock were never living because they did not move by themselves, grow or need food.
survive	To survive means to stay alive.
basic needs	Basic needs are the things that living things need to stay alive (water, food, shelter).

Key Knowledge		
Alive	Once Alive	Never Alive
		

Basic Needs				
All living things need:				
				
shelter	food	air	water	

Key Vocabulary		Key Knowledge		
<b>habitat</b>	A habitat is the natural place in which something lives. A habitat provides living things with everything they need to survive.	Here are some examples of <b>habitats</b> .		
<b>microhabitat</b>	A microhabitat is a very small habitat that minibeasts live in.			
<b>depend</b>	Living things in a habitat depend on each other to survive. This means they need each other to meet their basic needs.	woodland	urban	coastal
<b>food sources</b>	Food sources are the things that living things eat.			
<b>food chains</b>	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.	ocean	polar	desert
		Here are some examples of <b>microhabitats</b> .		
				
		under rocks	under logs	under leaves

In a **food chain**, each arrow means 'is eaten by'.





## **PSHE**

### **What is bullying?**

We will learn about:

- how words and actions can affect how people feel.
- how to ask for and give or not give permission regarding physical contact
- how to respond if physical contact makes us feel uncomfortable or unsafe.
- why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.
- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.

## **RE**

### **What can we learn from sacred books?**

Whilst exploring this enquiry question, children find out about sacred books from more than 1 religion. They recap prior learning on holy books and consider what makes a book 'holy.'

They then move onto looking at stories and teachings in holy books and finding out what these mean for believers.

Pupils learn how different holy books are treated and that some stories appear in more than one book.

## **Computing**

### **Programming- introduction to quizzes**

In this unit, learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

## **PE**

### **Fitness (Tuesdays)**

In this unit pupils will take part in a range of activities to develop components of fitness.

Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

## **Art**

This unit focuses on teaching children to explore and create maps through various art forms, including drawing, felt making, printmaking, and designing stained glass. The lessons aim to develop skills in sorting, designing, and evaluating art, encouraging students to present and discuss their creations in a class gallery setting.

### **Athletics (Thursdays)**

In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.

## **Music**

### **Playing in an orchestra**

During our music lessons with Mrs Higgins, we will be looking at building skills to work together and play instruments as a group.