

Welcome to Term 6! We hope you all had a lovely break and are ready for the final amazing term of this academic year!



Key Dates:

Here is a reminder of some key dates:

10th June- Whole school class photos

15th Tennis at Woodlands Park

29th June- Sports Day KS1 at Northfleet Technology College

30th June- Year 2 Joss Bay beach trip

17th July- Last day of term

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:

-Daily Reading

-Doodle Maths and Doodle English

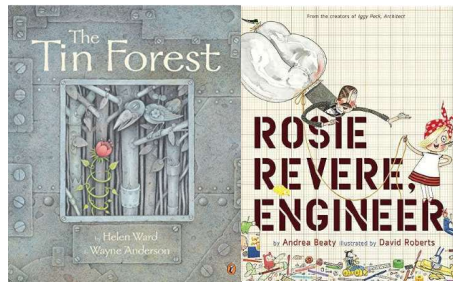
-Numbots **now moving on to TTRockstars** (same login)

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



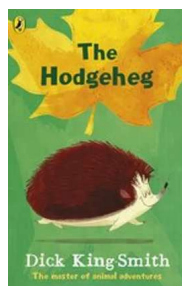
In English, we will be basing our work around 'The Tin Forest' by Helen Ward. This book is about an old man who lives in a metal scrapyards. Every night he dreams of a lively forest, full of sunshine, plants, birds, and animals. Every morning, he wakes to gloom and bad weather. Then one day, he comes up with an idea to change things. During our writing lessons, we will be looking at describing character's feelings whilst building a narrative. Later in the term we will look at the book 'Rosie Revere' by Andrea Beaty. In this text we meet Rosie Revere, a seemingly quiet girl by day but a brilliant inventor of gizmos and gadgets by night. Rosie dreams of becoming a great engineer, and her room becomes a secret workshop where she constructs ingenious inventions from odds and ends. During our writing lessons, we will look at making a factual leaflet, we will use drama to retell parts of a story as well as continuing to develop our writing skills around a text.

To support your child's reading and writing development, at home you can:

- listen to your children read often at home (the more children read, the more they are exposed to the correct structure of sentences to support their writing and the more vocabulary they will pick up.)
- show children the importance of reading (take trips to the library, talk to them about what you like to read, enjoy books together, listen to audiobooks.)

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

- words ending in -el
- words ending in -al
- adding the suffix -ful
- adding the suffix -less

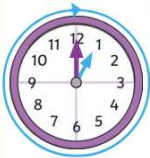
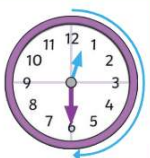








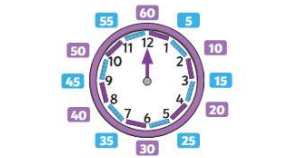

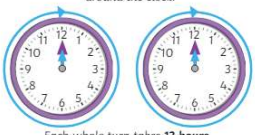

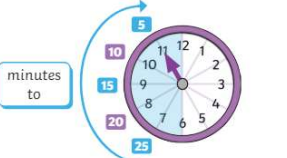

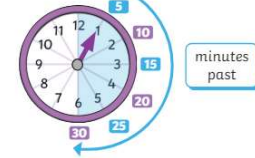
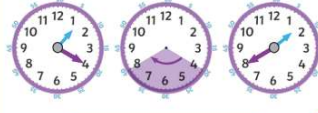
In Guided Reading, we will be enjoying older texts and we will start with 'The Hodgeheg' by Dick King-Smith.

Guided reading lessons focusing on 8 main reading skills: vocabulary, reading fluency, retrieval (remembering information from the text), inference (discussing and understanding what has happened in the text and why), prediction, summarising, making connections (linking it to other things they know/have read) and author's choice (identifying how the author's choices effect the reader/text.)

Mathematics

In Maths, we will study time as our focus for next term. We will also cover Statistics and Position and direction.

| Time | Knowledge Organiser | |
|-----------------------|---|---|
| Key Vocabulary | O'Clock | Half Past |
| time |  <p>It takes one hour for the hour hand to turn from the number showing this hour and the number showing the next hour.</p> |  <p>It takes half an hour for the hour hand to turn halfway between the number showing this hour and the number showing the next hour.</p> |
| clock | | |
| hours |  <p>It takes the minute hand an hour to make a whole turn around the clock.</p> |  <p>It takes half an hour for the minute hand to turn halfway around the clock.</p> |
| minutes | | |
| hand |  <p>It takes a quarter of an hour for the hour hand to turn a quarter of the way between the number showing this hour and the number showing the next hour.</p> |  <p>It will take the hour hand a quarter of an hour to reach the number representing the next hour.</p> |
| o'clock | | |
| half past |  <p>It takes a quarter of an hour for the minute hand to turn a quarter of the way around the clock.</p> |  <p>It will take the minute hand a quarter of an hour to begin the new hour.</p> |
| quarter past | | |
| quarter to | | |
| five minutes | | |
| duration | | |
| shorter | | |
| longer | | |

| Time | Knowledge Organiser | |
|--|---|--|
| Minutes in an Hour | Hours in a Day | 5 Minute Intervals to the Hour |
|  <p>There are 60 minutes in one hour.</p>  | <p>Each day, the hour hand makes 2 full turns around the clock.</p>  <p>Each whole turn takes 12 hours. There are 24 hours in a day.</p>  |  <p>minutes to</p> <p>When the minute hand turns through the left side of the clock, it shows minutes to the next hour.</p> |
| 5 Minute Intervals | 5 Minute Intervals past the Hour | Find Durations of Time |
|  <p>5 minutes</p> <p>It takes five minutes for the minute hand to turn from one number to the next.</p> |  <p>minutes past</p> <p>When the minute hand turns through the right side of the clock, it shows minutes past the hour.</p> | <p>Start Duration End</p>  <p>20 minutes have passed.</p> |

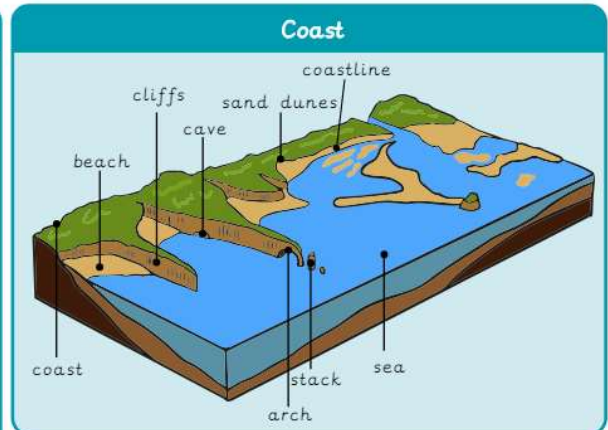
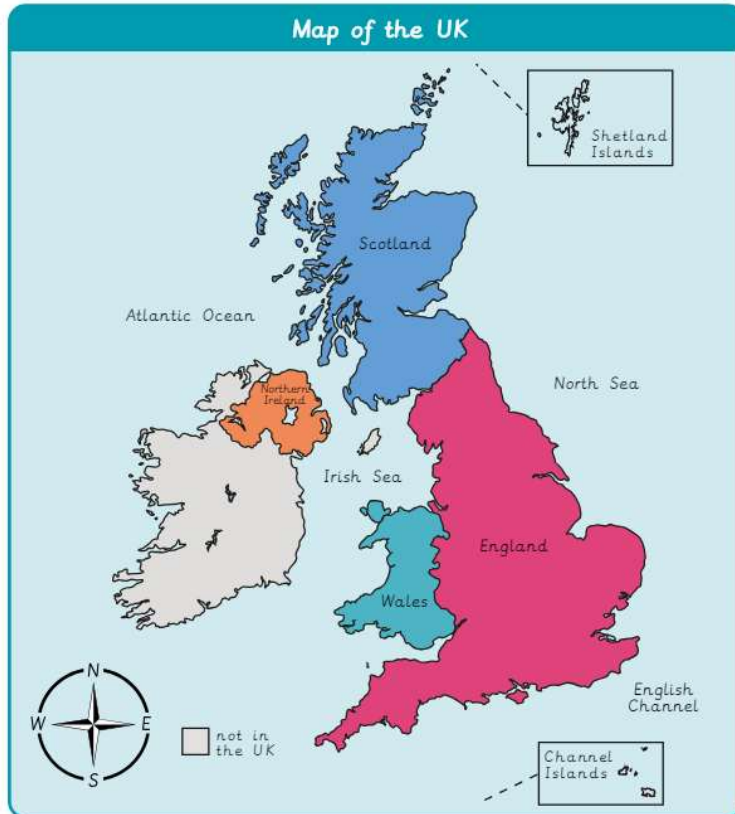
You can support your child with this learning by:

- practicing telling the time at home
- discussing past and to on the clock
- exploring digital and analogue time
- weekly Doodle and TTRockstars practice

What is it like to live by the coast?



What is it like to live by the coast?



What physical features would you see on the coast?



What human features would you see on the coast?

In our Geography unit this term, we will be investigating coastlines of the UK.

We will be finding out about:

-the seas and oceans that surround the United Kingdom

-what the coast is

-features of the Jurassic coast

-how coastal towns are used

We are also lucky enough to be going on a trip to Minnis Bay for lesson 5 of our topic, where we will collect data about how a coastal area is used.

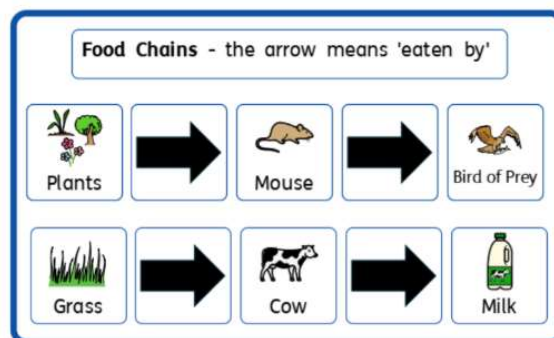
Science

Science Knowledge Organiser:

| | |
|----------------|---|
| Prior learning | |
| Year 1 | <ul style="list-style-type: none"> - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - identify and name a variety of common animals that are carnivores, herbivores and omnivores. - know (using related vocabulary) that each animal group has a set of characteristics, some of which are unique to them, for example: <ul style="list-style-type: none"> - Birds have feathers, beaks and wings, lay eggs, are warm blooded and breathe air. - Fish live in water and breathe underwater, lay eggs in water, fins, scales, gills to help them breathe and are cold blooded. - Mammals are warm blooded, have skin, fur or hair, give birth to live young and breathe air. - Amphibians are cold-blooded, have slimy skin, lay soft eggs, breathe underwater and in the air, live on land and in water. - Reptiles are cold-blooded, have scaly skin, lay eggs with harder shells and breathe air. |
| Year 2 | |
| I can: | Find out living things have characteristics and requirements for life, growth and health |
| | Investigate and describe living things depend on each other and on the environment; humans can have both a positive and negative impact |

Living things and their habitats

Key Knowledge:



Example of habitats:



PSHE

What helps us to stay safe?

We will learn about:

- how rules and restrictions help them to keep safe
- how to identify risky and potentially unsafe situations
- how to resist pressure to do something that makes them feel unsafe or uncomfortable
- how to talk to adults if they are worried
- about how to assess things they see online and whether they are trustworthy

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

Data and information- Pictograms

Learners will begin to understand what the term data means and how data can be collected. They will then progress onto presenting data visually using software. Learners will use the data presented to answer questions. During this unit of work learners will use the j2e pictogram and j2e chart tools which can be accessed online using a desktop, laptop or tablet computer.

PE

Gymnastics

In this unit pupils learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in a combination to create short sequences and movement phrases.

Team building

In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.

DT: Mechanisms: Making a moving monster

In this unit we will be exploring pivot, lever and linkage mechanisms through designing a moving monster with mechanical parts.

Music

We are composers

The children will be exploring music and creating their own pieces of music based around a story or book.