

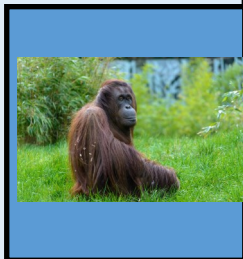
# Year 2

## Spring 1

## Kings and Queens

### English

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



We will also write a biography about the King. So therefore, 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 which will be available online.

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 and exploring stories where the Queen is a prevalent character. We will look at Geography books about the United Kingdom and will be practising reading with expression and developing strategies for when we find unknown words in a text.

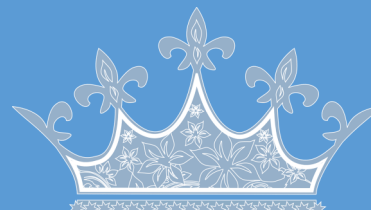
#### Reading at Home

*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

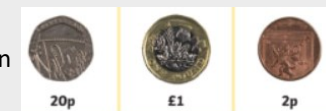
### Handwriting

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 will 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 recognising patterns.

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

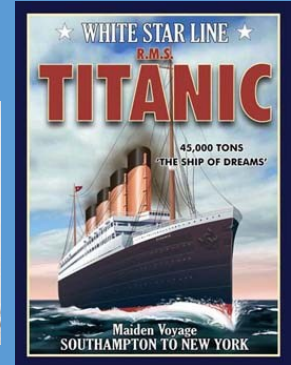
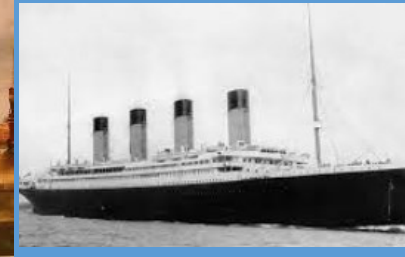
Children could practise counting in 2's, 5's 10's and 3's at home to help them with their multiplication and division number facts.

<p><b>About the Topic!</b></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 lovely garden party in our outdoor area.</p>	<p><b>Art</b></p> <p>In art this term we will sketch portraits of the Queen.</p> <ul style="list-style-type: none"> <li>Name primary and secondary colours.</li> <li>Experiment with different brushes and brushstrokes.</li> <li>Mix primary colours and secondary colours.</li> </ul>	<p><b>Geography</b></p> <p>Where in the world is the UK?</p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>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</li> </ul>	<p><b>Science</b></p> <p><b>Materials</b></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><b>History</b></p> <p><b>Kings and Queens</b></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><b>Wider Curriculum</b> <u>Courageous Advocacy</u> <u>Community</u></p> <p>At our Royal tea party for our parents, we will provide cakes and drinks. We are hoping to raise funds for Ineza and Prince in Rwanda.</p>	<p><b>Year 2</b></p>			<p><b>Enrichment Opportunities</b></p> <p>R.E</p> <p>We will have a visitor come in to answer questions we have about Hinduism after our RE day. They will also discuss with us their religion.</p>
	<p><b>Spring 1</b></p>	<p><b>Kings and Queens</b></p>		<p><b>Vocabulary</b></p> <p>King Charles, Queen Elizabeth, Queen Victoria, Monarchy, United Kingdom, England, Scotland, Wales, Northern Ireland</p>
	<p><i>Who was the most famous King and Queen?</i></p>			
<p><b>Taking Risks!</b></p> <p><i>What can we sell?</i></p> <p>We will be using our entrepreneurial skills to plan and organise our tea party based on the Queens party in her garden. We will be planning and creating a product to sell.</p>	<p><b>ICT</b></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><b>R.E</b></p> <p>Hinduism</p> <p>An introduction into Hinduism and their practices. We will learn about how and where they worship.</p>	<p><b>PSHE</b></p> <p><b>Valuing difference</b></p> <ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people.</li> </ul>	<p><b>Food for Thought!</b></p> <p>As we head into the New Year, we will be continuing to reinforce the school values. We will talk about our resolutions and how we can implement these into our lives, both in and out of school.</p>

# Year 2

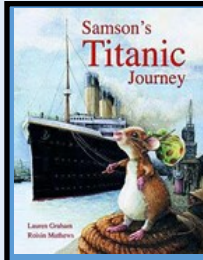
## Spring 2

## Titanic



### English

We will be following Samson's journey on board the Titanic. We will pretend we are Samson and we will write a setting description describing what we can see whilst we are on the Titanic. We will also write a diary about his experiences.



### Reading

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



### 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.

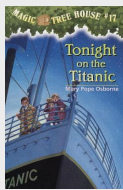
**Multiplication & Division** Children will begin to learn that multiplication is repeated addition. They now write both a repeated addition and a multiplication number sentence. Children may find that using the language "lots of" builds on previous learning, but they should also use other variations 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.

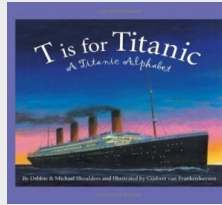
Children could practise counting in 2's, 5's 10's and 3's at home to help for their multiplication and division.

### Reading at Home

These are some books



you can read together that will help them with their learn-



### 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.

### 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><b>About the Topic!</b></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><b>Science</b></p> <p>Living things and their habitats</p> <p>Children will explore and compare the differences between things that are living, dead and things that have never been alive. Children will learn that things that are living, move, feed, grow, reproduce and use</p>	<p><b>RE</b></p> <p>Love at Easter</p> <p>Children will learn that Jesus showed he was willing to forgive people even for putting him on the cross. They will learn how Christians believe Jesus rose again, giving hope of new life.</p>	<p><b>History</b></p> <p>In History we will be learning about the Titanic.</p> <p>We will look be looking at the order of the events leading to the sinking of the Titanic and how it could have been avoided.</p>	<p><b>ICT</b></p> <p><b>Technology and our lives.</b></p> <p>Children will use links to websites to find information;. Recognise age appropriate websites and use</p> <p>use safe search filters when researching about the Titanic.</p>
<p><b>Wider Curriculum</b></p> <p><u>Community</u></p> <p>We will be visiting the Sea City Musuem in Southampton and we will be learning all about the passengers on the Titanic and</p>	<p><b>Year 2</b></p>			<p><b>Enrichment Opportunities</b></p>
	<p><b>Spring 2</b></p>	<p><b>Titanic</b></p>		<p><b>Vocabulary</b></p> <p>Titanic, Southampton, iceberg</p>
<p><b>Taking Risks!</b></p> <p>We will write a non-chronological report about Arthur Henry Rostron (resident of Chalk Hill and captain of the Carpathia)</p>	<p><b>DT</b></p> <p>Gosh my bag is heavy, if only it was on wheels! Children will design and build their own bag using axels and wheels.</p>		<p><b>PSHE</b></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</p>	<p><b>Food for Thought!</b></p> <p><i>Why did the Titanic sink?</i></p> <p><i>Where did the Titanic go from?</i></p> <p><i>Do we know anyone who was on board the Titanic in 1912?</i></p>