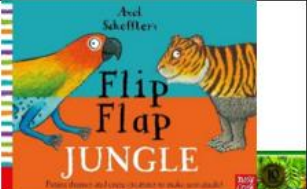
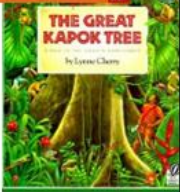
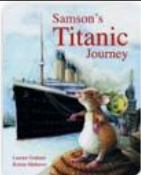
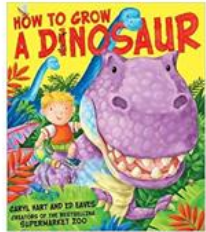


Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	The Amazon	Titanic	Dinosaurs	Jack and the Beanstalk	London	Bridges
Text Drivers	 	 		  	 	 



Year 2
Autumn 1

Welcome back everyone! We hope you are all feeling energised after a lovely summer break. We are looking forward to working in partnership with you to support your child during their time in year 2. Below please find information about your child's learning this half term and how you can support them with this.

Many thanks: Mrs Steadman-Tippett, Mrs Barnett, Mrs Kernot, Mrs Hooley, Mrs Kates, Miss Harbour, Mrs Dunaway, Mrs McVittie, Mrs Ford, Mrs Albusaidi, Mrs Searle, Mrs Riley.



Reminders

PE – Wednesday
- Friday
Forest Schools – Tuesday (1 class a week)
Library – Friday
Homework – Set on Thursday
Due in Tuesday

Our topic is
'The Amazon Rainforest'



G - Can you help your adults sort your rubbish into things that can and cannot be recycled?
R - Rainforest animals have many specific skills. Can you learn a new skill?
O - Invent a rainproof shelter you could use in the Amazon Rainforest. You could draw or make this.
W - Make a leaflet to explain to people why we need to look after our rainforest.

English

We will be reading a range of non-fiction texts to learn about the Amazon Rainforest before moving onto Flip Flap jungle. In **writing**, we will be creating our own mixed up animals, being as original as we can. We will also be writing a letter to convince people to stop cutting down the rainforest, using commands, exclamatory sentences and questions. In **phonics**, we will be exploring prefixes and suffixes and a mini-book on the weeks focus learning will be shared each week so that children can practise this new learning at home. In **guided reading**, we will be asking and answering questions and predicting what we think will happen next from what we have read so far.

Topic

In **science**, we will be exploring the needs of animals, their habitats and how they have adapted to suit their surroundings. In **geography**, we are going to become explorers in our local area, comparing the human and physical features of the local woods to the Amazon Rainforest. In **art**, we will be learning about tints and shades and using this skill to create our own Henry Rousseau inspired jungle picture. In **computing**, we are learning how to be safe online and use the internet to support our learning. We will be researching animals from the rainforest to help us write fact files.

Thank you for your ongoing support.

Year 2 – Autumn 1 – Amazing Amazon



PSHE

Key Vocab: repeated, intentional, happy, sad, angry, worried, excited, lonely, confused, nervous, emotions, body language, facial expressions, feelings

Unkind: when someone says something that is not nice or hurtful but they do this only once (a one-off).

Tease: when someone makes fun of or jokes about someone but only once (a one-off).

Bully: when someone is repeatedly and deliberately unkind or hurtful to another person (it's ongoing, not a one-off).

Geography



Vegetation: Plants found in a certain habitat.

North and South Poles

Equator: An imaginary circle around the Earth, which divides it into two equal parts.

Key vocab layers of rainforest: canopy, forest floor, emergent layer & understory

Art

Artist: Henri Rousseau

Hue: colour

Tint: adding white to a colour to make it lighter.

Shade: adding black to a colour to make it darker.

Collage: a piece of art made by sticking various pieces of materials.

Computing

Key Vocab: search, engine, comment, post, images, upload

Science

Key Vocab: warm, grow, healthy

Music

Dynamics: how quiet or loud the sounds are played.
Structure: the order of the different sections of a song or piece of music.

PE

Pivot: turn on a central point
Squats:



RE

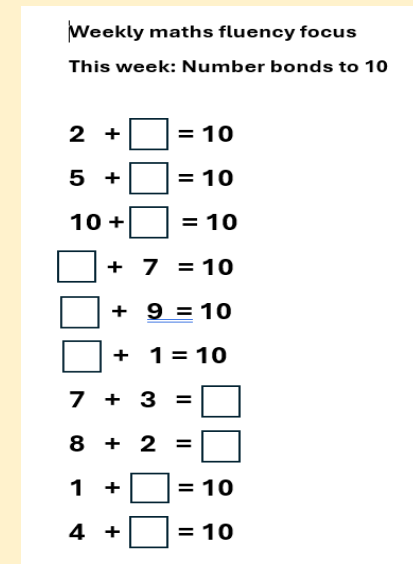
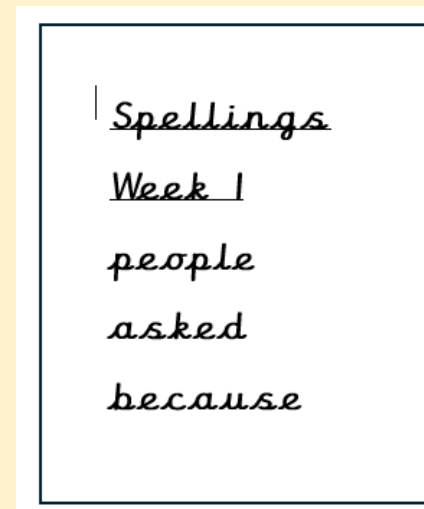
Belonging: feeling of security and support.

Reading

- Read with your child 4 x a week and record this in their reading diary.
- Children are encouraged to change their own reading book in the Year 2 wing.
- Children will also take home 1 library book on a weekly basis. Our library day is Friday
- In school, we will listen to the children read weekly in guided reading sessions this is recorded in school.
- We will also aim to ensure all children read individually, with an adult, in school each week. This will not be recorded in their reading diary.
- Children's reads will be counted on a **Thursday Morning**. Children with 4 or more reads will receive a sticker to put against their name on the class reading chart which will be displayed in the classroom. This half term if the children have read for 6 out of the 7 weeks, they will qualify for the reading treat which will take place at the end of the half term.

Home Learning page

- Mini-books will continue to be emailed to you on a **Thursday**. Please record these as a read in your child's reading record as this will count towards one of their 4 reads.
- On a **Monday** your child will come home with spellings, and maths fluency slips in their book bags. These need to be practised over the week at home. We do not need to have these skips back as children will be tested on them on a Friday





If you have any questions, please do not hesitate to speak to us, we have an open door policy.

Activities

Number bonds

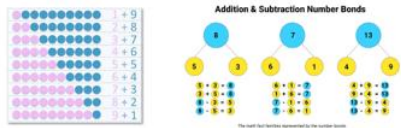
Children need to know the number bonds for all numbers up to 20. This helps them in lots of different areas of maths. Ideally, they should know these as separate facts which they can quickly recall. This means that they can also use them to help them with addition and subtraction facts.

In school this is done using:

Learn – Here we use practical resources to find different ways to make these numbers.



Rehearse – Then we practise remembering these different ways and find patterns.



Recall – This is where we encourage the children to recall the facts quickly and separately. For example: you might play snap with number bonds to 20, where snap is called if 2 numbers placed make the target number.



Apply – Then they can use their number bond knowledge to help them solve problems.



$$20 = \square + \square$$

How many different ways can you solve this?

$$\square = 20 - 8$$

Show how you can use the inverse to check your answer?

$$\begin{array}{l} \square + \square = 20 \\ \square + \square = 20 \\ 20 - \square = \square \\ 20 - \square = \square \end{array}$$

Complete
How could you pay for something that costs 20p? Find one way, find another way. Have you found them all? Show your ways.



To use punctuation in their writing.



To spell level, 3 and 4 and some level 5 tricky words.



To use the word 'and' 'because' 'but' 'so' to connect clauses.



Use adjectives to describe. Start to write noun phrases



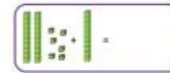
To form letters with a lead in and out.



Addition

- The children add using resources.

$$25 + 10 = 35$$



- Then using number lines



- Then using number lines adding in tens and ones.

2-Digit Addition on a Number Line

