

# Welcome to Year 2!

## How can I support my child at home?

In Year 2, we provide Homework every week. There are spellings weekly; we look at these spellings every Friday. The children are required to spell these correctly and independently by the end of Year 2. In addition to these spellings, the children will be provided with a Maths or English challenge weekly - these will be set every Friday and due the following Thursday. There will be a termly compulsory STEAM challenge. This will be project-based and we encourage the children to be as imaginative, creative and abstract as they like.

## Things to remember:

- Please could all property be labelled to support us and the children in identifying clothing and shoes.
- Reading Books will be changed once per week.



# Homework & Spellings:

Week 4 - Quiz: 29.09.23

poor, cold, again, move, find.

Week 5 - Quiz: 06.10.23

gold, grass, prove, mind, hold.

Week 6 - Quiz: 13.10.23

pass, half, floor, told, plant.

Week 7 - Quiz: 20.10.23

parents, eye, every, path, money.

STEAM Homework Task:

Due Friday 6th October

Create a fact file about your favourite animal. Include: their habitat, what they eat and any other cool facts!

If you have any questions  
please contact Mrs  
Harfield or Miss Roberts!



# Term 1 Topic Web:

## English: 'Troll Swap' by Leigh Hodgkinson

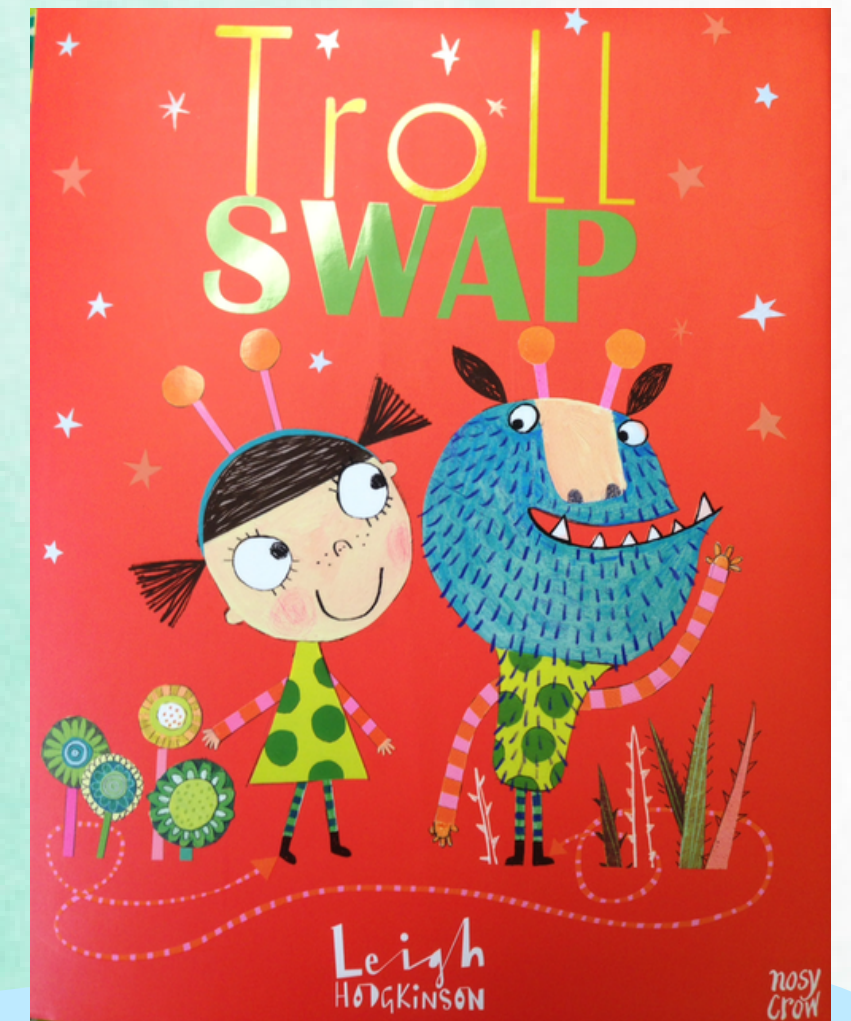
### SPaG (Spelling, Punctuation and Grammar):

- Combine words to make sentences
- Join words and clauses using and
- Sequence sentences to form short narratives
- Leave spaces between words
- Use punctuation correctly (full stops, capital letters)
- Use expanded noun phrases to describe and specify
- Use subordination (because) and coordination (and)

Our Core text for the term is 'Troll Swap' by Leigh Hodgkinson The outcome of our work will be to write a story based upon the model text using the pupils' ideas for characters.

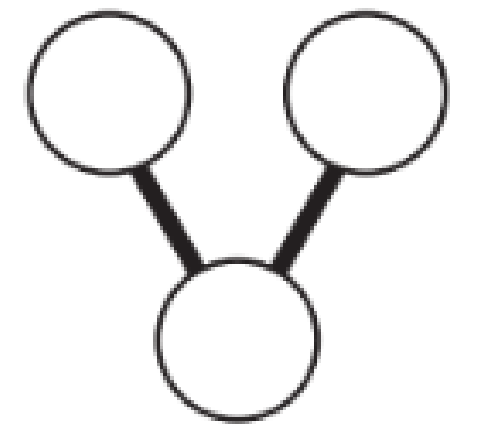
*How can I support my child's English work at home?*

- Read with them as much as possible and record it in their Reading Record.
- Work on spellings whenever you have time!
- Focus on their presentation and handwriting.



Tier 2 Vocabulary:  
mucky, squelchy, polite,  
loopy, first-class, dull,  
caves, foghorn,  
creature, heebie-jeebies.

# Maths: Numbers 1 to 100 and Addition and Subtraction



## Tier 3 Vocabulary:

less than, fewer, smaller, less, ( $<$ )  
greater than, larger, bigger, more,  
( $>$ ) equal to, ( $=$ ) greatest, biggest,  
fewest, smallest, tens, ones, how  
many?, count, partition, place value  
grid, part-whole model, part, whole  
and part-whole, add, (+) added,  
plus, total, altogether, sum,  
calculation, count, count on, count  
back, subtract, take away, minus,  
( $-$ ), exchange, compare, greater  
than, less than, more, less, ( $>$ ), ( $<$ ),  
ones, tens, 10 more, 10 less, place  
value, column, 1, digit, number, 2-  
digit number, number sentence,  
number bonds, known fact, fact  
family.

Tens	Ones



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

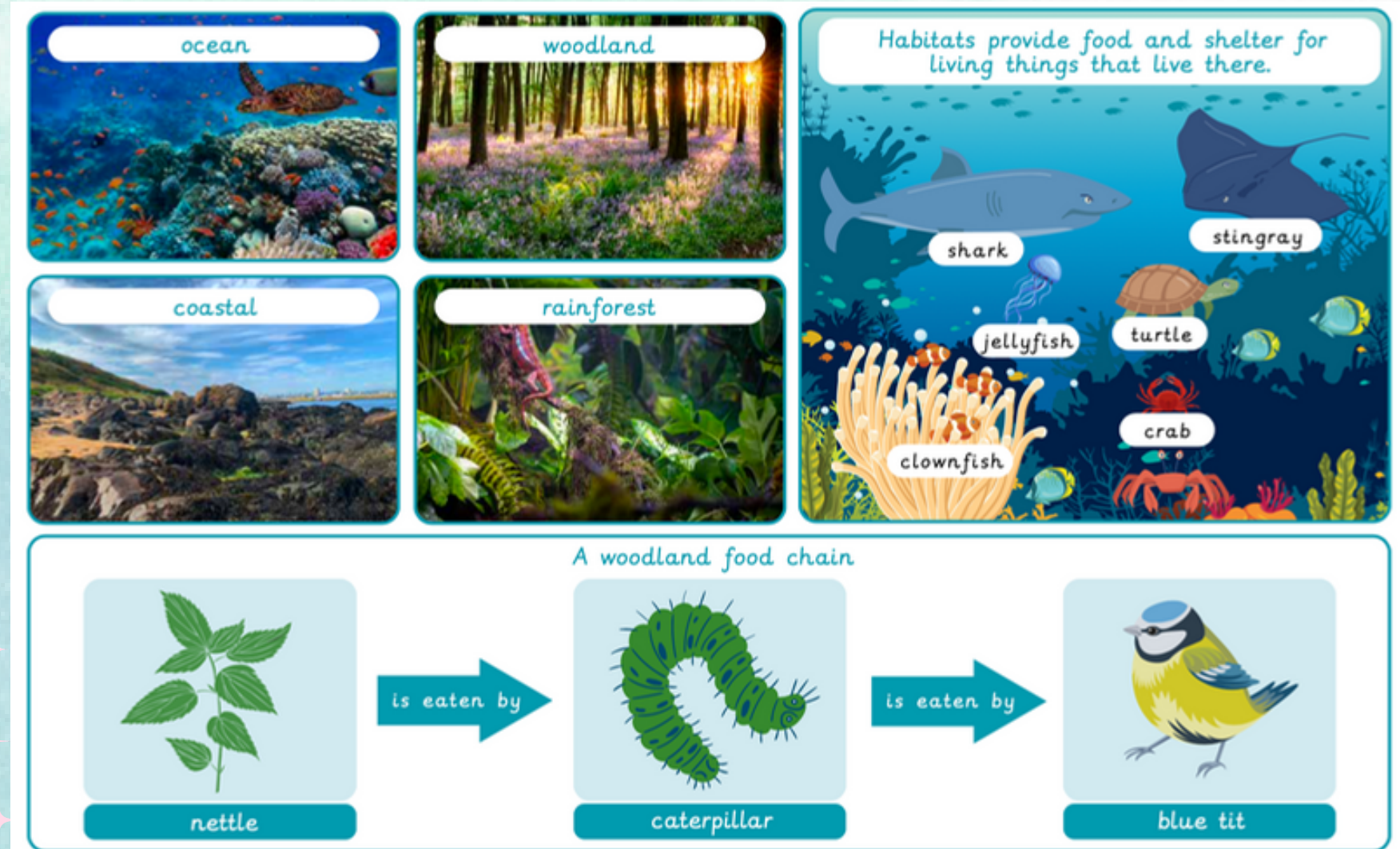
*How can I support my child's Maths work at home?*

- Complete homework challenges set.
- Use Doodle Maths to support your child's learning.

# Science: Living things - Habitats

In this topic we will:

- Ask questions to further our knowledge.
- Recall some life processes, giving examples of how they apply to plants and animals.
- Classify objects into alive, never been alive and was once alive, giving reasons for our choices.
- Match different plants and animals to their habitats.
- Give examples of how animals use their habitat for food and shelter.
- Recall that plants produce their own food for energy.
- Name living things that are producers and place a producer at the beginning of a food chain.
- Use arrows to show the order in a food chain.



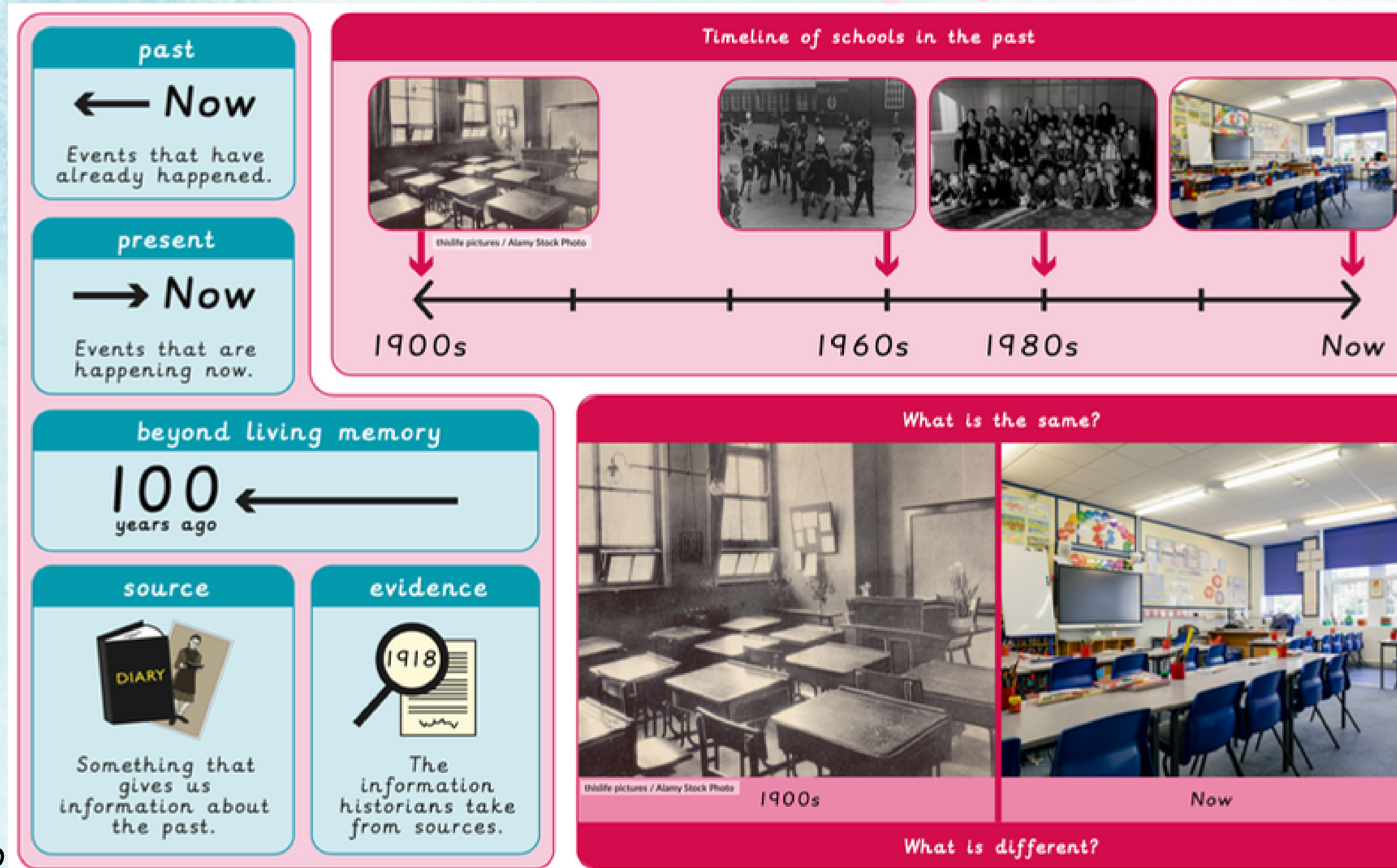
Tier 3 Vocabulary:

alive, analyse, camouflage, carnivore, classify, coastal, dead, depend, diet, energy, excretion, food chain, growth, herbivore, life process, mammal, movement, nutrition, ocean, omnivore, predator, prey, producer, rainforest, reproduction, sensitivity, habitat, shelter.

# History: How was school different in the past?

In this topic we will:

- Ask one question about schools in the past.
- Make one comparison between schools in the past and present.
- Use sources to research and develop an understanding of what schools were like 100 years ago.
- Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- Recognise two similarities and two differences between schools now and schools in the past.
- State whether they would have preferred to go to school in the past or not and explain why.



Tier 3 Vocabulary:

past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred.

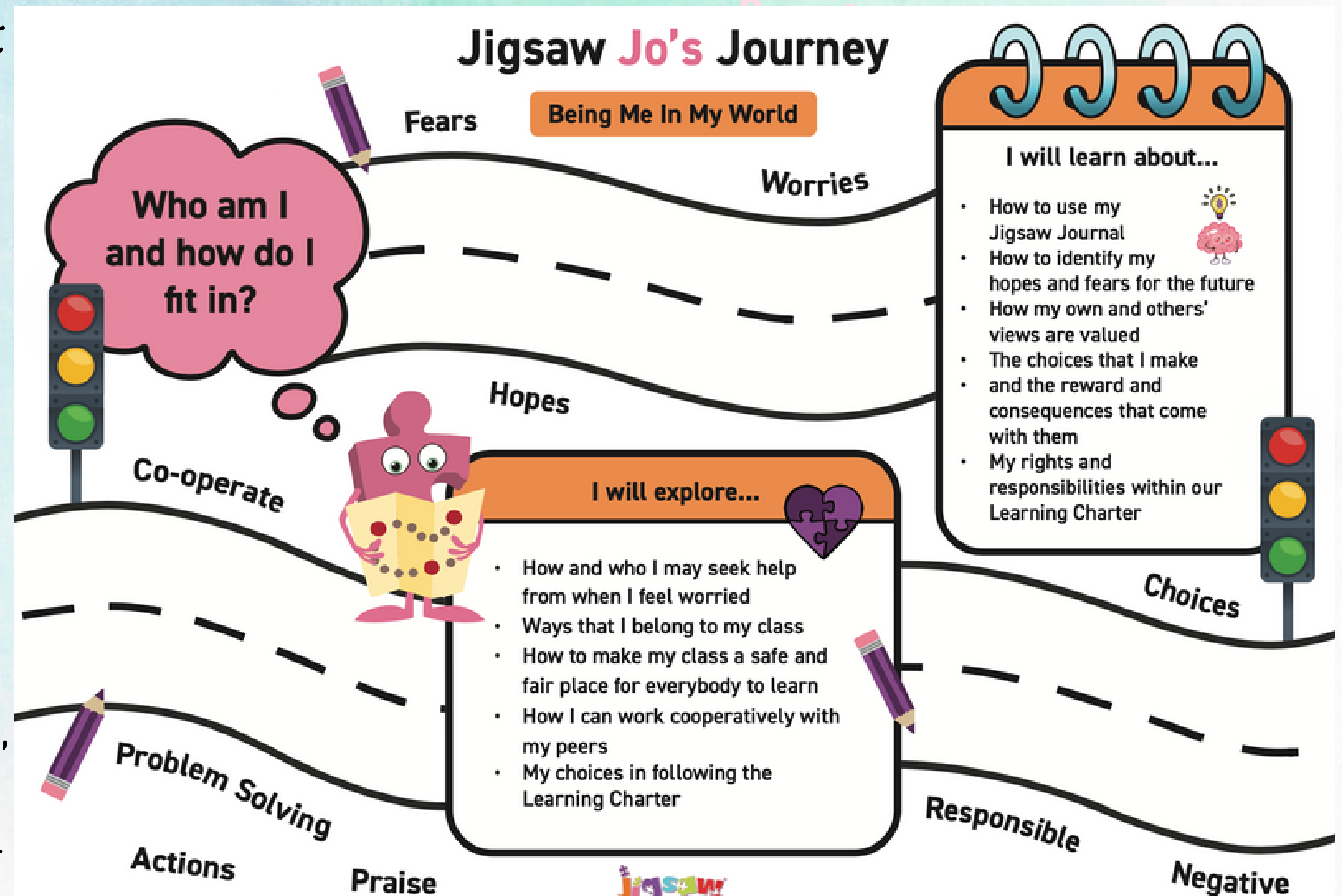
# PSHE: Being Me in My World



In PSHE we will be looking at our hopes and goals for the year. We will create our own learning charter, discussing rewards, consequences and choices.

## Tier 2 Vocabulary:

Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-operate, Learning Charter, Problem-solving.



# Religion and Worldviews:

## Why do we need to give thanks?

In this topic we will:

- Identify reasons people may feel thankful and how this is expressed.
- Explain how some people celebrate harvest time.
- Identify the meaning behind some harvest celebrations and practices.
- Talk about what Hindu and Christian followers might learn from stories about gratitude.
- Explain how some Hindus and Christians show their gratitude to God.
- Explain how Hindu worship may reflect a person's beliefs about gratitude to God.
- Recognise how worship through songs can be used to express thanks to God.
- Express ideas about gratitude using music.

Brahman	A Hindu name for God.
gratitude	The feeling of being thankful for someone or something.
harvest	The time of year when people gather their crops.
Harvest Festival	An autumn celebration often celebrated in churches and schools in the UK.
puja	A form of Hindu worship.
praise	To show respect, love and appreciation.
provide	To give someone what they need or want.
shrine	A place where people worship.
thankful	Feeling or showing thanks for someone or something.
worship	Showing love, respect and praise to a god or gods.

Many Christian and Hindu people believe God provides for them, so they should show gratitude through worship.



Some stories and scriptures suggest to followers that they should thank God.

Harvest is celebrated by religious and non-religious people around the world as a way of expressing thanks for food. At harvest time, many people donate food to their local community to help others.



Thanks can be shown in many ways including offerings, sharing, singing, praying and words.



Some Hindus worship through puja. This involves special actions and objects to show love and respect to Brahman.



Tier 3 Vocabulary:

appreciate, autumn, Brahman, Christian, deity, disciple, diva, emotion, express, grateful, gratitude, harvest, Harvest festival, Hindu, hymn, incense, Jesus, Krishna, kum kum, lyrics, mandir, miracle, praise, prashad, pray, provide, puja, Radha, season, sense, shrine, thankful, thankfulness, worship.



# Music: West African Call and Response Songs

In this topic we will:

- Use tempo, dynamics and timbre in a piece.
- Play in time with our group.
- Use instruments appropriately.
- Successfully sing back the melody line in time and at the correct pitch.
- Play either a call and/or response role in time with another pupil.
- Perform our composition.
- Perform our composition accurately, following the structure score.

## Musical style: Call and response

Call and response is like a question and answer in music. It appears in lots of music from around the world, like gospel, blues and hip hop.



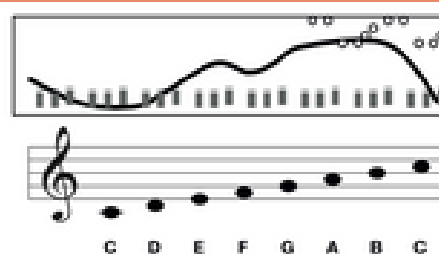
### Structure

How the music is organised into different sections.

VERSE - A  
CHORUS - B  
BRIDGE - C  
  
**ABABC B**

### Notation

How the music is written down.



## Instruments

### Tuned Percussion

Instruments that can play notes of different pitches, making higher and lower sounds.



Glockenspiel

Kalimba



### Untuned percussion

Instruments played by shaking, tapping or scraping with your hand or a beater.



Djembe drums



Bongo drums

Cabasa



## Vocabulary

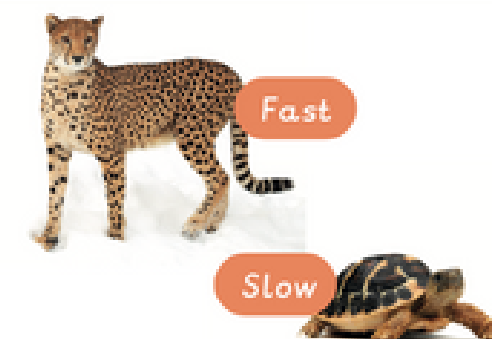
### Dynamics

The volume of the music (loud or quiet).



### Tempo

The speed of the music (fast or slow).



### Timbre

The quality of sound e.g. smooth, scratchy, twinkly.



### Rhythm

A pattern of long and short notes.



### Call and response

One person sings or plays something, and others sing or play something back, in reply.



Tier 3 Vocabulary:

timbre, dynamics, tempo, call and response, rhythm, structure.

# Art: Drawing - Telling a Story

In this topic we will:

- Suggest ways to draw a word through marks.
- Use relevant language to describe how an object feels.
- Suggest ways to create different textures through drawn marks.
- Freely experiment with different tools, receiving encouragement when needed.
- Describe and then draw shapes that make up an object.
- Use good observational skills to add details to our drawings.
- Use an interesting range of marks that show an understanding of how to draw different textures.
- Make sketches, which may be of basic stick-like figures or may imply more shapes.
- Develop sketches into a character, with some support, adding details to enhance their character.
- Demonstrate an understanding of how drawing facial features in different ways conveys expressions.
- Recount a story and select key events to draw.
- Create scenes from our own imagination, with some support.

Charcoal	A drawing material made from burnt wood
Cross-hatching	Drawing lines crossed over and close together
Scribbling	Drawing lines in a fast and irregular way
Concertina	Folding something backwards and forwards so it becomes smaller but can be stretched out again
Expression	Is the look on a face caused by how someone is feeling
Stippling	Making quick up and down hand movements to make dash and dot marks on paper
Illustrations	Showing a story using pictures
Illustrator	Someone who draws book illustrations



Quentin Blake

- Born in London in 1932
- Most famous for illustrating Roald Dahl books
- He has won lots of prizes for his work
- He has been a teacher showing other people how to draw

How can you use charcoal to make these marks?

Simple lines and shapes can show different expressions

Tier 3 Vocabulary:

blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell, scribbling, sketch, stippling, storyboard, texture, thick, thin.

# PE: Fitness

In this unit pupils will take part in a range of activities to develop components of fitness, such as:

- agility
- balance
- co-ordination
- speed
- 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.



# DT: Cooking and nutrition - a balanced diet

In this topic we will:




- 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 our plan.

<b>Alternative</b>	Changing an ingredient to something different. For example using diet cola instead of full sugar cola or eating a piece of fruit instead of a bag of crisps.
<b>Diet</b>	The food and drink that a person or animal usually eats.
<b>Balanced diet</b>	Eating a variety of foods from all five different food groups.
<b>Evaluation</b>	When you look at the good and bad points about something, then think about how you could improve it.
<b>Expensive</b>	Something that costs a lot of money.
<b>Healthy</b>	When everything in your body and head feels good.
<b>Ingredients</b>	Items that make up a mixture e.g. foods that make a recipe.
<b>Nutrients</b>	Substances in food that all living things need to make energy, grow and develop.
<b>Packaging</b>	The packet or container, which holds a product safe, ready to be sold. It has information on about the product.
<b>Refrigerator</b>	A large kitchen appliance that keeps food and drink cold so that it will keep fresh for longer.
<b>Sugar</b>	An ingredient which is used to make food taste sweet. It comes from the sugar cane plant or from sugar beet.

The five different food groups are:

1. Carbohydrates
2. Fruits and vegetables
3. Protein
4. Dairy
5. Foods high in fat and sugar

Hidden sugars: Many unexpected food products can have high amounts of sugar such as pasta sauces and fizzy pop.

A jar of tomato pasta sauce	One plain white bagel	One granola bar	Fruit fromage fraits pot
			
			
20 grams	6 grams	8 grams	10 grams

Tier 3 Vocabulary:

balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design criteria.

# Computing: What is a Computer?

In this topic we will:

- Name some computer peripherals and their function.
- Recognise that buttons cause effects.
- Explain that technology follows instructions.
- Recognise different forms of technology.
- Design an invention which includes inputs and outputs.
- Explain the role of computers in the world around us.

Battery	A cell or connected group of cells that store electrical energy to power wireless devices.
Buttons	Switches that you can press to control a device.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that stays in one place.
Device	Equipment created for a certain purpose or job.
Electricity	A type of energy, that is usually invisible, that can be made or stored and used to make devices work.
Input	A way of telling the computer what you want it to do.
Invention	A new device or process which solves a problem.
Keyboard	An input device made up of buttons that create letters, numbers, and symbols, as well as perform other functions.
Laptop	A compact computer that is easy to carry and move around.
Monitor	An output device, which shows what is happening on the computer for example videos, images and text.
Mouse	A handheld device that is used to move things around on the computer screen.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Technology	Using scientific knowledge to help us to create new devices or tools.
Wire	A long, thin and flexible piece of metal protected by a plastic coating. Electrical wire is used to carry electricity.

Some computers have a keyboard, screen and mouse, others have buttons to make them do things.

Printer: output  
Monitor: output  
Computer  
Speakers: output  
Keyboard: input  
Mouse: input

All computers need electricity - they can get this through wires into the wall or batteries!



Tier 3 Vocabulary:

Battery, Buttons, Camera, Computer, Desktop, Device, Digital, Digital recorder, Electricity, Function, Input, Invention, Keyboard, Laptop, Monitor, Mouse, Output, Paying till, Scanner, Screen, System, Tablet, Technology, Video, Wires.