

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.
- Please continue to listen to your child read at least 3 times a week, and question them about the story to aid their comprehension.
- Reading books are changed by the class teacher once per week.

Year 2

Parent Information:

Term 2

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



Homework & Spellings:

Week 2 - Quiz: 10.11.23

saw, haunt, dolphin,
alphabet, when.

Week 3 - Quiz: 17.11.23

when, said, today, were,
badge.

Week 4 - Quiz: 24.11.23

race, ice, magic, huge,
knot.

Week 5 - Quiz: 1.12.23

gnaw, write, wreck, knock,
spicy.

Week 6 - Quiz: 8.12.23

jog, children, people,
other, photo.

Week 7 - Quiz: 15.12.23

Christmas, says, today,
school, with.

STEAM Challenge: Due 29.11.23

Create a fact file about the artist Romare Bearden. This homework will be evidenced in the children's books!



Romare Bearden
1911-1988

- ▶ His work explored memories, everyday life and the idea that people should be treated equally.
- ▶ He used patterned paper in his collages.
- ▶ He layered other materials on top of the collage paper.

English

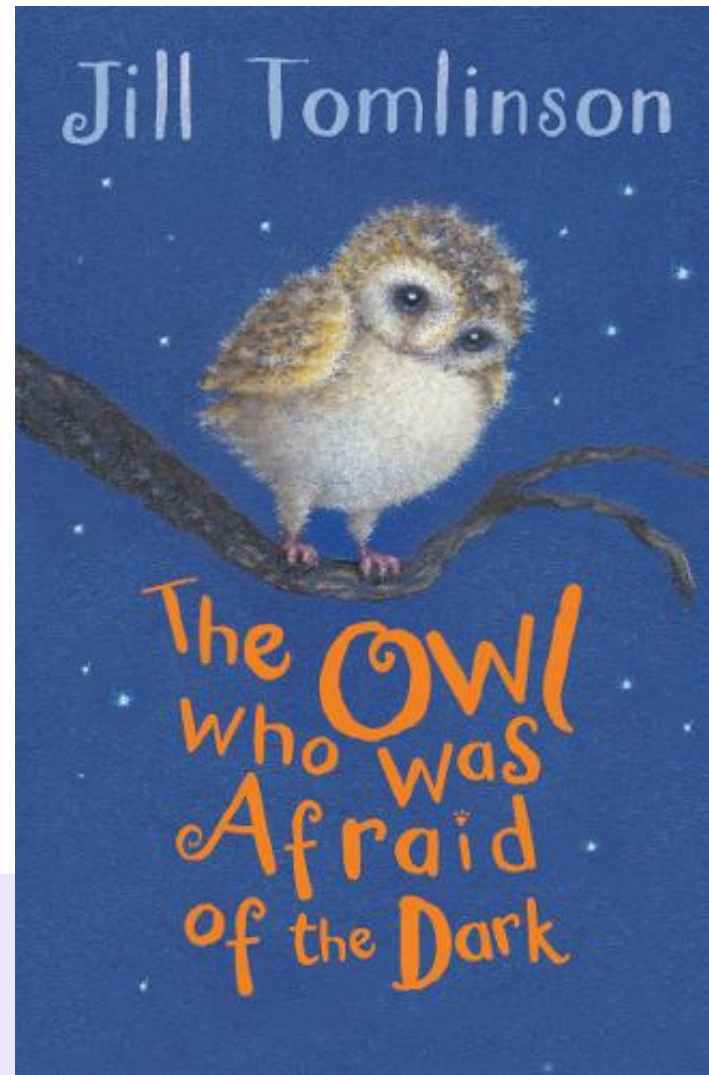
Our core text this term will be 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson. The outcome of our work will be a fact sheet about owls using information that we have gathered from the text.

SPaG (Spelling, Punctuation and Grammar)

- Use co ordination (but, or)
- Add -ly to turn adjectives into adverbs
- Use commas to separate items in a list

Tier 2 Vocabulary:

barn owl, deckchair, campfire, wellington, telescope, planets, supper, moonlight, rooftops, faded, bleary, peered, enormous, necessary, return, butting, startled, explore, twinkle



Science

Within this topic we will be asking questions about minibeasts and using scientific enquiry methods to find answers.

We will be learning to:

- Identify and name a variety of plants and animals.
- Recall that minibeasts live in microhabitats.
- Describe microhabitats and their conditions.
- Describe how microhabitats provide for the basic needs of animals and plants.
- Describe the job role of a botanist.

Tier 3 Vocabulary:

botanist, camouflage, characteristics, classification, key, classify, comparative/fair test, conclusion, criteria, data, food chain, identify, invertebrate, method, microhabitat, minibeast, research, results, species, survey, tally, test.

A **microhabitat** is a small area with different conditions to the surrounding area.



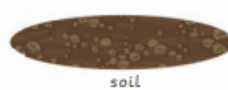
under logs and stones



grass



leaf litter



soil

Minibeasts are small creatures without a backbone.

woodlouse



ladybird



snail



worm



Minibeasts live in microhabitats that provide them with **food** and **shelter**.

Scientists use **super science skills** to find answers to questions.

Super science skills

Researching



Observing over time



Comparative and fair testing



Grouping



Spotting patterns

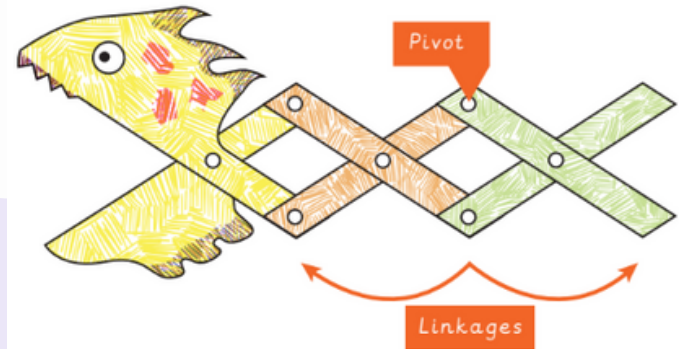
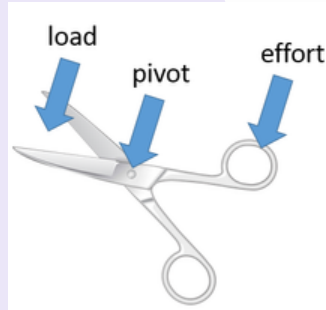


DT

In this unit, we will 'Making a Moving Monster'. We will learn terminology such as levers, linkages and pivots. We will also learn to:

- Design monsters which satisfy most of our design criteria
- Evaluate our designs against the design criteria
- Select and assemble materials to create our monster features
- Assemble the monster without affecting its functionality.

Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Input	The energy that is used to start something working.
Linkage	Lengths of material (for example, metal or card) that are joined together by pivots, so that the links can move as part of a mechanism.
Mechanical	Something that can move because several pieces work together like a machine.
Mechanism	A collection of parts that work together to create a movement, eg: a bicycle.
Output	Output is the motion that happens as a result of starting the input.
Pivot	The central point, pin, or shaft on which a mechanism turns or swings.
Survey	To ask a group of people questions about something and to use their answers to make improvements.



Music

Our focus will be Orchestral instruments and our theme is 'Western stories'. We will be introduced to the instruments of the orchestra and practice identifying these within a piece of music. We will then learn how different characters can be represented by timbre. We will explore how emotions can be represented by pitch and how changes in tempo can convey action.



Tier 3 Vocabulary:

Orchestra, Strings, Brass,
Instruments, Woodwind, Percussion,
vocals, sound, effects

timbre - the particular tone that
distinguishes a sound
dynamics - the volume of a sound
tempo - the speed of a piece

Geography:

This term in Geography we will be looking at:

- The basic concept of climate zones and mapping out hot and cold places globally.
- Features in the North and South Poles and Kenya.
- Weather and features in the local area.
- Learning the four compass points.
- Learning the names and locating the continents of our world.



UK



What is the same?
What is different?



Kenya

North Pole



South Pole



Tier 3 Vocabulary:

ice sheet, savannah, grasslands, tropical, vegetation, rainforest, weather, polar, human feature, rural, physical feature, equator, continent, map, land, ocean, country, locate, sea, globe, desert, climate, pack ice, arid, compass, weather, urban, rain gauge.

Romare Bearden

1911-1988

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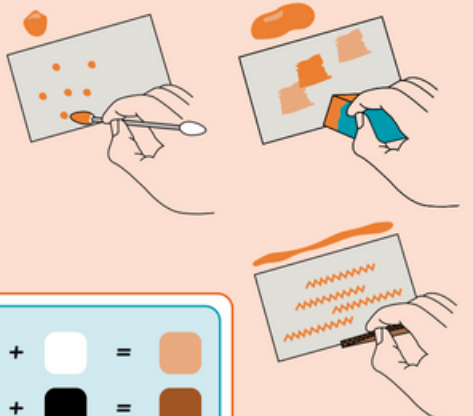
Overlap materials



Mixing secondary colours



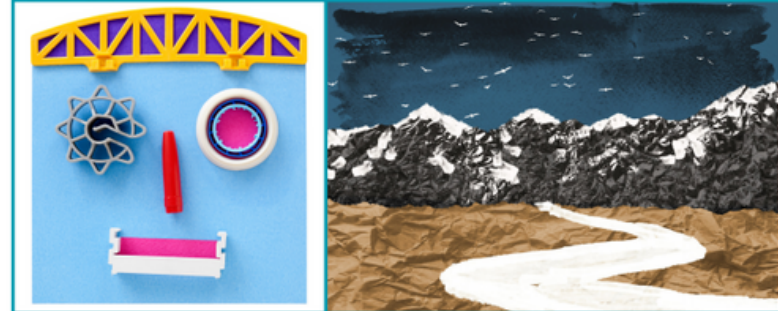
Painting tools can make textures



Art

This term we will begin to generate ideas from a wider range of stimuli, exploring different media and techniques. We will be focussing on colour form and shape.

Collage



Arranging materials and sticking them to a surface.



Maths

We will be focusing on adding and subtracting within 100, identifying and using money and multiplication and division. We will be focussing on money, and how to use it practically, during our Growing Minds sessions.

This term we will be looking at algorithms and debugging.

We will learn how to:

- Decompose a game to predict the algorithms.
- Give a definition for 'decomposition'.
- Write clear and precise algorithms.
- Create algorithms to solve problems.
- Use loops in their algorithms to make their code more efficient.
- Explain what abstraction is.

Abstraction	To pick out the important information.
Algorithm	A clear set of instructions to carry out a task.
Artificial intelligence	Computers that can perform the tasks that humans normally do.
Bug	An error or mistake in computer code.
Correct	Free from mistakes.
Data	Information used for a specific purpose or investigation.
Debug	To fix the error in code.
Decompose	To break something down into smaller chunks.
Error	A mistake.
Key features	Important parts of something.
Loop	A repeated sequence of instructions.
Predict	To make a guess.
Unnecessary	Not needed.

PE

This term, we are focusing on Ball Skills. In this unit, we will learn to:

- Roll a ball to hit a target.
- Develop coordination in order to to stop a rolling ball.
- Control the ball when dribbling and kicking.
- Develop our co ordination and technique when throwing, catching and dribbling a ball with our hands.



PSHE

Our PSHE scheme is called 'Jigsaw' and there are six puzzles (units) over the year. Our second puzzle is called 'Celebrating Difference', where we will learn:

- To understand that sometimes people make assumptions about boys and girls (stereotypes).
- Bullying is sometimes about difference.
- It is OK to be different from other people and to be friends with them.