

# The Half Term Ahead

## Year 2: Spring 1

**Earth Charter links:** Past  
**Big Question:** Why is the weather wild?

**Launch Event:** Airport Day  
**Visits, visitors & trips:** Writing share with another year group  
**Finale Event:** Science explanation for parents

Key dates	Home Learning Expectations								
<p><b>Please put these dates in your diary:</b></p> <ul style="list-style-type: none"> <li>⇒ PE days are <b>Tuesday</b> and <b>Thursday</b>.</li> <li>⇒ <b>Monday 12<sup>th</sup> January</b> – Airport Day. Children to bring a small suitcase with items in for a hot climate <u>or</u> a cold climate</li> <li>⇒ <b>12<sup>th</sup> January and 14<sup>th</sup> January</b> - Parents evenings</li> </ul>	<p><b>Reading every day: the power of 1:1 reading</b>            The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p><b>Tasks/activities in addition to reading at home daily:</b></p> <table border="1" data-bbox="1128 616 2132 826"> <thead> <tr> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 10 minutes a week via Spelling Shed</td> </tr> <tr> <td>'Times Tables Rockstars'</td> <td>5x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 10 minutes a week via Spelling Shed	'Times Tables Rockstars'	5x 10min sessions a week
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<p><b>Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')</b></p> <ul style="list-style-type: none"> <li>⇒ ⇒<b>Challenge 1:</b> Create a shop at home and practise giving people a total for their shopping and change.</li> <li>⇒ ⇒<b>Challenge 2:</b> Create a game of snap using the 2, 5 or 10 times tables.</li> <li>⇒ ⇒<b>Challenge 3:</b> Make a persuasive poster or letter to persuade an adult at home to allow you to do something (get a new pet, let you stay up later etc)</li> <li>⇒ ⇒<b>Challenge 4:</b> Create an information report about an adult of your choice and their job.</li> <li>⇒ ⇒<b>Challenge 5:</b> Write a fact file on a desert of your choice. You might choose Antarctica or the Sahara desserts that we are learning about at school.</li> <li>⇒ ⇒<b>Challenge 6:</b> Create a self-portrait using shades of blue or red to show an emotion to link to our art topic of colour and tone.</li> <li>⇒ ⇒<b>Challenge 7:</b> make a container for an uncooked egg that if you drop from a height will protect the egg. What materials will you use and why? Send in a photo of short video of your 'egg drop'!</li> </ul>	<p><b>Home Learning cycle: standardised deadlines</b></p> <ul style="list-style-type: none"> <li>⇒ The homework cycle begins on Friday</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul>								



# Curriculum Overview

Year 2	Autumn 2
Reading: Key Text	<p><b>Lila and the Secret of Rain</b> by David Conway give / explain the meaning of words in context   retrieve and record information / identify key details from fiction and non-fiction   summarise main ideas from more than one paragraph   make inferences from the text / explain and justify inferences with evidence from the text   predict what might happen from details stated and implied   identify / explain how information / narrative content is related and contributes to meaning as a whole   identify / explain how meaning is enhanced through choice of words and phrases   make comparisons within the text</p> <p><b>Gregory Cool</b> by Caroline Binch give / explain the meaning of words in context   retrieve and record information / identify key details from fiction and non-fiction   summarise main ideas from more than one paragraph   make inferences from the text / explain and justify inferences with evidence from the text   predict what might happen from details stated and implied   identify / explain how information / narrative content is related and contributes to meaning as a whole   identify / explain how meaning is enhanced through choice of words and phrases   make comparisons within the text</p>
Writing & Grammar	<p><b>Persuasive texts:</b> <i>The King who banned the dark</i> – Emily Haworth-Booth (2 weeks) Apostrophes for singular possession   Main clauses - Capital letters, full stops, question marks, exclamation marks   Commas for lists   Expanded noun phrases   Editing and publishing   Simple present tense and the progressive present tense   Subordinating conjunctions</p> <p><b>Writing to entertain:</b> <i>The dragon machine</i> – Helen Ward (1 week) <i>Tiger Tiger Burning Bright</i> - Fiona Waters (1 week) Apostrophes   Contractions   Sentence form and punctuation   Adjectives with the suffixes -ful and -ness   Nouns   Adjectives   Adverbs</p> <p><b>Writing about real life:</b> <i>What do grown ups do all day?</i> – Virginie Morgand (2 weeks) Simple and progressive past and present tense   Sentences of different forms (command, statement and question)   Commas for lists   Expanded noun phrases   Subordination and Co-ordination</p>
Spelling	Revisit alternative pronunciations of known graphemes   Recap Common Exception Words
Maths	<p><b>Money</b> Count pence   Count pounds   Choose notes and coins   Make amounts   Calculate money   Make a pound   Find change</p> <p><b>Multiplication and Division</b> Recognise equal groups   Make equal groups   Add equal groups   Multiplication sentences   Grouping and sharing   Arrays   Doubling and halving   Odd and even numbers   2, 5 and 10 times tables</p>
Science	<p><b>Chemistry:</b> Uses of materials Physical properties   Matter and materials   Absorbency   Combining materials   Changing shape</p>
RE	<p><b>Theology:</b> Christianity What do stories from the Bible reveal about what God is like?   Interpreting meaning in stories about Jesus and stories told by him (parables).</p>
PSHE	<p><b>Dreams and Goals</b> Goals to success   My learning strengths   Learning with others   Celebrating achievements</p>
PE	<p><b>Outdoor:</b> Team games   <b>Indoor:</b> Dancing</p>
Computing	<p><b>Making music: Creating media</b> Patterns in music   Pitch and duration   Musical pattern on a computer   Create a rhythm patter   Connect images with sounds</p>
Humanities	<p><b>Geography:</b> Hot and Cold Deserts Weather and climate   What are deserts?   Locations of deserts   Features of a desert   Comparison of deserts</p>
Art & DT	<p><b>Art:</b> Colour and Tone Tints, tones and shades</p>
Music	<p><b>Instruments:</b> Boomwhackers</p>

