

Class 2

Summer Term Second Half

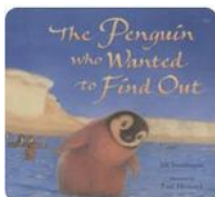


English

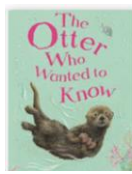
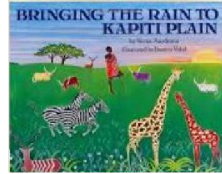
We will start this term with reading the Aesop Fable 'The Boy Who Cried Wolf.' Using a story map to help us with the retelling of this classic tale with the moral 'No one believes a liar, even when they are telling the truth' we will perform and write our own versions. The children will remember the Aesop fable of the Hare and the Tortoise from earlier on in the year. If you have any versions of this story I already know your child will love to bring them in and share with the rest of the class.

Reading Spine

We will continue to read the Penguin who wanted to find out in class. Books are amazing not only do they teach us new and exciting words but also teach us facts as well. We now know that penguins 'Huddle' together to keep warm and what penguins eat to survive linking what we have been learning in Science about food chains and animal classes.



We will move onto reading the following fabulous texts that make links to our world and also telling the truth. I wonder what we will have found out by the time we have come to the end of 'The Otter Who wanted to Know?'. Your child will have the opportunity to share the texts at home once we have read them together as a class.



Individual and Group Reading



Your child will continue to have either an individual or a group read with Mrs Colebrooke or with one of our many volunteer readers including of course Mrs Dowding and Ozzie our own PAT dog. Please support your child by re-reading the books we send home making sure they are sounding out the words and following the text with their finger. Fluency is crucial with helping the children understand the text and what they are reading-comprehension. Children will also come home with a book to read for pleasure-these should be great bedtime stories. They can swap these over once they have read them and we encourage them to do this independently.

Spelling and Phonics

We will continue to teach these daily. Year 1's will be getting reading for the phonics screening check that is statutory. Please take a look at the school website to find out more about how we teach phonics and how we pronounce the sounds. If you have any queries I am happy to help.




This is a useful website:



Maths

Time

This is where you really can help at home. Time is always a tricky topic to teach but when we work together children pick it up really quickly. We will also continue to become confident adding and subtracting.

Time	Knowledge Organiser																				
<p>Before and After</p> <p>before ← → after</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>first</p> </div> <div style="text-align: center;">  <p>next</p> </div> <div style="text-align: center;">  <p>finally</p> </div> </div> <div style="border: 1px solid orange; padding: 5px; margin-top: 10px;"> <p>First, I brush my teeth. Next, I look at a book. Finally, I go to sleep. I brush my teeth before I look at a book. I go to sleep after I look at a book.</p> </div>	<p>Days of the Week</p> <table border="1"> <tr><td>Monday</td></tr> <tr><td>Tuesday</td></tr> <tr><td>Wednesday</td></tr> <tr><td>Thursday</td></tr> <tr><td>Friday</td></tr> <tr><td>Saturday</td></tr> <tr><td>Sunday</td></tr> </table>	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	<p>Months of the Year</p> <table border="1"> <tr><td>January</td></tr> <tr><td>February</td></tr> <tr><td>March</td></tr> <tr><td>April</td></tr> <tr><td>May</td></tr> <tr><td>June</td></tr> <tr><td>July</td></tr> <tr><td>August</td></tr> <tr><td>September</td></tr> <tr><td>October</td></tr> <tr><td>November</td></tr> <tr><td>December</td></tr> </table>	January	February	March	April	May	June	July	August	September	October	November	December
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Telling the Time

The long hand is the minute hand.

The short hand is the hour hand.

The time is 8 o'clock.

Telling the Time to the Hour

At the hour, the minute hand points to 12.

3 o'clock

6 o'clock

9 o'clock

The hour hand points to the hour.

Telling the Time to the Half Hour

At half past, the minute hand is half way round the clock pointing to the 6.

half past 1

half past 11

half past 7

The hour hand will be halfway between one hour and the next.

Comparing Time

A is faster than a .

A is slower than a .

4 o'clock is earlier than half past 4.

Half past 4 is later than 4 o'clock.

Multiplication Facts

Children need to be fluent in division and multiplication facts for 2, 5 and 10 times tables. They should now have their login for TT rockstar in the front of their reading record. It is important that the children do these on their own as the computer generates the facts they need to learn.

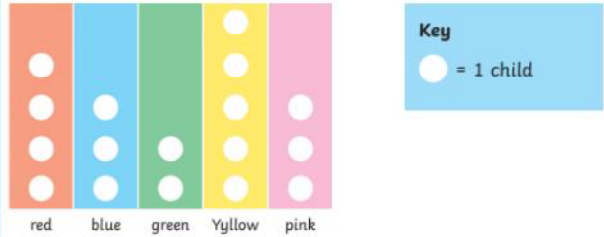
Statistics Knowledge Organiser

Key Vocabulary	Tally Charts	Block Diagram																		
data	<p>Tally marks look like this:</p> <p>The fifth mark goes across diagonally, like a gate.</p>	<p>A block diagram represents data using blocks. One block represents one item.</p> <p>In this block diagram, the y-axis, which is vertical, shows the number of items.</p>																		
interpret																				
key																				
tally chart																				
pictogram																				
block diagram	<p>A tally chart is one way of collecting data using tally marks.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Eye Colour</th> <th>Tally</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>brown</td> <td> </td> <td>6</td> </tr> <tr> <td>blue</td> <td> </td> <td>8</td> </tr> <tr> <td>green</td> <td> </td> <td>3</td> </tr> <tr> <td>grey</td> <td> </td> <td>4</td> </tr> <tr> <td>hazel</td> <td> </td> <td>5</td> </tr> </tbody> </table>	Eye Colour	Tally	Total	brown		6	blue		8	green		3	grey		4	hazel		5	<p>In this block diagram, the x-axis, which is horizontal, shows the types of items.</p> <p>The blocks can go vertically or horizontally.</p>
Eye Colour	Tally	Total																		
brown		6																		
blue		8																		
green		3																		
grey		4																		
hazel		5																		
table																				
total																				
compare																				
symbol																				

Pictograms

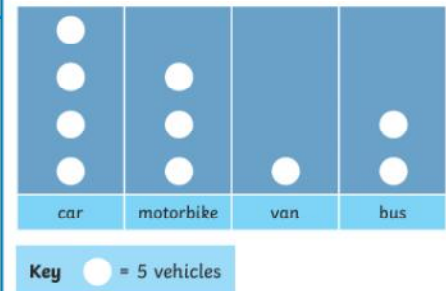
Pictograms use pictures or symbols to represent data. Each picture or symbol can represent one item or more than one. The key shows what each symbol represents.

Favourite Colour



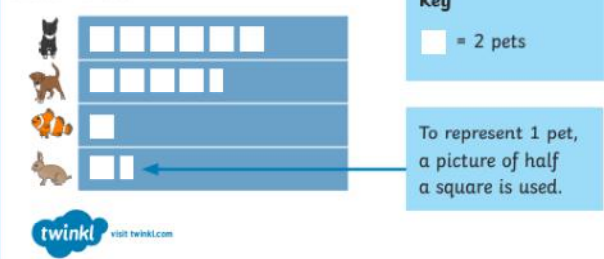
Here is an example of a pictogram with a different scale.

Traffic Survey



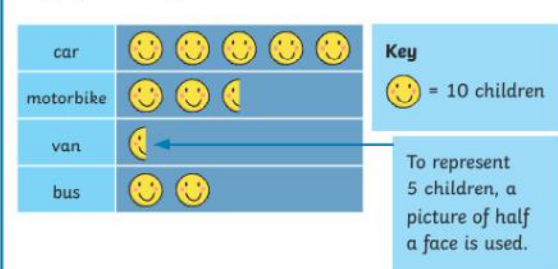
This pictogram uses one symbol to represent 2 pets.

Class 1's Pets



This pictogram has one symbol to represent 10 children.

Ways of Travelling to School



Science

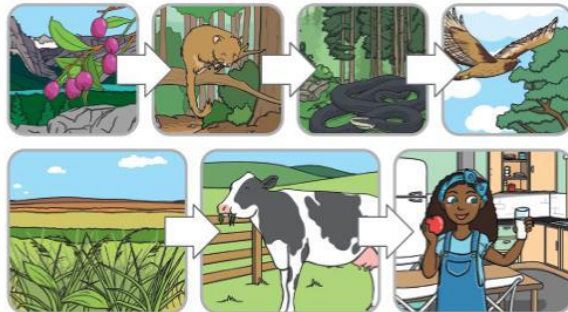
One of my favourite Science topics. We will be exploring our school grounds looking for micro-habitats. Visiting our pond to see how it has changed and fingers crossed to see the final moult of the dragonfly. We had fun before half term learning the life cycle of a dragonfly when we found an unusual creature we didn't recognise. A dragonfly nymph. It is also the time of year our resident bat colony start to reproduce so we might hear some offspring calling!

Key Vocabulary	
life processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
living	Things that are living have all the life processes .
dead	Things that are dead were once living . They did have all the life processes but don't now.
never living	Things made out of metal, plastic or rock were never living . They never had the life processes .
food chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
food sources	This is the place a living thing's food comes from.

Key Knowledge



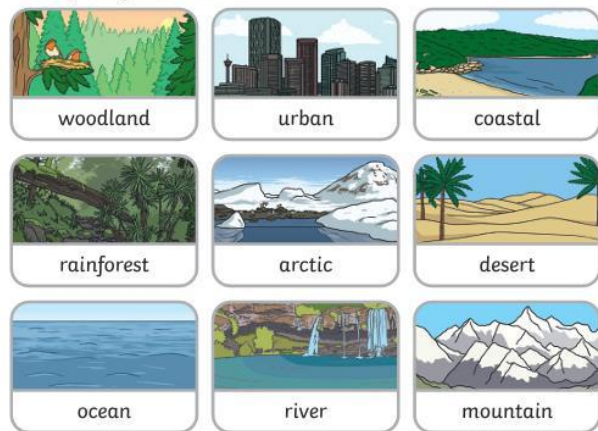
Food chains. The arrows mean 'is eaten by'.



Key Vocabulary	
habitat	A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.
microhabitat	A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch. Minibeasts live in microhabitats . The microhabitats have everything they need to survive .
depend	Many living things in a habitat depend on each other. This means they need each other for different things.
survive	This means to stay alive.

Key Knowledge

Examples of **habitats**:



Examples of **microhabitats**:



Music

Journey into space and learning what the word timbre means. We will be using our voices to make sounds to represent space, creating atmosphere by using

dynamics. We will listen to space inspired music and respond creatively by drawing what we heard identifying dynamics, instruments and mood of the piece of music.

We will end the unit by playing and creating motifs (short sequences of sound) noting or writing down our compositions.

Like all our music units we finish with a performance in our whole school music assembly at the end of the term.

Religion and Worldviews

Comparing the two creation stories building on what we learnt before half term.

We will be having a trip to our local church finding out where you would worship God if you were a Christian.

History

Why was Norwich Castle built and by whom? We have lots of significant building in the City of Norwich including a castle but how did it get there and when? We are going to become historians to find out about our past.

DT

How much sugar is actually in our drinks? Designing and making a healthy wrap- thank you to Tracy and Kerry for your support with this topic-I can't wait for us to become chefs, learning how to safely prepare food.

It has been a brilliant year so far and we all look forward to our final term together.

PSHE

How to look after money-needs and wants. These lessons will cover important life skills.

Best Wishes

Mrs Cuthill and Mrs Colebrooke