

Maths

- Addition and subtraction
- Measurement—money
- Multiplication and division

Computing

- E-safety
- Learning to phrase a question to retrieve information from data.
- Learning to develop an understanding of search tools to help them search for information more effectively.

RE

How do the stories of Jesus inspire Christians today?

PE

Outdoor – Games

Indoor - Gymnastics: ball, tall, wall

Music

Developing knowledge and understanding of dynamics, timbre, tempo and instruments with the theme of Space.

Geography

How can I take a penguin home? Deepening their understanding of different climate zones by revising key features of various biomes and the journeys between them.

Starting point

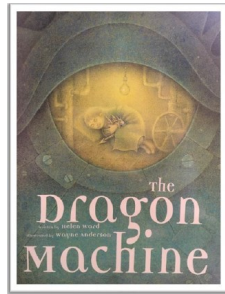
A visit to The London Eye

Looking at structures around the Southbank focusing on bridges.

Text

The Dragon Machine by Helen Ward

Year 2 Spring 1



Values

Love and Happiness



English

Writing a story based upon the model text using own ideas for a change of character and machine. Writing sentences with different forms: statement, question, exclamation, command. Using subordination (apply because, introduce when). Using present and past tenses correctly and consistently. Using punctuation correctly - exclamation marks and question marks.

Science

Children will learn about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.

DT

Children will learn about structures and explore different techniques for creating joins. The children will use this knowledge to build their own bridges.

Metacognition

Children will learn skills to help them with self motivation and strategies to help them with learning.


RSHE

Knowing and understanding our dreams and goals.

Ways in which you can support your child at home...

Below is a list of activities that your child can complete to help support their learning.

Children can practise their 2,3,5,10 times tables using the games on top marks. It is important they can count forwards and backwards.



Practise 2, 3, 5,10, times table games on,
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Use the links below to access games and information on the topics we will learning.

[All About Animal Habitats
\(purplemash.com\)](https://www.purplemash.com)

[Purple Mash by 2Simple](#) (Christian stories)

[Purple Mash by 2Simple](#) (effective searching quiz)

Reading

Fairy stories have been around for years and there are a lot of different versions. Read lots of different types of fairy stories and talk about the characters and how they behave. Remember to listen to your child read every night for at least 15 minutes and write a comment in their reading record to show this. It is expected that children read six times a week. Your child will also greatly benefit from you reading a story to them

Bridges

In DT we will be building our own bridges. When you are out and about look at the different styles of bridges the children can see. What makes them strong? What are they made from? If the children would like to they can bring in photographs.

Spring 1

This half term, the children are working towards achieving the target indicated below. The ultimate aim is for your child to be able to recall these facts **instantly**.

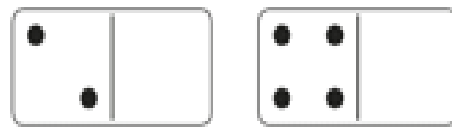
To know doubles to $10+10$ and halves of even numbers to 20.
To find near doubles.

Vocabulary

doubles
halves
near doubles
even odd

Helpful hints:

- Create regular opportunities for rapid fire questions where an instant answer is required.
- Use resources you have at home like dice, dominoes and counters to practise doubling and model halving using the sharing model, e.g. 'One for you, one for me, one for you, one for me. How many do we have each?'

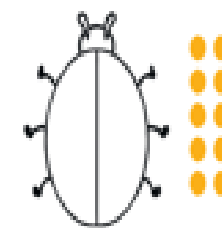


Double 2 is _____ Double 4 is _____

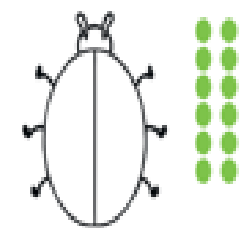
$$\begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} \quad 2+3 = \underline{\quad}$$

$$\begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} \quad 3+4 = \underline{\quad}$$

Once children are confident recalling doubles to $10 + 10$, they can begin to find near doubles. For example, for $8+9$, I could say 'I know double 8 is 16 and one more is 17'. I didn't count on my fingers, I used my known facts.



Half of 10 is _____



Half of 12 is _____