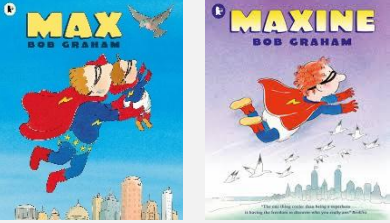
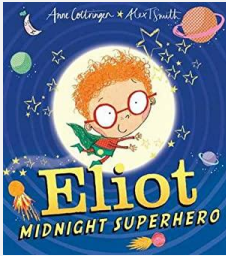
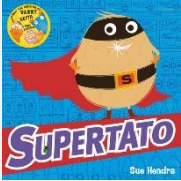


<p><b>What are we learning?</b></p>	<p><b>British Values Focus for the term:</b> Individual Liberty</p> <p><b>Citizenship focus:</b> Fairness in the community</p>	<p><b>Year 2 Term 4</b> <b>2024-2025</b></p> <p><b>Superheroes</b></p> <p><b>Key Texts:</b> 'Max' and 'Maxine' – Bob Graham</p>	<p><b>Key Themes</b></p> <ul style="list-style-type: none"> <li>• What is a hero?</li> <li>• Heroes from History and real life</li> </ul> <p><b>Key Experiences</b></p> <ul style="list-style-type: none"> <li>• WOW day linked to our new topic</li> <li>• Show and Tell – to share topic-based homework</li> <li>• Exploring new Golden Time Clubs</li> <li>• Interviewing present day superheroes!</li> </ul>
<p><b>English</b></p> <p><b>Reading</b> - Key skills for comprehension – we look at all of these skills across this term at story time, during group reading and 1:1 reading.</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> – Victor Vocab helps us understand and use new word</li> <li>• <b>Inference</b>- Iggy Inference helps us find clues in the text to find our answers</li> <li>• <b>Prediction</b> – Predicting Pip helps us to understand what might happen next</li> <li>• <b>Retrieval</b> – Retrieval Rex helps us find the answers in the text</li> <li>• <b>Sequencing</b> – Sequencing Suki helps us to understand the order of different events in a story or parts of a text</li> </ul> <p><b>Writing</b> – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> <li>• writing for different purposes</li> <li>• planning or saying out loud what they are going to write about</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• <i>make simple additions, revisions and corrections to their own writing</i></li> <li>• proof-reading to check for errors in spelling, grammar and punctuation</li> <li>• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks,</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul> <p><b>Key writing outcomes for this term:</b></p> <p><b>Fiction</b> – Writing a short Superhero story</p> <ul style="list-style-type: none"> <li>- Creating a Superhero riddle</li> </ul> <p><b>Key vocabulary reviewed/taught this term:</b></p> <ul style="list-style-type: none"> <li>• conjunction, question mark, exclamation mark, command, comma, apostrophe, noun, verb, expanded noun phrase, adverb, present tense, past tense, prefix, suffix, statement, command, question, exclamation.</li> </ul>		 <p>Eliot the midnight superhero – Anne Cottringer</p>  <p>Other superhero stories such as:</p> <p><b>Supertato – Sue Hendra &amp; Paul Linnet</b></p> 	<p><b>Maths</b></p> <p><b>Counting:</b> Count on and back in 2s, 5s and 10s</p> <p><b>Number ~ Multiplication and Division continued from last term:</b> Recognise equal groups. Use 2x 5x 10 x facts for multiplication and division. Use counting in groups to support multiplying numbers and then relate this to dividing a number into groups. Represent groups using arrays pictures Record multiplication and division sentences using the correct symbols: <math>\times</math>/<math>\div</math>/<math>=</math></p> <p><b>Number ~ Fractions</b> Recognise unit fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> Explore fractions in different contexts Find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{3}{4}</math> of shapes and amounts</p> <p><b>Measures ~ Length, height, mass, volume, temperature</b> Choose and use appropriate standard units to estimate and measure length/mass/capacity, using measuring equipment. Read scales and measures where not all numbers will be demarcated or may be represented in units of 2s, 5s, 10s</p> <p><b>Key vocabulary reviewed/taught this term:</b> place value, partition, ones, tens, odd, even whole, part, cherry model, represent equals (=), same, unequal, not the same multiply, multiplication, times, groups divide, division, sharing, grouping fraction, part, whole, denominator, numerator measure, unit, length/height, centimetres, metres, weight/mass, grams, kilograms volume/capacity, millilitres, litres temperature, thermometer, degrees (centigrade)</p>

<b>Phonics/Spelling</b> <ul style="list-style-type: none"> <li>Year 1 and 2 common exception words</li> <li>Apostrophes</li> <li>Suffixes (-ing, -ed, -er, -est, -ful, -less, -ment, -ness)</li> <li>Plurals</li> </ul>				<b>History</b> We are learning to: <ul style="list-style-type: none"> <li>Explore the lives of significant historical heroes.</li> <li>Describe how Emmeline Pankhurst and the Suffragettes changed lives for women.</li> <li>Recall facts about Mary Seacole and understand why her life was significant.</li> <li>Recall facts about Martin Luther King Jr and Rosa Parks and explain why they are significant.</li> <li>Describe the roles of present-day superheroes and why they are important.</li> </ul>	
<b>PSHE</b> <ul style="list-style-type: none"> <li>Know what I need to keep my body healthy.</li> <li>Know what relaxed means and know some things that make me feel relaxed and some that make me feel stressed.</li> <li>Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</li> <li>Understand how medicines work in my body and how important it is to use them safely.</li> </ul>	<b>RE</b> <b>Our focus this term in RE is Christianity.</b>  <b>Our key question is:</b> How important is it to Christians that Jesus came back to life after his crucifixion? <ul style="list-style-type: none"> <li>Re-tell the Easter story and understand what Jesus' resurrection means for Christians.</li> <li>Explore how important is it to Christians that Jesus came back to life after his crucifixion?</li> </ul>		<b>Science</b> <b>Theme: Living Things &amp; Their Habitats</b> <b>This term we are learning to:</b> <ul style="list-style-type: none"> <li>Recognise key features of a rainforest habitat and explore common animals found there.</li> <li>Revisiting work on basic needs and exploring how common animals are able to survive in rainforest habitats.</li> <li>Exploring microhabitats that exist within rainforest habitat locations.</li> <li>Understanding how a range of animals get their foods and using simple food chains.</li> </ul>	<b>Computing</b> <b>Ongoing e-safety discussions.</b> <b>Theme: Programming Robot Algorithms</b> This term we are learning to: <ul style="list-style-type: none"> <li>Describe a series of instructions as a sequence.</li> <li>Explain what happens when we change the order of instructions.</li> <li>Use logical reasoning to predict the outcome of a program.</li> <li>Explain that programming projects can have code and artwork.</li> <li>Design an algorithm.</li> <li>Create and debug a program that I have written.</li> <li></li> </ul>	
<b>P.E Focus Rugby and Hockey</b> <b>For Rugby we are learning to:</b> <ul style="list-style-type: none"> <li>Apply some of the rules of rugby to our games.</li> <li>Use rugby equipment safely.</li> <li>Throw and catch rugby balls.</li> <li>I can use rules to take part in invasion games.</li> </ul> <b>For Hockey we are learning to:</b> <ul style="list-style-type: none"> <li>Use hockey equipment safely.</li> </ul>		<b>Music</b> <b>We are using the 'Charanga' music scheme</b> The Unit for this term is called: <b>'Zootime'</b> and it has a reggae focus The Musical foci for this unit is <b>pitch</b> This includes: <ul style="list-style-type: none"> <li>Understanding the <b>pulse/beat/tempo</b></li> </ul>		<b>Art</b> <b>Focus: Line &amp; shape</b> Exploring this through the work of Pop Artists such as Roy Lichtenstein and Andy Warhol <ul style="list-style-type: none"> <li>Create superhero action words</li> <li>Design a superhero outfit/cape</li> <li>Create a superhero story landscape</li> </ul>	

- Move and control objects using hockey sticks.
- Use hockey equipment to intercept objects.
- Apply some of the rules of hockey to our games.

- Exploring *rhythms* and *patterns with tuned and untuned percussion*

**Main vocabulary** plus pitch, melody, dynamics, pulse, tempo, compose, improvise, perform, audience, reggae, groove, keyboard, drums, bass, electric guitar

## How you can help at home?

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

### Communication and language

- Share and talk about stories and information in books.
- Be aware of too much background noise e.g. tv, radio etc.
- Encourage your child to speak in full sentences and pronounce words clearly, focusing on the 'th' sounds.
- Help expand your child's vocabulary by questioning new word meanings.
- Encourage retelling of events and stories following a clear sequence.

**Please speak to us if you have any concerns about your child's language development.**

### Personal Social & Emotional Development

- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up. Dressing themselves and looking after their own clothes is particularly important now we are starting P.E.
- Value and praise the effort that a child is putting in to a challenge even if they don't succeed
- Play simple turn taking games.
- Encourage good oral hygiene including tooth brushing and limiting sugary food and drinks.
- Encourage a healthy, balanced diet and support them to try new foods and make healthy eating choices
- Facilitate regular exercise and movement opportunities
- Encourage a good bed time routine and support them to understand why sleep and rest is good for our bodies
- Talk to your child about their trusted grown-ups and what to do if a stranger approaches

### Mathematics

- Challenge your child by counting in 2s, 5's and 10's. You could even start thinking about counting in 3's!
- Use the White Rose App to practice daily challenges.
- Practicing number formation to make sure tens and ones are formed correctly.
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.

### English

- Share stories and books daily with your child. Talk to them about what they have heard and what they have read. Question them about what they have read including what, why and how questions.
- Encourage your child to log in to <https://www.oxfordowl.co.uk/> to re-read the books we have read in class.
- Listen to your child read their decodable phonics books at least three times a week. Encourage them to practise until fluent and reading with expression.

- The website 'topmarks' has some good maths games for this age group including:  
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>  
<https://www.topmarks.co.uk/maths-games/daily10>  
<https://www.topmarks.co.uk/maths-games/hit-the-button>

- Use 'pure sounds' when supporting your child to sound out words.  
<https://www.youtube.com/watch?v=UCI2mu7URBc>
- Encourage reading in the environment and in everyday activities such as food shopping.

### Outdoor Learning

- Take on the Wildlife Trust's 30 Days Wild Challenge! Find details about how to download the 30 challenge cards here: [Your pack - individuals | The Wildlife Trusts](#)
- Go exploring in our fabulous local area. Have you been for a walk along the Harbourside in Bristol?
- Put some of your new Forest School skills into practice when you are on a woodland walk. Can you make a log dog or make a bug hotel?

### Topic based homework ideas!

- Create your own superhero story
- Research a real-life superhero
- Be a superhero at home! Help put the washing away/ get your school bag ready and record how many times you've been super helpful at home
- Write about somebody who has been a superhero to you
- Design a superhero costume for a new superhero
- Find out what special powers the people in your family would like to have if they had superpowers
- Make a superhero mask
- Create a comic strip about your favourite superhero
- Design a poster featuring a new superhero such as Anti-Litterman and share their important message
- Make a 3D model of a superhero
- Use non-fiction books and the internet to find out about Guinness World record holders and their superhuman achievements

