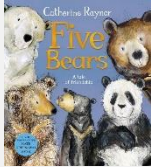

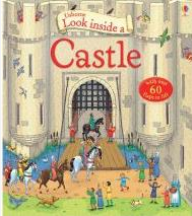


<p>What are we learning?</p>	<p>British Values Focus for the term: Rule of Law</p>	<p>Year 2 Term 1 2024-2025</p> <p><i>Across the Drawbridge</i></p> <p>Key Texts: Week 1-2 focus: Five Bears – Catherine Rayner</p> 	<p>Key Experiences</p> <ul style="list-style-type: none"> • WOW day linked to our new topic • Show and Tell – to share topic-based homework • Exploring new Golden Time Clubs • Enterprise week
<p>English</p> <p>Reading - Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • identify the sequence of events in fiction and how these are related e.g. understanding beginning, middle and end. • understand the structure of the non-fiction texts used e.g. use of headings, bullet points, and how these help to organise the information • discuss their understanding of stories, poems and non-fiction at a level beyond their independent reading level • recognise the key characteristics of stories e.g characters, plot, setting, key themes • make simple inferences • draw on what they know already to understand a text • predict what may happen based on what they have read so far. <p>Writing – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks • use a range of sentence types – statement, question, exclamation and command • writing narratives about personal experiences and those of others (real and fictional) • Explore different punctuation including exclamations and question marks. 	<p>Citizenship focus: Why do we have rules?</p>		<p>Rest of the term: The Egg, The Great Dragon Rescue and Dare to care – Pet Dragon all by MP Robertson</p>  <p>Look Inside a Castle Conrad Mason & Barry Ablett</p> 

<p>Key writing outcomes for this term: Non-fiction – key features of a castle leaflet/information page Fiction – How to train your dragon</p> <p>Key vocabulary reviewed/taught this term:</p> <ul style="list-style-type: none"> • <i>Phonics/Spelling:</i> phoneme, grapheme, letter, sound, digraph, trigraph, split digraph, • <i>Reading Comprehension and text:</i> Discuss the meaning of new words by linking to the vocabulary they know e.g. unkind = means not kind, discuss favourite words and phrases • <i>Writing:</i> full stop, capital letter, question mark, exclamation mark, punctuation, sentence, conjunction, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator, • <i>Handwriting:</i> upper case, lower case, ascenders, descenders, join • 		<p>Supporting texts:</p> <p>How to catch a Dragon – Caryl Hart</p> <p>The Knight Who Wouldn't Fight- Helen Docherty</p> <p>Dragon Stew – Steve Smallman</p>		<p>count forwards and backwards, count in steps of 2/5/10</p> <p>place value, partition, ones, tens, hundreds</p> <p>whole, part, cherry model, bar model</p> <p>equals (=), same unequal, not the same</p> <p>compare, bigger/greater than (>), smaller, less than (<)</p> <p>add, addition, plus, more</p> <p>Subtract, subtraction, take away, minus, difference</p> <p>Total, altogether, sum, number sentence, equation</p>	
<p>Phonics</p> <ul style="list-style-type: none"> • Phase 5a and Phase 5b consolidation • Spellings: choosing from alternative graphemes with the same sound eg. oi/oy and ow/ou • Revisit alternative pronunciations of known graphemes for reading eg. a (as in acorn), a (as in fast), a (as in was) • Revise reading all common exception words 				<p>History</p> <ul style="list-style-type: none"> • Name and describe the key features of a Motte and Bailey castle and explain their purpose. • Understand how location helped protect Motte and Bailey castles. • Compare life inside a Motte and Bailey castle with our lives today. • Describe the methods of attacking and defending a Motte and Bailey castle. • Explore our local history: Farleigh Hungerford and Nunney Castles • Create a timeline showing how castles have changed through history. • Describe the features of a medieval feast and explain how we know about them today. 	
<p>PSHE Theme: <i>Being me in my World</i></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • Recognise some of my own hopes and fears for the new school year. 	<p>RE Theme: <i>'Christianity'</i></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • Consider is it possible to be kind to everyone all the time? 		<p>Science Theme: <i>Everyday Materials and their uses</i></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • Recognise objects and the material that they are made from 	<p>Computing Theme: <i>Technology around us</i></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • understand the term Information Technology (IT) 	

<ul style="list-style-type: none"> • Understand the rights and responsibilities that come with being in my new class. • Understand positive and negative consequences and link these to rewards • Developing our own class learning charter for ways to be a good learner. 	<ul style="list-style-type: none"> • Retell Bible stories that show kindness. • Consider how these stories impact how Christian's treat people? 		<ul style="list-style-type: none"> • Identify uses of everyday materials around us • Compare suitability of everyday materials and begin to understand why an object is made of the materials that have been selected. • Explore properties of everyday materials and how these can be different between objects of the same material • Investigating how the shapes of some materials can be changed. 	<ul style="list-style-type: none"> • Recognise examples of IT around us in school • Recognise examples of IT in the wider world • Explore the benefits of IT around us and understand how some IT has risks which is why we have rules to follow • Developing understanding of how to use IT safely. • Explore how IT can be used in a range of different ways
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<p>P.E</p> <p>We are learning to</p> <ul style="list-style-type: none"> - Coordinate different body parts to move in different ways - Change speed and direction while running - Use dodging skills to evade and tag - Perform different types of jumps - Jump a self-turned rope - Balance while performing different activities 	<p>Music</p> <p>We are using music scheme called 'Charanga'</p> <p>The Unit for this term is called:</p> <p>Hands, Feet, Heart – this is the name of a song that celebrates South African music which the children will be learning</p> <p>The Musical foci for unit this are Duration and Pitch includes:</p> <ul style="list-style-type: none"> • Exploring rhythms and patterns • Using tuned percussion to accompany the song and to compose own pitch patterns <p>Main vocabulary plus:</p> <p><i>Pulse, improvise, compose, perform, audience, melody, dynamics, tempo, call and response, keyboard, bass, electric guitar, drums, saxophone, trumpet, perform</i></p>	<p>Design Technology</p> <ul style="list-style-type: none"> • Evaluate books and pictures with moving parts • Design, make and evaluate pictures with moving parts (sliders, levers, wheels mechanisms) linked to the theme of castles and knights etc • Begin to understand 'design criteria' • Make and evaluate food for a medieval feast
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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.

<p>Communication and language</p> <ul style="list-style-type: none"> • 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 	<p>Personal Social & Emotional Development</p> <ul style="list-style-type: none"> • 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
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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.

- 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 2's, 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.
- 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>

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.
- 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!

- A drawing or a picture of a castle
- Making a model of a castle
- Visiting a castle and taking photographs,
- Researching life in a castle
- Making a fact file about a popular castle
- Finding out about different castles in the UK
- Writing a story that has a castle setting
- Writing a letter pretending that you are king or queen of your own castle
- Creating your own shields, or costumes for life in a castle
- Any other idea you may have!