


<p>Happy Homes - Spring I</p> <p>This curriculum newsletter provides an overview of your child's learning in year 2 for the first half of the Spring term. Our topic is 'Happy Homes'.</p> 	<p>Science</p> <p><u>As scientists we will:</u></p> <ul style="list-style-type: none">• Explore and compare the differences between things that are living, dead, and things that have never been alive.• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.• Identify and name a variety of plants and animals in their habitats, including micro-habitats.• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<p>RE</p> <p><u>As philosophers we will:</u></p> <ul style="list-style-type: none">• Answer the following question: How do Christians belong to their faith family?• Explore belonging within the community.• Hold a mock baptism at the Church and understand what this means to Christians.• Find out how religions use prayer.
<p>English</p> <p><u>As writers we will:</u></p> <ul style="list-style-type: none">• study a 'Pathways to Write' text which we keep as a surprise for the children.• We will be writing with the view of writing an adventure story.• Write sentences with different forms: statement, question, exclamation, command<ul style="list-style-type: none">• Use subordination (apply because, introduce when)• Use present and past tenses correctly and consistently (some progressive)• Use punctuation correctly - exclamation marks, question marks. <p><u>As readers we will:</u></p> <ul style="list-style-type: none">• Have daily phonics sessions to focus on spelling rules using the Rocket Phonics scheme.• Participate in whole class guided reading sessions to respond to a text.• Read I:I with an adult at least once a week.• Read with our reading buddies and reading ambassadors to encourage collaborative reading.	<p>PE</p> <p><u>As athletes we will:</u></p> <p>Follow the Get Set 4 PE scheme of learning for Dance and Invasion Games.</p> <div><ul style="list-style-type: none">• Sending & receiving: developing s&r with increased control.• Dribbling: explore dribbling with hands and feet with increasing control on the move.• Space: explore moving into space away from others.• Attacking: developing moving into space away from defenders.• Defending: explore staying close to other players to try and stop them getting the ball.<ul style="list-style-type: none">• Actions: accurately remember, repeat and link actions to express an idea.• Dynamics: develop an understanding of dynamics.• Space: develop the use of pathways and travelling actions to include levels.• Relationships: explore working with a partner using unison, matching and mirroring.• Performance: develop the use of facial expressions in my performance</div>	<p>Learning for Life</p> <p>We will continue to follow the Zones of Regulation curriculum:</p> <ul style="list-style-type: none">• Concept 7- What is a regulation tool?• Concept 8- Building my zones toolbox.• Find out how babies grow and change. <p>Online Safety</p> <p>We will learn about online reputations</p> <ul style="list-style-type: none">• Understand that information put online can last a long time.• Know that online information can be seen by others.• Know who to talk to about online worries.
<p>Maths</p> <p><u>As mathematicians we will:</u></p> <ul style="list-style-type: none">• Count in 2s, 3s, 5s and 10s and will learn our 2x tables.• Practise solving missing number sequences to recognise patterns.• Learn how to solve multiplication problems using practical resources, pictorial representations and mental maths.• Learn how to solve division problems by using practical resources, pictorial representations and mental maths.• Learn how to gather data.• Learn how to record data in tally charts, pictograms and block diagram. <p>Mini Maths</p> <p>Across the half term we will have 'Mini Maths' lessons to consolidate our basic maths skills, including counting in 2s, 3s, 5s, 10s; recalling 2 x times table facts and consolidating from our maths lessons.</p>	<p>Art & DT</p> <p><u>As artists and designers, we will:</u></p> <ul style="list-style-type: none">• Be preparing fruit and vegetables.• (including cooking and nutrition requirements for KSI) <p>Music</p> <p><u>As musicians we will:</u></p> <p>Follow the Music Express scheme of learning for music.</p> <ul style="list-style-type: none">• Units: Out and About• Number	<p>History</p> <p><u>As historians we will be learning:</u></p> <p>How have homes changed in the last 80 years?</p> <p>Introduction to homes in the 1940s and 1950s</p> <ul style="list-style-type: none">• Design and materials used.