

Year 2

This half term our topics are **Gregory Cool** and **Plants**

| Literacy   |   | Numeracy   |   |
|--|---|--|---|
| <p><b>Fiction:</b> "Gregory Cool" by Caroline Binch<br/>Research and compare characters and their settings, writing in role as a character and acting out parts of the story.</p> <p><b>Non-fiction:</b> Information Texts - explore, identify key features and write own tourist brochures, leaflets, posters, passports etc. Research, summarise and present information in a given style.</p> <p>Phonics appropriate for your child, using 'Letters and Sounds'<br/>Daily independent / guided reading<br/>Daily handwriting practice</p> |   | <p>Solving maths investigations, puzzles and problems. Reasoning about number and identifying patterns and sequences. Comparing number &lt; &amp; &gt;<br/>Understanding the 4 number operations and their connections.<br/>Multiplication facts of 2, 5, 10 (beyond if appropriate)<br/>Number bonds to 10 (20 &amp; 100)<br/>Recognise, name and know the properties of 2D and 3D shapes<br/>Classify, sort and label using lists, tables, Venn and Carroll diagrams<br/>Gather, present and interpret data using a range of strategies.</p> |   |
| Science  | Computing   | Geography  | Art   |
| <p><b>Living things and their habitats</b><br/>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. Ask questions, collect information and record information in tally and bar charts.</p>   | <p><b>We Are Photographers</b><br/>Look at photos and talk about what makes a good photo. Learn about a camera. Take photos on a chosen theme. Edit photos. Pick the best photos for the portfolio.</p>   | <p><b>Contrasting Localities</b><br/>Look at and research Islands. Compare and contrast with where we live. Use 'Gregory Cool' as a stimulus to grasp the concept of living on an Island.</p>  | <p>Observational drawings inspired by the Islands - line, tone and texture. Art inspired by the environment - plants &amp; animals, including ink printing.</p> |
| Physical Education   | Physical Education  | RE   | Music   |
| <p><b>Indoor:</b><br/><b>Rolling and Sequencing</b><br/>Children will be learning to balance, roll and jump in a variety of ways and put it all into a sequence.</p>   | <p><b>Outdoor:</b><br/>Children will have sessions with a coach and learn fielding and attacking skills in games.</p>   | <p><b>The mosque</b><br/>Children will be learning about the Mosque and the importance it has in the Muslim religion.<br/>RE led PSHE<br/>Health and wellbeing</p>   | <p>Learn new songs –<br/><br/>Recognise long and short sounds using both instruments and voice.</p>   |
| Planned Educational Visits   | Supporting your child's learning at home  |  |   |
| <p>The Mosque - <b>date TBC</b></p>  | <p>Book folders need to be brought to school every day. Your child will change their books each week. Homework is set on a weekly basis, and consists for the most part, of daily reading and a maths or literacy task. Some of the homework set will be written, some investigative.<br/>Water bottles should be brought to school everyday.<br/>PE bags should be brought in on Mondays and left all week, as sometimes PE days have to be changed.</p> |  |   |

