





Year Two: Term One	Dinosaur Discovery
	<p>In Years 1 and 2, we will be journeying back in time to the fascinating age of the dinosaurs!</p> <p>Our adventure will take us through the incredible world of these prehistoric creatures, allowing us to learn about the different types of dinosaurs and what they needed to survive. We'll be comparing their needs with those of animals and humans today. We'll explore questions such as: Which dinosaurs were herbivores and which were carnivores? How do we know this? And how do these ancient animals compare to the wildlife we see around us now?</p> <p>We will also delve into the remarkable work of palaeontologists, learning how they uncover the secrets of the past through fossils, revealing what life was like on Earth millions of years ago. One of the highlights will be discovering the inspiring story of Mary Anning, a pioneering palaeontologist who made significant contributions to our understanding of these magnificent creatures.</p> <p>Our dinosaur journey won't stop there; we will also be designing and crafting our very own dinosaur puppets that replicate our favourite dinosaurs!</p> <p>We are so excited to share our roar-some learning experience with you!</p> <p>The children already have plenty of questions and we look forward to us all becoming dino-experts and using this knowledge and interest to inspire further learning.</p>

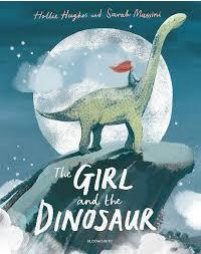
PE DAY:	Tuesday and Friday
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READING BOOK CHANGE:	EVERY MONDAY
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Learn Together	
<p>In Learn Together, we will be exploring the themes of values and communication and the democratic process.</p> <p>We will be learning to:</p> <ul style="list-style-type: none">• Recognise our school values in the classroom, stories and scenarios (compassion, curiosity, justice, respect, perseverance and honesty).• Practice respectful communications with our peers and adults, engaging in age appropriate debates. <p>Our RSHE learning will link to our science learning about the needs of humans. We will be reflecting on the following:</p> <ul style="list-style-type: none">• The importance of sleep and rest• Our responsibility to reduce infection e.g. hand washing.• Purposes of medicines• The importance of good dental hygiene.	<p>We will also be reflecting upon the following rights:</p> <div><p>12 I have the right to be listened to, and taken seriously</p></div> <div><p>24 I have the right to be as healthy as possible</p></div> <div><p>31 I have a right to rest, relax and play</p></div>

English writing

Across the term, we will be looking at two focus books and one poet.



Our first focus book is 'The Girl and the Dinosaur' by Hollie Hughes. This book follows the journey of Marianne and her magical dinosaur friend. The children will use this text to adapt and inspire their own **dinosaur adventure story**.



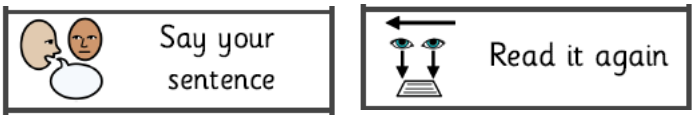
Our second is 'Little kids first big book of dinosaurs' by Catherine D Hughes. The children will be exploring the features of this non-fiction text before planning and writing their own **information text about dinosaurs**.

We will be exploring Simon Mole's dinosaur poetry through our reading lessons.

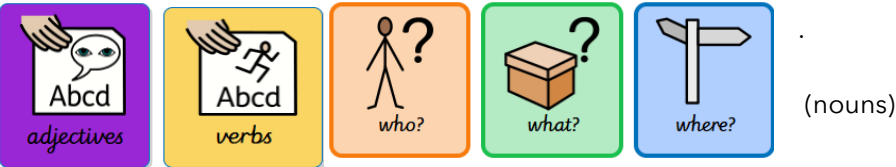
Our focuses in writing this term will be on securing the basics of good writing from Year 1 including:



We will also be encouraging children to plan their writing with greater independence and begin to review / edit their work.



Our **grammar** will focus on word classes:



The children will be introduced to expanded noun phrases to describe and specify e.g. the **green triceratops** is stomping through the **Jurassic jungle**.

We will continue to use colourful semantics to support sentence structure in Year 2.

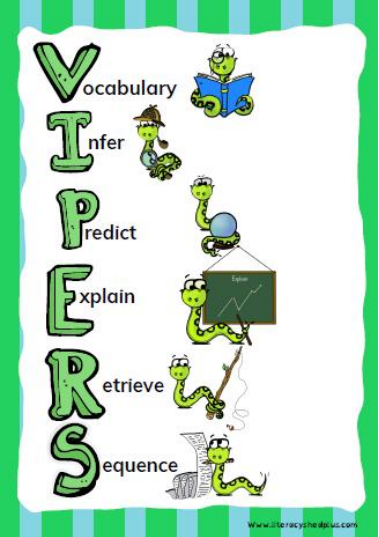
English -
Reading and spelling

Alongside individual and group reading (of Little Wandle books), we also begin to teach whole class reading sessions once per week.

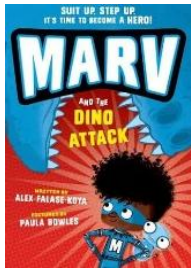
These sessions allow us to focus on developing children's comprehension skills and enable them to demonstrate their understanding.

There are 6 key components to reading comprehension. In term 1, we will focus on developing the children's **retrieval** skills.

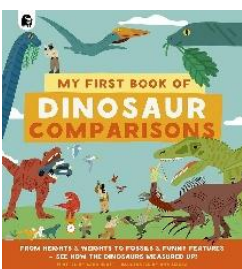
Retrieval involves finding and recording information located in the text.



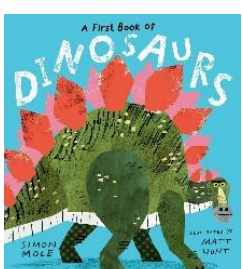
The children will practise their retrieval skills and begin to answer questions both orally and in writing. We will be exploring the following texts in our reading lessons:



(Fiction)



(Non-Fiction)



(Poetry)

As we progress into Year 2, we will move from the phonics programme into the Little Wandle spelling programme.

In Term 1, we will focus on reviewing all previous phonics teaching from Phases 2, 3, 4 and 5 to ensure that learning is embedded and children can apply their phonics knowledge not only to their reading but also their spelling.

[NEW-UP-LW-Spelling Programme-progression Aug-23-1.pdf](#)

We will continue to assess and support phonics progression on an individual / small group basis where necessary.

Mathematics

Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.

Week One: Place value within 20.

Week Two: Representing numbers on a place value chart.

Week Three: Partitioning numbers to 100.

Week Four: Writing numbers to 100 (in words).

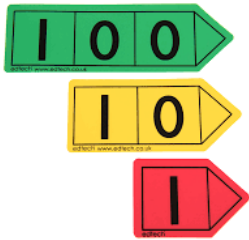
Week Five: Ordering, representing and estimating numbers on a number line.

Week Six: Counting in multiples of 2, 3, 5 and 10.

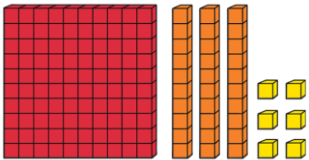
Week Seven: Partitioning numbers to 100.

Week Eight: Exploring related number facts.

Resources we will be using:



Place value cards



Base 10 (dienes)

NumberSense

In our daily NumberSense sessions, we will be focussing on:

- Subitising
- One more, one less
- Two more, two less
- Number 10 fact families
- Know about zero
- Strategy selection

Art	Science	Computing										
<p>In this pathway pupils are introduced to the idea that artists are inspired by the world around them. Children are empowered to go out into the world, re-see, collect and re-present through drawing.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none">- explore composition by arranging the things that I have collected.- use careful looking to practice observational drawing.- combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.- cut out and collage to explore composition. <p>Can talk about the work I have made with my classmates, sharing the successes and areas I would like to try again.</p>	<p>In this unit 'Animals, including humans 1 - Growth' the child will find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and finally they learn how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Lesson 1: Describe the needs of animals for survival Lesson 2: Describe the needs of humans for survival Lesson 3: Explore the importance of eating the right food Lesson 4: Describe what a healthy, balanced diet looks like Lesson 5: Investigate the impact of exercise on our bodies Lesson 6: Investigate the importance of hygiene</p> <div><p>Daily Needs of a Human</p><table><tr><td>a place to live</td><td>food</td><td>water</td><td>air</td><td>sleep</td></tr><tr><td>hygiene</td><td colspan="3"></td><td>exercise</td></tr></table></div>	a place to live	food	water	air	sleep	hygiene				exercise	<p>This term, Lemurs will develop their understanding of what information technology (IT) is and will begin to identify examples.</p> <p>They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries.</p> <p>We will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p> <div></div>
a place to live	food	water	air	sleep								
hygiene				exercise								
Music	DT - Textiles (Puppets)	PE										
<p>Throughout this term, we will be finding out about the instruments of the orchestra and learn to recognise the different sections of the orchestra they belong to; we will also begin to understand the role of the conductor and why the conductor is an important member of the orchestra. We will particularly concentrate on the clarinet, cello and harp, learning about their key features and the sounds they make. We will be engaged in activities designed to increase our awareness of the different elements of music and we will have the opportunity to compose our own music, incorporating some of those elements.</p> <p>The activities aim to:</p> <ul style="list-style-type: none">• Develop your child's knowledge and awareness of music through listening, movement and dance and increase their understanding of dynamics, tempo, structure, pulse, pitch, timbre and rhythm.• Help your child sing and perform songs in a range of contexts, using their voice expressively and creatively, pitching notes accurately and singing with an awareness of the musical elements.• Encourage your child to listen critically to a range of music identifying key instruments and changes in musical elements and articulating opinions and preferences on extracts of music. <p>Help your child develop an awareness of graphic notation by exploring, composing and performing their own compositions.</p>	<p>In DT, we will be creating our own dinosaur hand puppets using fabric and simple sewing techniques. We'll learn how simple 3D textile products are made and explore different ways to join and decorate fabrics.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none">• cut and join fabrics independently using simple techniques.• thread and use a needle safely.• Evaluate own and each other's product against the design criteria <div></div>	<p>In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games and challenges e.g.</p> <div><div><p>Skill Challenges</p><p>With fluency and control:</p><ol style="list-style-type: none">1. I can combine side-steps with 180° front pivots off either foot.2. I can combine side-steps with 180° reverse pivots off either foot.3. I can skip with knee and opposite elbow both at 90° angle.4. I can hopscotch forwards and backwards, hopping on the same leg (right and left).</div><table><tr><th colspan="2">Developing my footwork skills and knowledge so...</th></tr><tr><th>What</th><th>How</th></tr><tr><td>I can move with balance and control throughout.</td><td>Keep my head up and back straight.</td></tr><tr><td>I can move with fluent, smooth movements.</td><td>Work off the balls of my feet.</td></tr><tr><td>I can move well in both directions/on both sides.</td><td>Bend my knees to push off and land.</td></tr></table></div>	Developing my footwork skills and knowledge so...		What	How	I can move with balance and control throughout.	Keep my head up and back straight.	I can move with fluent, smooth movements.	Work off the balls of my feet.	I can move well in both directions/on both sides.	Bend my knees to push off and land.
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History												
<p>This term in History, we will be learning all about Mary Anning – a fascinating figure from history whose work changed the way we understand the world beneath our feet!</p> <div><div></div><div><p>We will be focusing on:</p><ul style="list-style-type: none">Who Mary Anning wasWhat her life was likeWhat she discoveredWhy she is still remembered and celebrated today</div></div> <p>By the end of the topic, we'll understand how Mary's determination in finding fossils helped scientists learn about dinosaurs and ancient sea creatures that lived millions of years ago.</p>												

Supporting your child at home

Below you will find some optional ways to support your child at home:

Mathematics

White Rose 1-Minute Maths

White Rose provides a '1-Minute Maths' application that can be used to practise number facts or subitising at home. You can download this application scanning these QR codes or via: <https://whiterosemaths.com/1-minute-maths>

Scan to download 1-Minute Maths

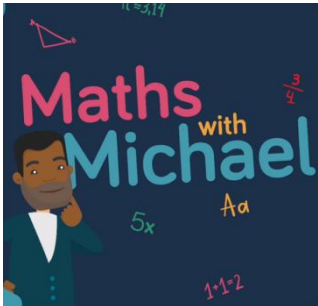
App Store

Google Play

Maths with Micheal


When you follow the link below, you will get an insight into the resources we are using in the classroom and the methods we are using to teach mathematics. Our current unit is: **1. Place Value**

[Maths with Michael | Michael Underwood | White Rose Education](#)



Times Tables Rockstars

As we progress through Year 2, your child will receive a 'Times tables rockstars' login. This will allow them to play games which reinforce their multiplication knowledge. This term we will be focusing on counting in 2's, 3's, 5's and 10's.



Phonics / Spelling

- You can find the typical progression for LW spelling here: [NEW-UP-LW-Spelling Programme-progression Aug-23-1.pdf](#)
This will give you an idea of the spelling rules and sounds that are being focused upon this term.
- The LW parent page has useful videos and tips for how we say sounds and how we teach tricky words: [For parents | Letters and Sounds](#)
- Read with your child as often as you can. The more they read and have exposure to reading, the more confident they will become.
- Be aware of common exception words. These are words that don't follow the general spelling rules and can be 'tricky' for children to recognise or spell. You can find a list of the Y1 and 2 common exception words on the next page.

Handwriting


In Year 2, we continue to use Letter Join to support your child's handwriting. Initially we begin with ensuring that all letters are being formed correctly in print before moving to cursive by the end of the academic year.

You should have a login for Letter join and can login by following this link [Log In to Letter-join](#)

Children's handwriting is heavily dependent on their gross and fine motor skills (big and smaller body movements). You could practise some gross and fine motor skills at home to support.


Gross motor:

KEVIN THE KANGAROO SAYS:
"JUMP UP AND DOWN."




Two-footed standing jump with waving arms.

COLIN THE CRAB SAYS:
"WALK SIDEWAYS."




Take side steps one way, then the other.

HANS THE HORSE SAYS:
"TROT AROUND THE ROOM. NOW GALLOP."



Jog, lifting knees high then run faster.

OLGA THE OSTRICH SAYS:
"TAKE GREAT BIG STEPS."



Take long strides around the room.

Fine motor:

ACTION	DESCRIPTION
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Take a Bow	Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times..

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	