

# Year 2 Autumn Term 1 Newsletter

## English

In our English lessons we will be exploring the book 'Look Up.' We will consolidate our use of full stops and capital letters before looking at conjunctions to join sentences. We will look at adding detail with expanded noun phrases before writing a diary about our own space journeys.

## Science

In science we will be looking at animals including humans. We will look at how animals have offspring which grow into adults and what animals and humans need for survival. We will learn about healthy eating, exercise and hygiene as important aspects of keeping healthy.

## Maths

In maths, we will be focusing on place value. We will develop our understanding of how to partition numbers into ones and tens and consolidate number formation and writing numbers in words. We will order and compare numbers and develop our skip counting in 2s, 3s, 5s, and 10s.

## Computing

In computing we will think about what a computer is and developing our understanding of inputs and outputs.

## PSHE

In PSHE we will be thinking about rules to make our classroom safe and happy and our friendships and feelings.

## Art

We will look at developing our drawing skills and how we can add texture and detail to our drawings. We will learn about the illustrator Quentin Blake before creating our own book covers.

## PE

PE - Monday and Thursday  
We will develop our mindfulness trying out yoga and also our throwing and catching skills.

## History

We will learn about the Great Fire of London. How it started, what happened and how London was rebuilt.

## Homework

Homework is set on Friday and due on Wednesday. Please see Seesaw for details of your English and Maths tasks for the week. Please ensure you are reading every day and recording this in your reading diaries. Half termly projects are also available if you feel like a challenge.

## RE

We will learn about Islamic celebrations such as Ramadan, Eid and Hajj.

## Music

We will be learning about music from South Africa and finding the beat.

## Spanish

We will learn to count to 10 and to greet our friends

We hope that you have found our newsletter and knowledge organisers below useful. Please do not hesitate to contact Mrs Pilkington if you have any questions.

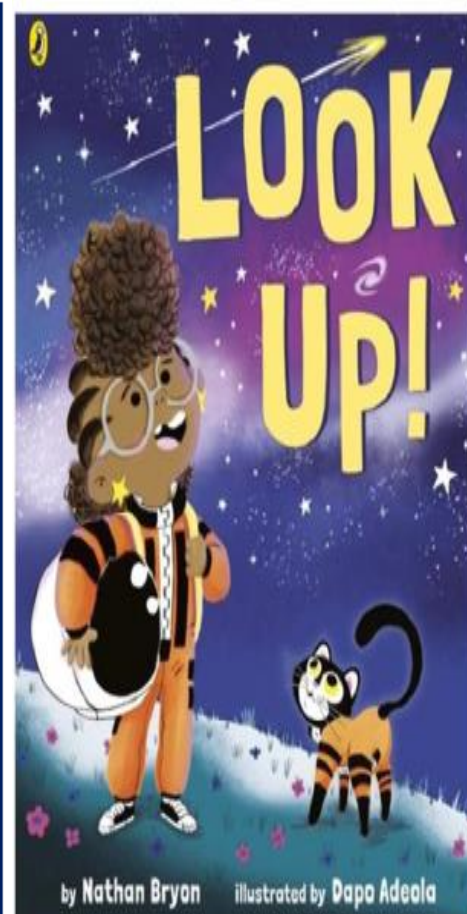


# English



## Pathways to Write keys

<b>Gateway keys</b> (non-negotiables/basic skills)	<b>Mastery keys</b> (year group national curriculum expectations)	<b>Feature keys</b> (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>Combine words to make sentences</li> <li>Join words and clauses using and</li> <li>Sequence sentences to form short narratives</li> <li>Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li><b>Use punctuation correctly – full stops, capital letters</b></li> <li><b>Use expanded noun phrases to describe and specify</b></li> <li><b>Use subordination (because) and coordination (and)</b></li> </ul>	<ul style="list-style-type: none"> <li>Include detail and description to inform the reader</li> <li>Write in first person</li> <li>Use consistent past tense</li> <li>Order events with adverbs of time</li> <li>Include personal comments and own viewpoint</li> <li>Set the scene with a clear opening and establish the context</li> <li>Finish with a closing statement with personal comment or summary e.g. <i>What an amazing day we all had!</i></li> </ul>



# Number and Place Value

# Knowledge Organiser

## Key Vocabulary

hundreds

tens

ones

zero

place value

greater than

less than

order

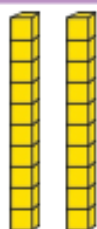
partition

digit

## 2-Digit Numbers

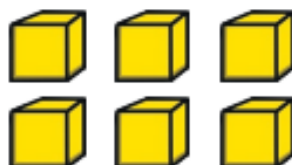
26

twenty



20

six



6

## Counting

Counting in 2s

0 2 4 6 8 10 12 14 16 18 20

Counting in 3s

0 3 6 9 12 15 18 21 24 27 30

Counting in 5s

0 5 10 15 20 25 30 35 40 45 50

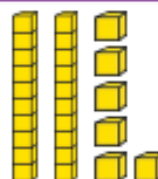
Counting in 10s

0 10 20 30 40 50 60 70 80 90 100

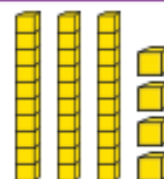
## Compare Numbers



36 = 36  
equals



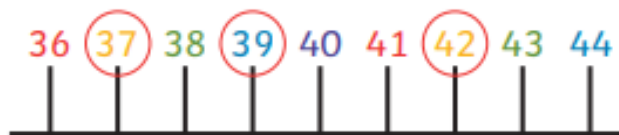
26 < 34  
less than



24 > 19  
greater than



## Order Numbers



37 < 39 < 42



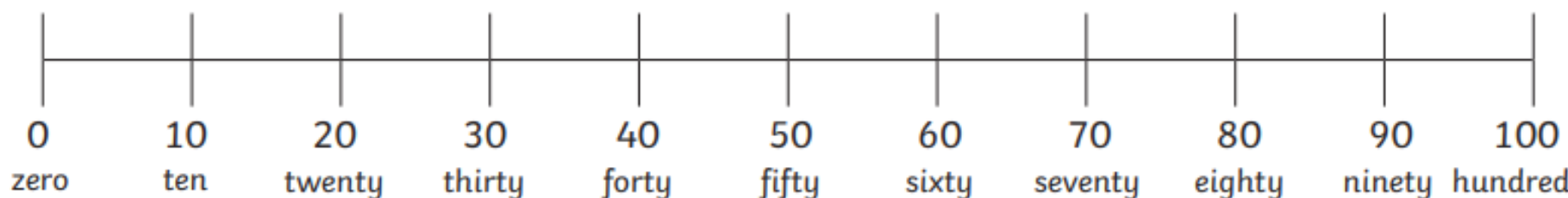


# Number and Place Value

## Knowledge Organiser

Read, Write and Represent Numbers to 100

14	fourteen	one ten four ones			<table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table>	Tens	Ones			
Tens	Ones									
42	forty-two	four tens two ones			<table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table>	Tens	Ones			
Tens	Ones									

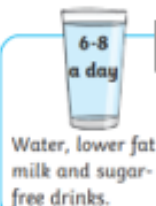


**Key Vocabulary**

<b>nutrition</b>	food that provides nourishment to live and grow
<b>healthy</b>	being well and fit
<b>protein</b>	a food group, consisting of meat, seafood, eggs, nuts and more, which help the body repair cells
<b>carbohydrate</b>	a food group, including rice, bread and pasta, which give the body energy
<b>Dairy</b>	a food group, including cheese, milk and yoghurt, which contains calcium to keeps our bones strong
<b>Fat</b>	a food group that are important for energy but only needed in small amounts
<b>Exercise</b>	activity requiring physical effort, carried out to improve health and fitness
<b>hygiene</b>	the things you can do to keep yourself and your surroundings clean

**Challenge**

What five things does a human need to survive?

**Prior Learning – sticky Knowledge I have.**

Your eyes let you see all the things around you. Your ears let you listen to all the things around you. Your skin gives you the sense of touch. Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You smell using your nose. The brain controls the body and is inside the skull.

**What I will learn – new sticky knowledge.****1. What do animals need to survive? (Questioning)**

Animals need shelter, food, water, air and a place to keep their young safe, in order to survive.

**2. What do humans need to survive? (Identifying and classifying)**

Humans need a place to live, food, water, air and sleep to survive.

**3. Why do we eat healthy foods? (Identifying and classifying)**

The five main food groups are: fats and oils, protein, dairy, carbohydrates and fruit and vegetables.

**4. What is a balanced diet? (Recording and reporting)**

A healthy, balanced diet is one that includes a variety of whole foods from all of the major food groups.

**5. What does exercise do to the body? (Measuring and equipment)**

To grow into a healthy adult, we must eat the right types of food in the right amount and exercise. Being active and exercising keeps our bodies and minds healthy.

**6. Why is hygiene important? (Predictions and conclusions)**

To stop germs from spreading, it is important to be hygienic.



**Key Vocabulary**

<b>Bakery</b>	A store in which baked goods, such as bread, cake, and pastry, are made or sold.
<b>diary</b>	A book that <u>people</u> write about their lives in.
<b>Chronological</b>	The order in which things happen.
<b>sources</b>	An original source that contains historical information.
<b>Fire brigade</b>	People who put out fires as their job.
<b>architect</b>	A person who designs buildings and directs their construction.
<b>St Paul's Cathedral</b>	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
<b>River Thames</b>	The river that runs through the middle of London.

**Prior Learning – sticky Knowledge I have.****Y1: Toys**

Other countries had rattles, clay animals and horses on wheels. Older toys were made from wood, metal, paper or china and were hand made. Toys now are usually made from plastic and produced in factories.

**Y1: Monarchs****What I will learn – new sticky knowledge.**

GFL started on 2<sup>nd</sup> Sept 1666 in London in a bakery in Pudding Lane.

The bakery where the fire started belonged to Thomas Farrier the baker.

The fire spread quickly because of hot weather and homes were built from wood with thatched roofs.

There was no fire brigade.

Houses were pulled down to stop the fire.

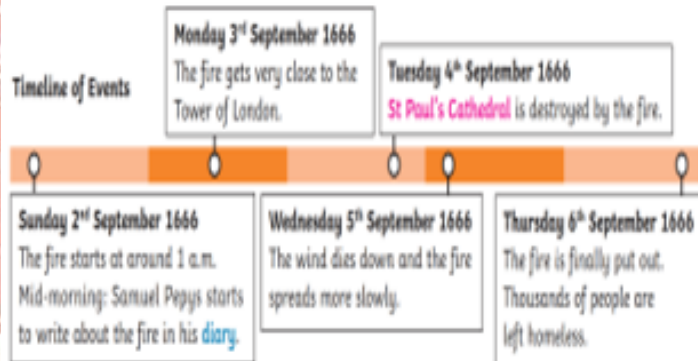
Samuel Pepys wrote a diary about what happened.

Sir Christopher Wren was an architect who planned the new city of London.

After the fire streets were made straighter and wider and houses were made from brick.

King Charles II was on the throne.

People set up camps outside the city in fields. A relief fund was set up and the King set up markets to provide food.

**Timeline of Events****Key Knowledge****Key People**

Samuel Pepys



Sir Christopher Wren



King Charles II

**Challenge**

- Imagine that you are Sir Christopher Wren, the famous architect who designed the new St Paul's Cathedral.
- Explain: What do you think of the new building? What did you change about the design of the building and why?



**Key Vocabulary**

Charcoal	A drawing material made from burnt wood.
Cross-hatching	Drawing lines crossed over and close together
Scribbling	Drawing lines in a fast and irregular way
Concertina	Folding something backwards and forwards so it becomes smaller but can be stretched out again.
Expression	Is the look on a face caused by how someone is feeling
Stippling	Making quick up and down hand movements to make dash and dot marks on paper
Illustrations	Showing a story using pictures
Illustrator	Someone who draws book illustrations.

**Challenge**

Who is Quentin Blake and which author's books is he famously linked with?

**Prior Learning – sticky Knowledge I have.**

Experimenting with different types of line when drawing – vertical, horizontal, cross-hatch, diagonal, broken, continuous and wavy lines.

Arranging 2D shapes to make a composition including by overlapping shapes.

**What I will learn – new sticky knowledge.**

How can you use charcoal to make these marks?



What is charcoal? Charcoal is wood that has been burnt. It is black and snaps easily. It is good for drawing but can be messy.



**Key Vocabulary**

<b>pledge</b>	promise
<b>positive</b>	Calm, kind, helpful response
<b>negative</b>	Aggressive, unkind or unhelpful response
<b>friendly</b>	Being kind, caring and making others feel comfortable
<b>bullying</b>	Repeatedly being unkind or hurting someone
<b>repeatedly</b>	Doing something again and again

**Key Questions**

1. How can we have a happy classroom?
2. How do we show our feelings?
3. Who can I share my feelings with?
4. What is friendship?
5. What is bullying?
6. What happens to bullies?

**Challenge**

Write some words about what a good friend does.

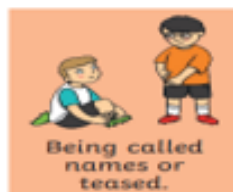
**Prior Learning – sticky Knowledge I have.**

Classroom rules help everyone to learn and be safe. If we listen carefully it can help us with our friendships. We can tell people how we feel and show how we feel using our face and body. We can talk to trusted adults about our feelings. We can have lots of different feelings and these feelings can affect our bodies. Our bodies might feel sweaty or turn red, we might feel sick or have tummy ache or need the bathroom. Good friends share, take turns, are kind, don't leave people out and play together nicely. Good friends say sorry and shake hands if they fall out.

**What I will learn – new sticky knowledge.**

1. We can all work together to make our classroom a happy, safe, caring, friendly place by following agreed rules.
2. We all show feelings in different ways. One happy person might be loud, another might find it hard to sit still, another might smile. There are different ways of reacting to people's feelings. Some are more helpful than others.
3. We have feelings all the time. Sometimes those feelings make us feel good and sometimes they don't. We can get help from a trusted adult when our feelings are not good.
4. Friendship is a special kind of relationship. Good friends share, take turns, are kind, don't leave people out and play together nicely. Good friends say sorry and shake hands if they fall out.
5. Bullying is repeatedly upsetting or hurting someone on purpose. Bullies might say hurtful things, hit or kick or leave people out. If you are bullied you should tell a trusted adult who can help.
6. Bullying is not acceptable and there are consequences for bullying at school. The school has a bullying policy and it is taken very seriously.

Bullying can mean many different things to different people. These actions can be described as bullying if they happen often and are done on purpose.







## Key Vocabulary

<b>Muharram</b>	First month of Islamic New Year
<b>fasting</b>	To eat no food
<b>Qu'ran</b>	Islamic holy text
<b>Prophet</b>	Special messengers sent from Allah.
<b>Eid al-Fitr</b>	Celebration to mark the end of Ramadan.
<b>Voluntary</b>	Done by choice

## Key Questions

1. When is the Islamic new year?
2. What is the Day of Ashura?
3. What is Mawlid al-Nabi?
4. What is Ramadan?
5. What is Eid al-Fitr?
6. What is Hajj

## Challenge

Do any of the Islamic celebrations remind you of a celebration for another faith group? What is the same and different?

## Prior Learning – sticky Knowledge I have.

**EYFS Believing – What times are special and why?**

- I know that I am a valuable individual and know it is important to respect each other's differences.
- I know that people celebrate at different times of the year, for different reasons and in different ways.
- I can learn about beliefs through settings, characters and events encountered in books read.

## What I will learn – new sticky knowledge.

1. Muslims believe that Muhammad was a prophet (Peace be upon him) who came to teach people about God. The first day of the month of Muharram is the beginning of the Islamic year. Muslims celebrate the Islamic New Year quietly through gathering to read, reflect and pray.
2. The Day of Ashura happens on the tenth day after the Islamic New Year and is voluntary day of fasting when Muslims think about people that are important in their religion.
3. Mawlid al-Nabi is the birthday of the prophet Muhammad (Peace be upon him.)
4. Ramadan is a time when Muslims fast during daylight hours lasts one month and is often called the 'month of the Qur'an.
5. Eid al-Fitr is a celebration to mark the end of Ramadan.
6. Hajj is a special pilgrimage all Muslims are meant to go on before they die.



give up  
bad habits



pray five  
times a day



read the  
Qur'an



do good  
deeds



fast during  
daylight



**Hajj** is the Arabic word for pilgrimage and it means **to go on a journey** - a very special journey to a very special and a holy place.





### Key Vocabulary

<b>Battery</b>	A cell or connected group of cells that store electrical energy to power wireless devices.
<b>Buttons</b>	Switches that you can press to control a device.
<b>Computer</b>	Electronic machine that accepts and processes information to produce an output, and then stores the results.
<b>Desktop</b>	A tower computer that needs a mouse, keyboard and monitor, that stays in one place.
<b>Invention</b>	A new device or process which solves a problem.
<b>Wire</b>	A long, thin and flexible piece of metal protected by a plastic coating. Electrical wire is used to carry electricity
<b>technology</b>	Using scientific knowledge to help us to create new devices or tools.
<b>Input</b>	A way of telling the computer what you want it to do.
<b>output</b>	Information or data that is sent by the computer to an output device such as a printer or speakers.

### Prior Learning – sticky Knowledge I have.

"Log in and log out" means to begin and end a connection with a computer.  
A computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.  
Passwords are important for security.

### What I will learn – new sticky knowledge.

The difference between a desktop and laptop computer is that a laptop is portable.  
People control technology.  
Input devices give a computer an instruction about what to do (output).  
Computers often work together.  
All computers need electricity.  
Some computers have a keyboard, screen and mouse, others have buttons to make them do things.



### Challenge

What does a computer need to have?

- We are Aspirational Leaders: \* Responsibility and respect \*Creativity, innovation and curiosity \*Confidence and resilience