

Year 2 Spring Term 1 Newsletter



English

In our English lessons we will be reading 'The Dragon Machine.'. We will revisit our understanding of coordination and build upon this by looking at subordination. We will revisit our understanding of different sentence types: questions, statements, commands and exclamations. We will apply this to write our own stories about a character who changes and a machine,.

Science

In science we will be looking at materials. We will identify, classify and compare everyday materials and explore how some materials change if a force is applied. We also learn about Charles Mackintosh.

Maths

In maths, we will be continuing to look at addition and subtraction and how we can use known facts to find others. We will also look at money, identifying, counting and comparing pounds and pence before beginning to calculate totals and find change.

Computing

In computing we will be learning about algorithms and giving clear instructions.

PSHE

Valuing Differences. We learn about being kind and helping others. We will also celebrate our differences and think about people who help us. We will think about the importance of listening.

ART

We will develop paint mixing skills and look at how to create texture and pattern. We will look at the art of Romare Bearden, creating our own collages.

PE

PE - Monday and Thursday
We will develop our gymnastics skills and fitness and stamina.

History

We will learn about Florence Nightingale and Mary Seacole and how they helped to change hospitals for the better.

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 the Jewish faith and worship. We will develop our understanding of Jewish festivals.

Music

Children will celebrate and learn about Rock music. We practise a performance with percussion, glockenspiel and singing.

Spanish

We will learn our numbers to 30 and the months of the year.

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.

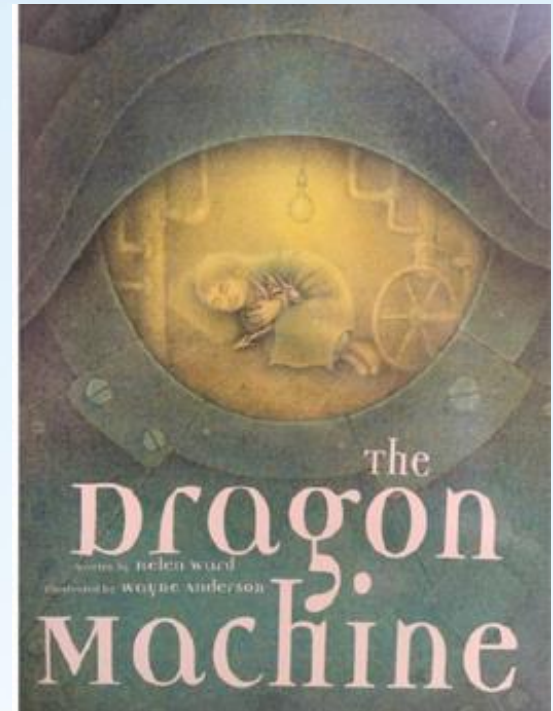


English



Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↪ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use subordination (because) and coordination (and) • Write expanded noun phrases to describe and specify • Use punctuation correctly – full stop, capital letters • Add suffixes to verbs where no change is needed to the root (Y1) 	<ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Use punctuation correctly - exclamation marks, question marks 	<ul style="list-style-type: none"> • Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end



Money

Knowledge Organiser

Key Vocabulary

pence

pound

coin

note

total

amount

change

difference

price

cost

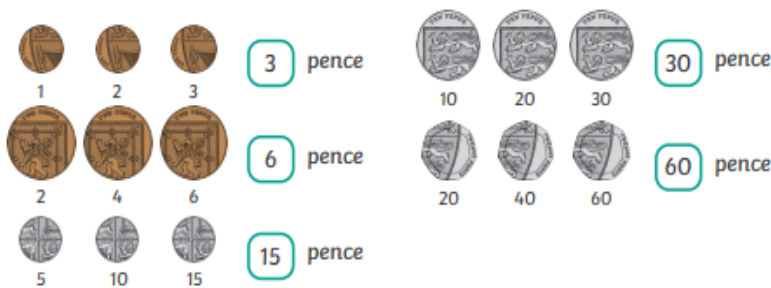
pay

owe

Pence



Count In Steps to Find Totals



Pounds



Count In Steps to Find Totals



Add Coins to Find the Total Value



Add Pounds to Find the Total Value



Compare the Total Values

= equal to
> greater than
< less than



Compare the Total Values



= equal to
> greater than
< less than

Count Pounds and Pence



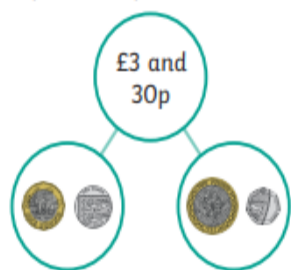
£10 and 50p altogether



£22 and 25p altogether

Money Calculations

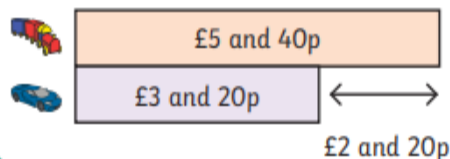
Complete the part-whole model.



Find the total value.

£1 and 25p		
£1	20p	5p

How much more does the train cost than the car?



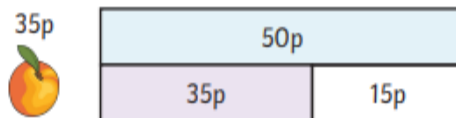
Find the Same Value

Find sets of coins worth £2.25.

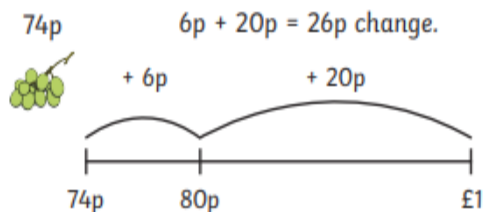


Give Change

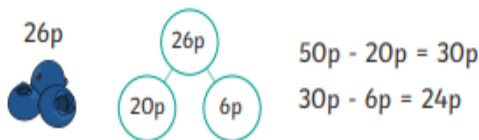
If we buy a peach with a 50p coin, how much change will we get?



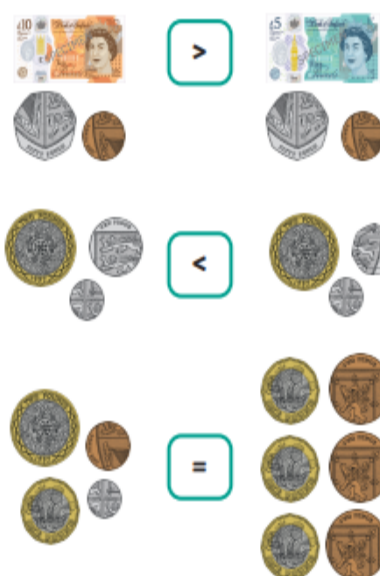
If we buy grapes with a £1 coin, how much change will we get?



If we buy blueberries with a 50p coin, how much change will we get?



Compare Pounds and Pence



Solve Two-Step Problems

I saved £2 and 50p and I earned £1. How much do I have?

£3.50	
£2 and 50p	£1

How much will I have left if I buy an apple for 30p?

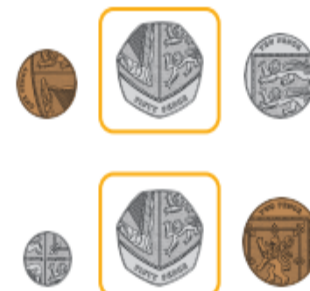
£3.50	
30p	£3 and 20p

£3 and 20p

One Pound

£1 = 100p

Find coins to make £1



Complete the bar model and number sentence.

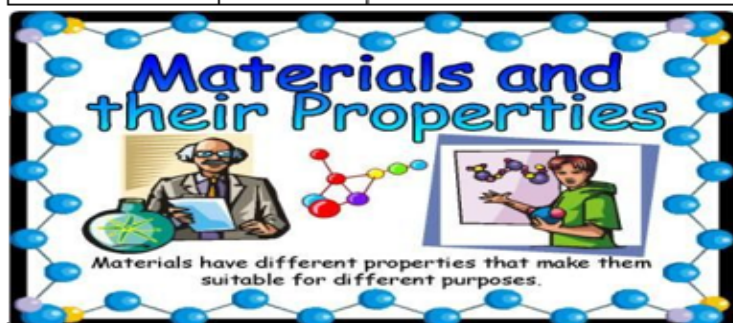
£1	
25p	75p

25p + 75p = £1



Key Vocabulary

material	anything that is used to make something else
property	the way in which a material is described
obstacle	something that blocks the way
construction	the process of building something
stretchy	something that can pull apart without breaking; elastic
elastic	something that can pull apart without breaking; stretchy
force	a pressure applied to something that makes it change shape or move
bend	to shape or force something into a curved shape



Challenge

Why are certain materials more successful at holding a greater weight?

Prior Learning – what we already know

Materials are what an object is made from. A thing that can be used is an object. Plastic, wood, metal, fabric, glass rock, and water are materials. If something is soft, it is easy to cut, fold or change the shape of. If something is hard it is not easily bent or broken. Stretchy materials can be pulled to make it longer or wider without breaking

What I will learn - new sticky knowledge...

1. What uses do materials have? (Identifying and classifying)

Materials are what objects are made from. Every material has its own unique properties and uses.

2. What materials are useful to build a bridge? (Investigating)

Common materials used for bridge construction include: concrete, steel and timber.

3. What materials are most stretchy? (Recording and reporting)

Some objects change after stretching while other objects return to their original form.

4. How can we change the shape of materials? (Investigating)

Materials can be changed by squashing, bending, twisting and stretching.

5. Who is Charles Mackintosh? (Conclusions)

Charles Macintosh invented waterproof fabrics.

6. How do we make roads? (Investigating)

John McAdam was a Scottish engineer who experimented with new materials to build roads.

Materials		
material		uses
wood		window frames, furniture, buildings, floors
metal		furniture, buildings, statues, pipes, jewellery
plastic		containers, toys, bags, pipes
brick		walls, floors
rock		roads, garden paths, floors, kitchen tops
paper		toilet roll, writing paper, newspaper, cardboard
glass		drinking glasses, windowpanes, television screens



**Key Vocabulary**

Nursing	The job of looking after people who are ill.
Healthcare	To stop people getting ill and to help if people get an injury.
Hospitals	A place where you go to receive treatment.
War	Fighting between places that continues for a long time.
Soldiers	A person who works in the army.
Herbal	Something made from using herbs or plants.
Racism	People are treated differently because of their race.
Injured	Damage to a part of someone's body.

Challenge

Who had the biggest impact, Mary Seacole or Florence Nightingale? Why?

Prior Learning – sticky Knowledge I have.

In EYFS, children have learnt about people who help us in our communities. Children may also have family members who work in the medical profession.

What I will learn – new sticky knowledge.**L1. Who was Florence Nightingale and when did she live? (Significance)**

Florence Nightingale was born in 1820 in England. She decided she wanted to become a nurse and travelled to Germany to train. A war broke out in Crimea and Florence was asked to lead a team of nurses at the army hospital in Scutari.

L2. Who was Mary Seacole and when did she live? (Significance)

Mary Seacole was born in Jamaica in 1805. Her mother was a Jamaican healer who used herbal remedies. Mary helped her mother and sometimes helped at the British Army Hospital. She travelled close to the battlefield and set up her own hospital to treat injured soldiers.

L3. How did Florence Nightingale improve conditions of hospitals? (Effect)

Whilst in Scutari, Florence and her team made sure the soldiers lived in clean and safe conditions which meant many more soldiers survived. She returned to the UK and her work led to big changes within army hospitals such as spending more money on clothing, food and equipment. The Nightingale Training School for Nurses was opened.

L4. Why do we remember Mary Seacole? (Significance)

During the Crimean war, Mary set up her own hospital near the fighting and treated wounded soldiers. She had to face racism due to her skin colour.

L5. How did their lives differ? (Change and development)

Florence was accepted quickly into the area of nursing but Mary was rejected due to her skin colour. Mary faced many money problems and did not have access to the same resources as Florence. Mary tended to use herbal remedies to help treat injured soldiers.

L6. What are hospitals like today? (Development)

Hospitals have made huge progress since Florence and Mary. More advanced resources, doctors/nurses may become an expert in one area, recognition of cleanliness, introduction



**Key Vocabulary**

Primary colours	Red, yellow and blue; the colours from which all other colours are mixed.
Secondary colours	Green, purple and orange; colours made by mixing primary colours.
mixing	Combining paint colours.
texture	A surface quality that is not flat.
collage	Arranging different materials together and sticking them to a surface.
detail	An isolated element within a work of art, particularly from a painting, sculpture or building.
overlap	When shapes are in front of other shapes.
surface	The painting area or drawing paper upon which one works to create an image.

Challenge

Could you push yourself out of your comfort zones when choosing a technique and try something you haven't done before. Evaluate whether a technique, e.g. sponging paint over the paper, looks as you expected.

Prior Learning – sticky Knowledge I have.

That the three primary colours are red, yellow and blue.
That the three secondary colours are green, orange and purple.
How to mix primary colours to make secondary colours.
How to make different shades of one secondary colour.

What I will learn – new sticky knowledge.**1. How can I develop my knowledge of colour mixing?**

Being able to name the primary and secondary colours. Children will be able to talk about the colour changes they notice and make predictions about what will happen when two colours mix.

2. How can texture can be created with paint?

Being able to describe the colours and textures they see. Children try out different tools to recreate a texture and decide which tool works best.

3. How can I use paint to explore texture and pattern?

Being able to identify different textures in a collaged artwork. Children can choose what paper to paint on and which tool to try to create a specific texture. They can apply their knowledge of colour mixing to match colours effectively.

4. How can I choose and arrange materials for effect to create a collage?

Being able to choose collage materials based on colour and texture. Children can talk about their ideas for an overall collage. They can try out different arrangements of materials, including overlapping shapes.

5. How can I evaluate and improve my artwork?

Being able to give likes and dislikes about their work and others. Children can describe their ideas for developing their collages and can choose materials and tools once they have tried them out.



**Key Vocabulary**

Unique	Different to others
Calm	Feeling peaceful and in control
Point of view	How different people see events
argument	Disagreeing with someone without being calm
Special people	People who we trust to keep us safe and happy

Key Questions

1. What makes us who we are?
2. Who are my special people?
3. How do we make others feel?
4. How can we help people who feel left out?
5. What are acts of kindness?
6. Who makes up my family?

Challenge

What idea could you take to our school council to ensure children do not feel left out at playtimes?

Prior Learning – sticky Knowledge I have.

1. There are similarities and differences between people. Our differences should be respected.
2. Bullying is quite rare. There is a difference between bullying, unkindness and teasing.
3. We have school rules to keep everyone happy and safe.
4. Words and actions can be fair or unfair, kind or unkind.
5. We all have special people with qualities that we feel are important, such as kindness.
6. Showing respect means caring for how a person feels and everyone has the right to feel respected.

What I will learn – new sticky knowledge.

1. Everyone is unique with their own physical features such as dark hair, hobbies, likes and dislikes and beliefs. Although we are unique we have things in common with other people and should respect everyone.
2. Special people include family, friends and people we spend time with in places like school, places of worship or other clubs. We feel safe and happy with our special people.
3. Our behaviour can affect others in a positive and negative way. We can react in a calm way when someone upsets us which can lead to a good outcome for everyone.
4. It feels good to be part of a group. We should include everyone as being left out hurts people and leaves them feeling lonely and upset.
5. An act of kindness is being kind to others. We can use kind words or actions. Being kind makes us and others feel good.
6. Our families are our special people and all families are different. Some people have siblings, others don't. Some children have step parents. Some children live with grandparents. Families are important and offer love and support.

**Is it Bullying?**

When someone says or does something unintentionally hurtful and they do it once.

That's RUDE



When someone says or does something intentionally hurtful and they do it once.

That's MEAN



When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset.

That's BULLYING



We are literacy champions



**Key Vocabulary**

kosher	Foods Jews are allowed to eat
Rabbi	Jewish teachers who help the community learn about God.
Sofer	Person who handwrites the Torah
impossible	Not able to happen
Synagogue	Jewish place of worship
tzadaka	Jew giving 10% of their income to charity

Key Questions

1. How did Judaism begin?
2. What are the Ten commandments?
3. How is the Torah used by Jews today?
4. Who are David and Goliath?
5. What rules are there about food in the Torah?
6. What does the Torah say about helping others?

Challenge

What do you think it is about the Torah that makes it so special for Jewish faith members?

Prior Learning – sticky Knowledge I have.**Y1 Believing – Which books are special to different religions?**

Many faiths share stories about animals that teach faith communities how to live and life lessons. Buddhists do not believe in God but follow the teachings of the Buddha. Buddhists believe they should show kindness to all living things. Allah teaches Muslims to respect and care for animals. The bible and the Torah contain the same story of Noah's Ark. Sikhism follows the teachings of different gurus.

What I will learn – new sticky knowledge.

1. The first Jew was a man named Abraham who believed in one God rather than worshipping several. Israel is the land God promised to Abraham. Jews go to the synagogue to worship and listen to a Rabbi.
2. The Ten Commandments were given to Moses by God and are rules God wanted Jews to live by. The Torah and the first part of the Bible are the same.
3. Torah means teaching in Hebrew. It is made up of lots of different types of writing, including stories.
4. Goliath was a giant killed by a small shepherd boy names David, showing with God nothing is impossible.
5. Jews can only eat kosher foods.
6. Jews believe that they should be kind and help others in their wider community.

Jews believe in one God. They also try to live by the **Ten Commandments**.

They include using God's name with respect, remembering **the Sabbath**, respecting your parents and not lying or stealing.



Jews believe God gave the **Ten Commandments** to Moses.

**Hebrew**

Hebrew is a special language for Jews. Jews believe God gave the **Ten Commandments** to Moses in **Hebrew**. The **Torah** is written in **Hebrew** and Jews learn to read it.





Key Vocabulary

algorithm	A clear set of instructions to carry out a task.
bug	An error or mistake in computer code.
Scratch Jr	A simple, block-based coding application, in which you can instruct Scratch the cat.
debug	To fix the error in code.
animation	Pictures or photographs in a sequence to give the illusion of movement.
icon	A small image which represents something or someone.
loop	A repeated sequence of instructions.
Sequence	A set order or pattern for something to follow.



Prior Learning – sticky Knowledge I have.

Coding is writing in a special language so that the computer understands what to do.
The character in ~~Scratch Jr~~ is controlled by the programming blocks.
A program can be written to create a musical instrument or tell a joke.
Loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.

What I will learn – new sticky knowledge.

Code blocks let you build algorithms.
Scratch Jr is an application for tablets.
Machine learning enables computers to make predictions.
Abstraction is the removing of unnecessary detail to help solve a problem.

Triggering blocks:



Motion blocks:



Looks blocks:



Sound blocks:



Control blocks:



A Scratch Jr algorithm with a loop:



Challenge

Why do you think the blocks are different colours?