



## Maths

- Addition and subtraction
- Measurement—money
- Multiplication and division

## Computing

- E-safety
- Questioning. Children will be learning to phrase a question to retrieve information from data.
- Effective searching. Children will learn to develop an understanding of what the Internet is. It will also give them the basic tools to help them search for information more effectively.

## RE

Who is a Muslim and what do they believe?

## PE

Outdoor – games

Indoor - Gymnastics- positions of stillness, jumps and rolls.

## Music

Develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer.

## Starting point

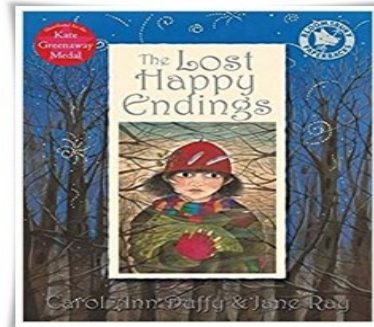
**A visit to London Eye.**

**Looking at structures around the Southbank focusing on bridges.**

## Text

**The Lost and Happy Endings by Carol Ann Duffy**

**Year 2 Spring 1**



## English

Develop inference skills and talk about how a character is feeling and behaving and the consequences for this. Write monologues and their own stories based on what they have read and making links to other stories.

## Science

Children will learn about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.

## DT

Children will learn about structures and explore different techniques for creating joins. The children will use this knowledge to build their own bridges.

## Metacognition

Children will learn skills to help them with self motivation and strategies to help them with learning.


## RSHE

Knowing and understanding our dreams and goals.

## Ways in which you can support your child at home...

Below is a list of activities that your child can complete to help support their learning.

Children can practise their 2,3,5,10 times tables using the games on top marks. It is important they can count forwards and backwards.



Practise 2, 3, 5,10, times table games on,

<https://www.topmarks.co.uk/maths-games/hit-the-button>

This term we are exploring fairy tales. There are some lovely tales on Storynory that the children can listen too.



<https://www.storynory.com/>

### Reading

Fairy stories have been around for years and there are a lot of different versions. Read lots of different types of fairy stories and talk about the characters and how they behave. Remember to listen to your child read every night for at least 15 minutes and write a comment in their reading record to show this. It is expected that children read six times a week. Your child will also greatly benefit from you reading a story to them

### Bridges

In DT we will be building our own bridges. When you are out and about look at the different styles of bridges the children can see. What makes them strong? What are they made from? If the children would like to they can bring in photographs.

# Spring 1

This half term, the children are working towards achieving the target indicated below. The ultimate aim is for your child to be able to recall these facts **instantly**.

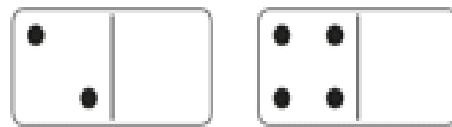
To know doubles to  $10+10$  and halves of even numbers to 20.  
To find near doubles.

## Vocabulary

doubles  
halves  
near doubles  
even odd

## Helpful hints:

- Create regular opportunities for rapid fire questions where an instant answer is required.
- Use resources you have at home like dice, dominoes and counters to practise doubling and model halving using the sharing model, e.g. 'One for you, one for me, one for you, one for me. How many do we have each?'

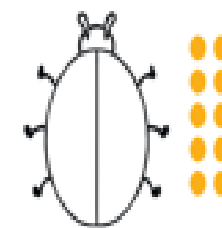


Double 2 is \_\_\_\_\_ Double 4 is \_\_\_\_\_

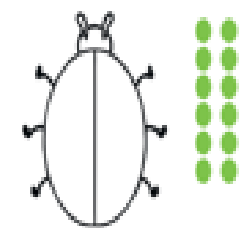
$$\begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} 2+3= \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} 3+4= \underline{\hspace{2cm}}$$

Once children are confident recalling doubles to  $10 + 10$ , they can begin to find near doubles. For example, for  $8+9$ , I could say 'I know double 8 is 16 and one more is 17'. I didn't count on my fingers, I used my known facts.



Half of 10 is \_\_\_\_\_



Half of 12 is \_\_\_\_\_