

What's happening in Year Two?

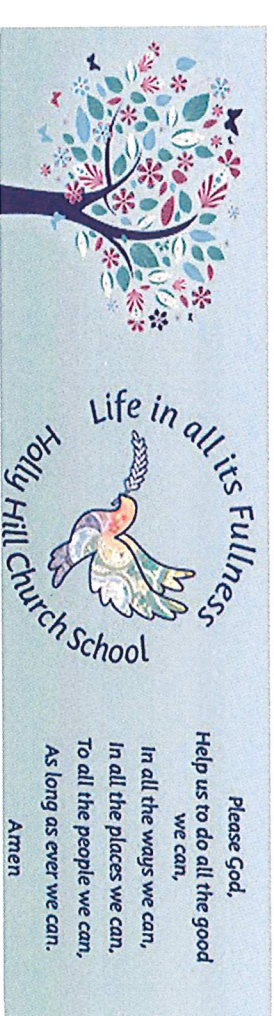
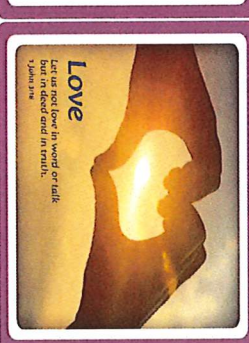
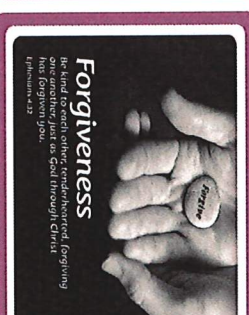
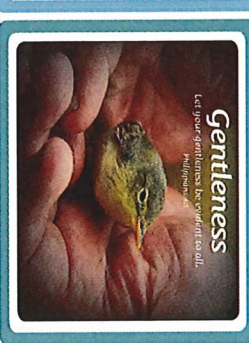
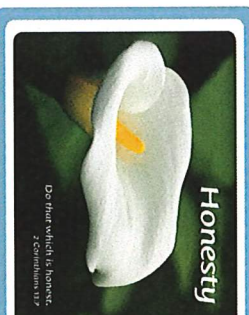
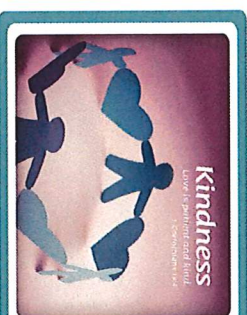
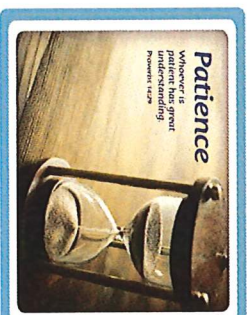
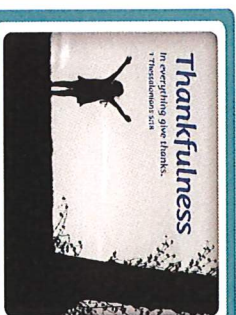
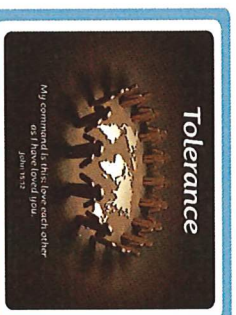


Spring Term

Our vision: 'Life in All its Fullness' (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community.

Children are encouraged to develop strong aspirations *educationally, socially, morally* and *spiritually* with a desire to make a positive difference in the world.

Our Values



Life in Year Two...

The Year Two Team

- Mrs Jones—Key Stage 1 Leader
- Mrs Bayliss —Beech Class Teacher
- Miss Wyatt – Beech Class Teaching Assistant
- Miss Sangha — Evergreen Class Teacher
- Mrs Purchase —Evergreen Class Teaching Assistant
- Miss Hobbs —Evergreen Class Teaching Assistant

PE

In Year Two, PE is on **Wednesdays**.

We aim to teach lessons outside (weather permitting).

As the weather is often cold, you may wish to send in a pair of joggers for your child to wear for PE.

Please ensure that your child's PE kit is in school **every**

Homework

In addition to **daily** reading, your child will be given a set of spellings words to learn each week. These will be tested in class.

After School Clubs

Due to current COVID restrictions, we hope to begin After School Clubs later in the year. We will review this regularly and will provide more details about the clubs on offer and how the children can join them nearer the time.

Reading

At Holly Hill, we are working hard to instil a love of reading in all our children.

Reading promotes achievement in all subjects, not just English. Children who are good readers tend to achieve better across the curriculum.

As a school we would like you, as parents, to support this reading journey and take time each day to read with your child.

Why is reading so important?

Reading improves concentration. Children have to focus on the story when they are reading. If they read often, they will develop the skills to focus on longer activities.

Reading teaches children about the world around them. Through reading a variety of books children learn about people, places, and events outside of their own experience.

Reading improves vocabulary and language skills. Children learn new words as they read. They learn how to use words and other language features effectively in their writing and speaking.

Reading improves writing. As children read, they learn more about sentence structure, grammar and punctuation. They can use the new vocabulary that they learn in their own writing to make it more interesting and sophisticated.

Reading improves life chances and increases opportunities. It has been proven children who can read well go on to achieve higher GCSE results and continue to study at college and/ or university more often.

Ways you can support and help improve your child's reading:

- ☐ All children need to read for at least 10-15 minutes every day. You can read other books that you may have at home, or from the library, in addition to school reading books.
- ☐ Ask your child to read aloud to you, ask them questions about the text and use a dictionary to look up any words they don't understand.
- ☐ Speak to your child about the book they are reading and ask questions to check their understanding.
- ☐ Encourage your child to re-read their school reading book several times during the week. This allows them to become more fluent as they begin to recognise more words as soon as they see them.
- ☐ Model reading aloud to your child so they can hear fluent reading with lots of expression.
- ☐ Ensure that your child's book is returned to school so it can be changed regularly.

Learning in Year Two

Our Curriculum—Spring One

In English, the children will continue to develop their writing skills across a range of genres including narrative, descriptions and non-chronological reports. They will be learning Year Two Spelling Rules and applying these in their writing.

In Maths, we will consolidating our work on money. Then the children will be working on calculations and will focus primarily on multiplication and division. Children need to learn the 2, 5 and 10 times tables in Year Two. Please help your child to learn these times tables at home. Following this, we will be learning about fractions.

In our topic, 'Courageous Advocates', the children will be learning about the Dalai Lama and how he has inspired others to make a positive difference. They will also be learning about different regions and habitats and consider how these are at risk of being damaged or destroyed.

Please see the Knowledge Organisers for the individual subjects that follow which include the 'Big Questions' the children will be exploring and vocabulary that they will be using.

Holly Hill's Christian values will continue to be at

the heart of everything we do. This half term the

children will be learning about love, joy, tolerance,

forgiveness, thankfulness and respect.

What do I already know?

I can explore the art from different artists.

I understand what form means.

Kenojuak Ashevak

Year Two, Spring Term

Art

Our Big Questions:

How is art created in different parts of the world?



Key Vocabulary :

Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, colour, mood, size, brush, bold, vibrant, abstract, repeat, symmetry, reflect, mirror, material.

During this journey we will learn:

- * To share my own thoughts about different pieces of art.
- * To create symmetry in art.
- * To use different mediums within my work.
- * I can design my own piece of art.
- * I can share my own thought about my work.



E-Safety

What do I already know?
 I can follow simple instructions.
 I can create my own instructions.
 I can program a toy.

Year Two, Spring Term

Computing

Our Big Questions:

How can we use computers safely?



Key Vocabulary :
 Internet, safety, log on, log off, program, save, search, engine, SMART, instructions, report, private, secure, leaflet, website.

During this journey we will learn:

- * To log on and off a computer safely.
- * To use the internet to find out new things.
- * To spot when something might not be safe on the internet.
- * To discuss the importance of being kind online.
- * To create a leaflet sharing why it is important to be safe online.



Textiles

What do I already know?
 I can recognise healthy and unhealthy foods.
 I can collect data recognising my peers favourite food.
 I can sort different foods into food groups.

Year Two, Spring Term

DT

Our Big Questions:

How can we work with textiles effectively?



Key Vocabulary :
 Functions, product, develop, evaluate, make, pattern, design, material, fabric, sew, stitch, join, build, tool, construct, textile, cotton, cut,

During this journey we will learn:

- * To use technology to research existing products.
- * To practise sewing techniques.
- * To design a functional product.
- * To use known techniques to create a product.
- * To share my thoughts about my work.



What do I already know?

- I can make simple observations about different people.
- I can describe why people in the past acted as they did.
- I can describe events beyond living memory.
- I can talk about the lives of significant people.

Courageous Advocates

Year Two, Spring Term
History and Geography

Our Big Questions:

How can one person make a difference?
What is happening to the polar ice caps?

Dalai Lama



Key Vocabulary :

Dalai Lama, Tibet, India, support, live, difference, Buddhism, Buddha, significant, Frankie, Birmingham, compare, animals, UK, water, pollution, harm, hurt, safe, clean, rubbish, litter, causes, help, support, change.

During this journey we will learn:

- * To talk about people from the past.
- * To compare two places.
- * To share known facts.
- * To recognise the north and south pole.
- * To share my own thoughts and ideas.

What do I already know?

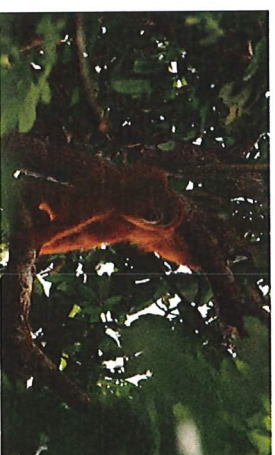
- I can share my own thoughts about music.
- I can play use my voice expressively.
- I can perform to an audience.
- I can evaluate my work.

The Rainforest

Year Two, Spring Term
Music

Our Big Questions:

How does music make us feel?
How can we create our own music?



Key Vocabulary :

Timbre, pitch, texture, music, instrument, tuned, untuned, triangle, xylophone, bell, drum, tambourine, light, soft, hard, loud, quiet, character,

During this journey we will learn:

- * To share my own thoughts about pieces of music.
- * To explore tuned and untuned instruments.*
- * To create my own music using instruments.*
- * To make changes to my ideas.
- * To perform to an audience.*
- * To evaluate my work.



**Latest COVID advice will be followed at the time of teaching*

What do I know already?

- I can follow simple instructions.
- I can listen carefully to my friends.
- I can perform a simple dance.

Obstacle

Year Two, Spring Term
Physical Education

Our Big Questions:

How can I gain greater control of myself and equipment?

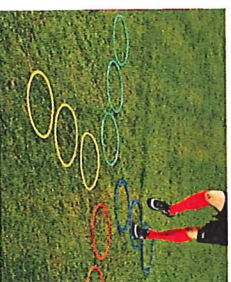
Key Vocabulary :

Travel, stillness, direction, space, beginning, middle, end, feelings, body, parts, levels, directions, pathways, speed, rhythm, push, take off, landing, evaluate, improve, fast, slow, safely, step,



During this journey we will learn:

- * To balance using different body parts.
- * To complete a simple obstacle course.
- * To design my own obstacle course.
- * To use clear instructions within my work.



What do we already know?

- I can know that the choices I make can hurt or help others.
- I know all families and places are different.
- I can reflect on the choices I make.

Too Much Selfie isn't Healthy!

Year Two, Spring Term
PSHE

Our Big Questions:

How can we help others?

How can we show love to everyone?

Key Vocabulary :

Love, different, others, help, appreciation, team, solve, challenges, rules, online, selfie, important, safety, together, family, friends, kindness, people, community.



During this journey we will learn:

- * To recognise ways to show love to others.
- * To be more aware of the surroundings and people around us.
- * To look for opportunities to be kind to others.
- * To discuss the people who work in our community.
- * To know that there are ways we are the same and ways that we are different.

What do I already know?

I can describe why Christians follow Jesus.

I can say how Jesus influenced others.

I can describe the Christmas story.

Why did Jesus tell parables?

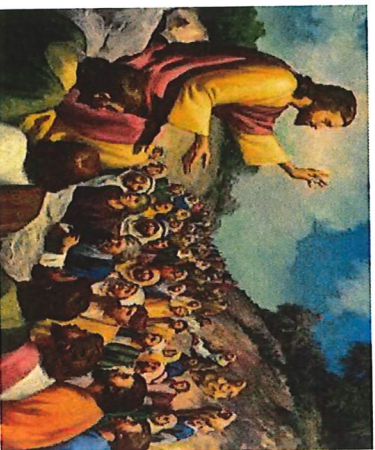
RE Year Two, Spring Term

Our Big Questions:

What is your favourite story?

What stories did Jesus tell?

Why did he tell them?



Key Vocabulary :

Jesus, parable, meaning, truth, prodigal son, shepherd, God, love, forgiveness.

During this journey we will learn:

- * To understand that stories can teach people things.
- * To understand what parables are and that Jesus used them to teach people things.
- * To discuss the meanings of different parables.
- * To retell a parable.

What do I already know?

I can describe why Christians follow Jesus.

I can say how Jesus influenced others.

I can describe the Christmas story.

I can retell some of Jesus's parables.

Why is the Bible an important book?

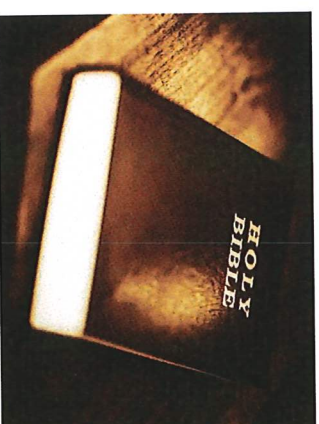
RE, Year Two, Spring Term

Our Big Questions:

Why are books important?

What is in the Bible beside stories?

Why are these different types of writing important?



Key Vocabulary :

Bible, 'living world', Old Testament, Christians, chapter, verse, passage, stories, letters, poems, rules, Psalm.

During this journey we will learn:

- * To recognise that there are different types of books.
- * To understand that different books have different purposes.
- * To understand that the Bible is made up of different sections.
- * To recognise that there are different types of writing within the Bible.
- * To learn more about different parts of the Bible and to think about each purpose.
- * To understand why the Bible is an important book for Christians.

What do I already know?

- I can name the different parts of my body.
- I can recognise how to keep my teeth and body clean.
- I can say why exercise is important.
- I can describe what happens to animals and humans as they grow.

Animals

Year Two, Spring Term

Science

Our Big Questions:

Which animals live in cold climates?

How are they suited to their environment?



Key Vocabulary :

Adapt, environments, food, food chain, habitat, carnivore, omnivore, herbivore, sort, criteria, living, nutrition, dead, never, alive, producer, consumer, predator, prey, arctic, cold, adapted

During this journey we will learn:

- * To explain different life processes.
- * To describe different animal habitats.
- * To recognise and describe animals that live in a cold climate.
- * To describe how animals have adapted to living in different conditions.

To learn, your child
needs to be in school
and on time.



Value your child's
education and enable
them to be
the best that they can be.