



## Towers, Tunnels and Turrets

See the castle ahead? Get ready to invade its mighty walls. Shoot a projectile with an archer's aim. Head across the drawbridge, over the moat and up to the top of the tower. Meet Rapunzel who lives in a tall, tall tower. Let's build a brand new one. Whose is the tallest? Can you measure it? Then dig deep, deep down, making burrows and tunnels, just like the animals who live underground. What's that sound? I hear little hooves going trip, trap, trip, trap, over the rickety bridge. Watch out for the angry troll underneath. He likes to gobble up little girls and boys. Make sure your bridge is sturdy enough to take our weight and get us safely to the other side. And finally, meet three little pigs who need your help to build a strong fortress. Inside its strong walls, they'll be safe from the big, bad wolf. No huffing and puffing will blow your fortress down.

Dear Parents and Carers,

Welcome to Spring Term 1 in Year 2. Our topic this half term is Towers, Tunnels and Turrets. Please see below for how this links to different areas of the curriculum.

Kind regards,

Mrs Whyatt, Mrs Savva and Mrs Fraser

Science	Maths	English - writing
<p>Materials:</p> <ul style="list-style-type: none"> <li>Uses of everyday materials.</li> </ul> <p>Living things and their habitats:</p> <ul style="list-style-type: none"> <li>To identify &amp; name a variety of plants &amp; animals in their habitats, to find out what animals eat to survive in their habitats</li> </ul> <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>To ask simple questions &amp; recognise that they can be answered in different ways</li> <li>To observe closely, using simple equipment</li> <li>To perform simple tests</li> <li>To identify &amp; classify</li> <li>To use their observations &amp; ideas to suggest answers to questions</li> <li>To gather &amp; record data to help in answering questions</li> </ul>	<p>Money:</p> <ul style="list-style-type: none"> <li>I can recognise and use symbols for £ and p and combine amounts to make a particular value.</li> <li>I can find different combinations of coins that equal the same amount of money.</li> <li>I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.</li> </ul> <p>Multiplication and Division:</p> <ul style="list-style-type: none"> <li>I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.</li> <li>I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.</li> <li>I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</li> <li>I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul>	<p>Narratives:</p> <ul style="list-style-type: none"> <li>Write for a range of purposes with increasing stamina and positivity</li> <li>Write narratives about their own experiences, real events and those of fictional characters</li> <li>Write down or say aloud what they want to write about before beginning, including ideas and new vocabulary</li> <li>Write longer sequences of sentences for a range of types of writing, including fiction and formal letters</li> <li>Reread what they have written to check it makes sense, including that verbs are written correctly and consistently,</li> </ul>

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			then evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. Proof-read to check for errors in spelling, grammar and vocabulary
<u>PSHE</u>	<u>RE</u>	<u>Computing</u>	<u>PE</u>
<p>Being safe with others</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• Safe and unsafe situations, in real life and online.</li> <li>• Rules to help us stay safe.</li> <li>• The difference between good and bad secrets.</li> </ul>	<p><b><u>Galilee to Jerusalem</u></b></p> <p>This term the children will build on their Year One understanding of who Jesus is and explore how his parables and miracles reveal the nature of God. They will learn how parables convey deeper truths about God and revisit key themes such as God's call to humanity, seen in the story of Noah, and the significance of Baptism in welcoming people into the Christian family. The children will study Jesus' baptism, reflect on prayer as a way for Christians to turn back to God, and consider the symbolic meaning of water as a sign of cleansing and new life.</p> <p>During this unit we will cover the following:</p> <ul style="list-style-type: none"> <li>- To retell, in any form, the story of John the Baptist and the baptism of Jesus.</li> <li>- To begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.</li> <li>- Temptations in the Wilderness</li> <li>- To learn about Jesus and His Apostles</li> <li>- To begin to recognise that the miracles of Jesus are signs that he is the Son of God, for example the story of the Cure of the Paralysed Man</li> <li>- God's Love</li> <li>- To correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important</li> </ul>	<p>We will be learning about:</p> <ul style="list-style-type: none"> <li>• Computer programming – algorithms.</li> <li>• Different types of software (such as Microsoft Word) and identifying their purposes.</li> <li>• E-safety</li> <li>• Devices - online and offline</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Locomotion- Jumping:</li> <li>• The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps.</li> <li>• Pupils will continue to develop their ability to apply jumping in games.</li> <li>• Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.</li> </ul>

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<u>History</u>	<u>Geography</u>	<u>Art &amp; Design</u>	<u>Design &amp; Technology</u>
<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Describe the everyday lives of people in a period within or beyond living memory.</li> <li>Sequence significant information in chronological order.</li> <li>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Draw or read a range of simple maps that use symbols and a key.</li> <li>Use geographical vocabulary to describe how and why people use a range of human features.</li> <li>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Sculpt using natural resources in Forest School</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>Choose appropriate components and materials and suggest ways of manipulating them to achieve a desired effect.</li> <li>Explore how a structure can be made stronger, stiffer and more stable.</li> <li>Explain how closely their finished products meet their design criteria and say what they could do better in the future.</li> <li>Explain why a designer or inventor is important.</li> </ul>
<u>French</u>	<u>Music</u>		
<p>TOPIC: Les Animaux (Animals)</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To name and recognise up to 10 animals in French.</li> <li>To spell some of these nouns.</li> <li>To make a sentence and pretend that they are a particular animal using the 1st person singular of the verb être (je suis = I am).</li> </ul> <p>-That nouns in French can have different articles based on their gender (masculine and feminine nouns).</p> <p>- To sing a song about animals.</p> <p>-The sounds <i>CH</i> e.g in cheval, <i>OU</i> e.g in souris &amp; mouton,</p>	<p><b>Creepy Castle</b></p> <p>Timbre, tempo, dynamics, graphic scores.</p> <p>This unit is based around a haunting song, with a spooky atmosphere. It's the ideal stimulus for creating scary sounds and creepy compositions. The children will make simple graphic scores.</p>		



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<i>ON</i> e.g in cochon & mouton.			
<i>OI</i> e.g in oiseau.			
<u>Trips/Curriculum Days</u>	<u>PE Days</u>	<u>Ideas for home</u>	
<ul style="list-style-type: none"><li>Tower of London</li></ul>	Monday and Thursday	You could: <ul style="list-style-type: none"><li>Visit a local castle</li></ul> High Quality Text examples to support reading: <ul style="list-style-type: none"><li>Rapunzel</li><li>The Tunnel</li></ul>	