

Year 2 Newsletter

Curriculum
information

Our topic in Term 5 is

Marvellous Monarchs



This term, we will be learning all about **Marvellous Monarchs**. During our topic lessons, we will focus on both history and geography. We will cover a variety of topics, such as key British Monarchs, family trees and the Coronation. We will also be holding a Royal Day in school where the children will be able to dress up.

In our **English** lessons we will be using a variety of texts related to Marvellous Monarchs including, Paddington Bear goes to the Palace and The King who banned the dark. We will be applying our writing skills in a range of formats such as narratives, persuasive letters and a recount.

In **Maths** we will be continuing to learn measuring, mass and volume. We will also be focusing on the four operations: addition, subtraction, division and multiplication.

In **Art and Design** we will be designing and making doll-sized robes fit for a King or Queen.

In **Science** we will be learning about **feeding and exercise** and we will focus on a variety of food chains.

In **PSHE** we will be learning all about kindness. This term we will have our **SRE** lessons which will teach us the difference between males and females.

In **PE** the children will be taking part in athletics and cricket. We will also be getting ready for sports day.

As always, thank you for your ongoing support and if you have any queries or questions please don't hesitate to speak to a member of the Year 2 team.

Reading books

Each week, your child is listened to reading their reading books as well as Guided Reading and reading in different situations. Reading is a tricky skill to master and your child will benefit from **reading with you at home as much as possible to build confidence and fluency.**

Thank you!



2F Class Teacher: Miss Font

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Teaching Assistant: Mrs Day

2B Class Teachers: Mrs Homewood

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Teaching Assistants: Miss Huxter and Mrs Turner

P.E

Both classes will have P.E. on **Monday**.

Please could your child wear their PE kit to school on this day.

This should include a white top/polo shirt and red shorts or black/grey jogging bottoms. Please ensure your child has sensible footwear.

Please also remove earrings on a Thursday- this is an important health and safety issue.

Even in the cold weather we will still try to go outside each week so please provide suitable kit.



How can you help at home?

- Read with your child 3 times a week. This does not have to be a school book.
- Practise the 2s, 3s, 5s and 10 times tables.
- Practise reading and writing the Year 1 and 2 common exception words.

Key Dates:

Sports Day- Thursday 23rd May

Please note if the weather is poor, we will have to rearrange another date

Throughout the month of May, the children will be taking part in some challenges to help us in supporting their progression.

Water bottles

Please could you ensure that your child brings a **named** drink bottle to school each day, to have in the classroom. **This should contain water only, no juice or squash please.**



Clothing

Please make sure all items of your child's clothing has their name on it. It makes it much easier to reunite children with lost clothes. This includes their PE kit.

Thank you



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Year 2 Times Tables

$$1 \times 5 = 5$$

$$2 \times 5 = 10$$

$$3 \times 5 = 15$$

$$4 \times 5 = 20$$

$$5 \times 5 = 25$$

$$6 \times 5 = 30$$

$$7 \times 5 = 35$$

$$8 \times 5 = 40$$

$$9 \times 5 = 45$$

$$10 \times 5 = 50$$

$$11 \times 5 = 55$$

$$12 \times 5 = 60$$

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

$$11 \times 2 = 22$$

$$12 \times 2 = 24$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

$$11 \times 10 = 110$$

$$12 \times 10 = 120$$

$$1 \times 3 = 3$$

$$2 \times 3 = 6$$

$$3 \times 3 = 9$$

$$4 \times 3 = 12$$

$$5 \times 3 = 15$$

$$6 \times 3 = 18$$

$$7 \times 3 = 21$$

$$8 \times 3 = 24$$

$$9 \times 3 = 27$$

$$10 \times 3 = 30$$

$$11 \times 3 = 33$$

$$12 \times 3 = 36$$



Year 2 Term 5

Design Technology

What I should already know:

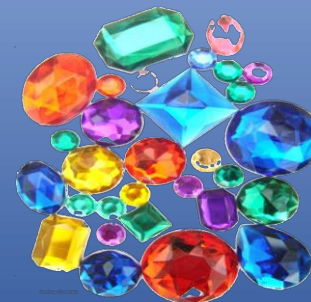
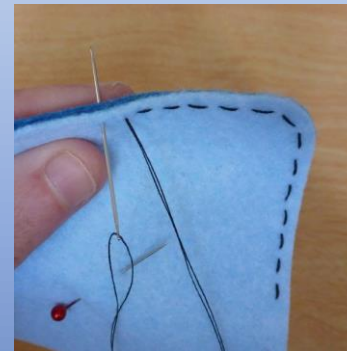
- State what products they are designing and making.
- Generate ideas by drawing on their own experiences.
- Can follow a plan of instructions.
- To use simple running stitch.

What I will learn:

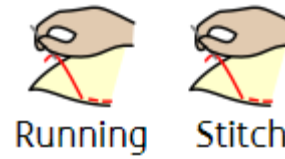
- To say whether their products are for themselves or other users.
- To describe what their products are for. E.g. a fabric robe for a doll.
- Develop and communicate ideas by talking and drawing.
- Plan by suggesting what to do next.
- Use a range of materials and components. Felt, chiffon and buttons.
- To measure, mark out, cut and shape materials and components.
- To use templates to create my item.

Key Fact

Kings and Queens wear robes as part of their Coronation!



Key Vocabulary



Running



Stitch

A simple needlework stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.



Robe

Kings and Queens wear the robe at the moment of crowning, The Robe Royal takes on a priestly role: one of the divine nature of kingship.

Designing

- Generate initial ideas and simple design criteria through talking.
- Develop and communicate ideas through drawings and mock-ups.

Making

- Select from and use a range of tools, textiles and equipment.
- Use a template to create the shape and pattern.

Evaluating

- Explore and evaluate the final product.
- Evaluate ideas throughout and products against original criteria.



Year 2 Term 5

R.E. - Islam

Who is a Muslim and what do they believe?

What I should already know:

- Pupils can talk about who people are from other religions.
- Pupils can talk about the fact that other people believe in God.
- Pupils can recognise that some people remember God in different ways.
- Pupils can use religious vocabulary when talking about other faiths.

What I will learn:

- Who is a Muslim?
- Who was the Prophet Muhammad, and why is he important to Muslims?
- What stories of the Prophet do Muslims love to tell?
- What makes a place or object special to us? And to Muslims?
- What is a Mosque, and what happens in a Mosque?



Key Vocabulary



prophets

A person regarded as an inspired teacher or proclaimer of the will of God.



pillar

The Five Pillars are the core beliefs and practices of Islam.



community

A group of people living in the same place or having a particular characteristic in common.



mosque

A Muslim place of worship.



Quran

The Islamic sacred book, believed to be the word of God.



Science

Feeding and Exercise

What I should already know:

- What a habitat is and name different types of habitats
- I know different types of plants and I am able to label plants.
- What living and dead means
- Identify different types of food

What I will learn:

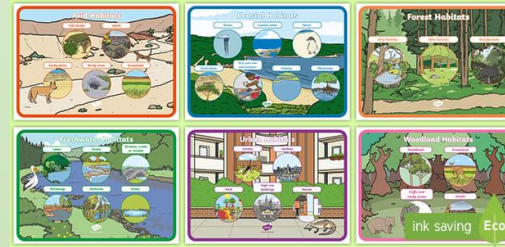
- To explore and compare the differences between things that are living, dead, and things that have never been alive
- To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- To identify and name a variety of plants and animals in their habitats, including microhabitats
- To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Key Facts






Humans need food, water and air to survive.

People who don't eat meat are called vegetarians.

Humans need to eat a variety of different foods to have a healthy, balanced diet.



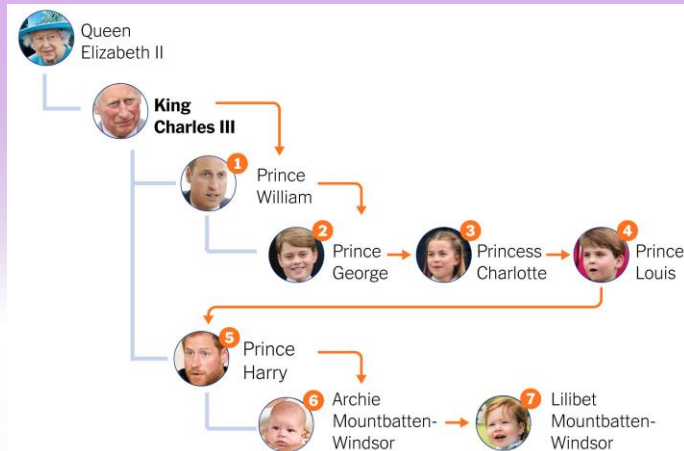
Key Vocabulary

 living	Something that is alive
 habitat	the natural home or environment of an animal or plant
 never-alive	An organism that has never and will never, be able to carry out the life processes.
 micro-habitat	A microhabitat is a small area which differs somehow from the surrounding habitat.
 dead	An organism that used to perform life processes like breathing, but now doesn't.

DID YOU KNOW?

- Kings and Queens have 2 birthdays
- The Royal family are not allowed to sign autographs
- Queen Elizabeth II was the longest reigning British Monarch
- The King doesn't need a passport to travel abroad
- If a man marries a Queen, he doesn't automatically become King.
- King Charles III is a qualified pilot and diver.
- King Charles III can speak Welsh.

YEAR 2 TERM 4 MARVELLOUS MONARCHS



WHAT I SHOULD ALREADY KNOW

- I can put up to three objects in chronological order (recent history).
- use words and phrases like: old, new and a long time ago.
- I am able to talk about things that happened when I was little.
- Children know that some objects belonged to the past.
- I appreciate that some famous people have helped our lives be better today.
- I recognise that we celebrate certain events
- I can begin to understand that we have a King or Queen who rules us and that Britain has had a king or queen for many years .

WHAT I WILL LEARN

- I will order monarchs chronologically
- I will compare the success of monarchs
- I will look at links within The Royal family tree
- I will look at the history of the coronation and comparisons between the monarchs
- I will discuss differences between my life time and the past.

KEY VOCABULARY



A sovereign head of state, especially a king, queen, or emperor.



The chief bishop responsible for a large district.



The female ruler of an independent state.



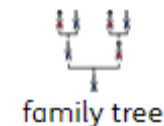
The male ruler of an independent state.



Hold royal office; rule as monarch



Circular ornamental headdress worn by a monarch as a symbol of authority



A diagram showing the relationship between people in several generations of a family.