

Autumn Term - Year 2 - 2023

As language specialists we will: be focusing on 4 books to support our writing. The Gigantic Turnip by Aleksei Tolstoy (author) and Niamh Sharkey (illustrator)- we will plan and write our own creative story using a similar format.

Lost and Found by Oliver Jeffers – we will design and make a poster to advertise a lost pet and write a recount of the story.

Who Was Charles Darwin? by Deborah Hopkinson – we will write Gerald Durrell's biography based on this format.

Santa Post by Emma Yarlett – we will write a letter to Santa and give clues as to what we would like to receive as a present.

Reading will take place through daily RWI sessions and within the class where we will share texts and reading comprehension activities. RWI groups will take home spellings linked to their RWI speed sounds. Once the children have left the RWI scheme they will be reading and taking home levelled books and learning RWI Year 2 spellings. In school we will also be learning to spell the Year 2 common exception words (words that do not match up to the common spelling rule, so are the exception to the rule, for example door, which you would expect to be spelt dor). We will continue to use Letter Join to support our handwriting.

As Historians we will:

find out about Gerald Durrell as a person of local historical importance.

We will research his life and discuss why he decided to open Durrell Wildlife Conservation Trust and the Durrell Wildlife Park in Jersey in 1959.

We will compare his aims to other places that kept animals such as zoos.

We will look at different sources such as photographs and newspaper reports to see how historians have gathered information about the past and visit his life story exhibition at Durrell Zoo.

As Scientists we will:

explore and compare the differences between things that are living, dead, and things that have never been alive.

We will identify and name a variety of plants and animals in their habitats, including micro-habitats.

We will 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.

We will 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.

Trips/ Visitors / Events

We will visit **Durrell Zoo** to observe how they provide the habitats that are appropriate for each animal and hopefully have a classroom session which will teach us about food chains. We will be having a Design technology week where our learning focus will be to design and make a model for an animal habitat. **Please start collecting strong shoeboxes and other containers such as yogurt pots, kitchen paper tubes, cotton reels and bits of card/fabric/ribbons for this project.**

Homework

Please refer to the Year 2 information and homework letter.

Please note that homework will be introduced over the next few weeks, starting with spelling and handwriting homework on Monday 10th September 2023.



As Geographers we will:

find out where Jersey, the UK, the Equator and the Poles are on a world map/globe.

We will identify and locate the seven continents and five oceans.

We will locate some of the countries that have connections to Durrell Zoo and compare Jersey to Madagascar and identify their different land features and climates.

As Mathematicians we will: use the Maths No Problem Scheme and Fluent in Five (regular mental maths opportunities).

We will explore place value by counting to 100 in ones and tens. We will compare numbers using our place-value knowledge and explore numbers to find patterns within 100.

We will use number bond diagrams and the standard column method to add and subtract.

We will investigate the multiplication of 2, 5 and 10 and learn to understand what multiplication means and what it looks like. We will look for patterns and learn about the commutative law.

We will look at different ways of sharing, including sharing and grouping, before learning to divide by 2, 5 and 10. We will investigate links between multiplication and division and odd and even numbers.

We will develop a better understanding of how to measure length using metres and centimetres in real-life contexts.

Across the curriculum

As Physical Educationalists we will: develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. We will develop our teamwork skills through communication and problem solving. We will improve our well-being by building strength, flexibility, co-ordination and balance using yoga. In dance we will explore space and use counts of 8 consistently to keep in time with the music and a partner. **As**

Theologians we will: explore what Christians believe God is like and what it means to be a Jewish person, including how they live. **As Musicians we will:** be exploring rhythm using instruments and our voices and we will participate in weekly singing sessions. **As Artists we will:** learn about the life of Henri Rousseau and use similar skills and techniques to create our own works of art. **As Computer Digital Leaders we will:** use our I-Pads to support learning across the curriculum. We will begin to use a keyboard to type. **As Design Technologists we will:** We will design, make and evaluate a model for an animal habitat. **As members of our community, we will:** be exploring our feelings and developing our wellbeing, including our relationships with family and friend using the following children's rights:

As members of our community, we will: be exploring our feelings and developing our wellbeing, including our relationships with family and friend using the following children's rights:

Article 9- I have the right to live with a family who cares for me.

Article 30- I have a right to speak my own language and to follow my family's way of life.

Article 31- I have the right to rest and leisure and engage in play.

Article 15: I have the right to meet with friends and join groups.