

In English the children will be:

Writing:

Key texts: The Island by Armin Greder and The Lost Happy Endings by Carol Ann Duffy and Jane Ray

Outcomes: Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation. Poem, newspaper report, an extended response to a text.

Main outcome: Narrative sequel from a different character's perspective. Prequel-alternative perspective. In the Island, children begin by being given a range of scenario cards that they are asked to rank from 'least' to 'most' welcoming. They will then explore the nuances in the language used by Armin Greder as they share the text, *The Island*. Themes of prejudice and hostility are explored as well as delving into the mindset of the island's inhabitants. Children will infer different character's feelings, exploring the character of the fisherman in particular through the technique of teacher in role before receiving a letter asking for advice and writing a reply that uses the subjunctive mood. An analysis of the text is made, followed by a comparison between two groups of people. Then the children will be sent a letter from the man, outlining his experiences and explaining that although he has been mistreated, he is not bitter. He explains what happened once he was pushed away from the island on his raft Two sections of unpublished text are discovered and using these as a stimulus, the children write a narrative sequel from the man's perspective, focusing in particular on using dialogue to convey the character and advance the action as well as the device of question tags in order to include imagined conversations between the fisherman and the outsider. In the Lost Happy Endings by Carol Ann Duffy, the children will practise reading skills of inference as well as develop the ability to differentiate between fact, opinion, impartiality, bias and supposition. They will write a newspaper article having explored verb forms and sentence/ grammatical structures typical of very formal language. A philosophical discussion will support the children in exploring the themes in the text and give them the opportunity to form opinions in relation to events and characters. After writing an extended response to the text exploring the writer's craft, authorial choices and giving their own personal stance in relation to the events, characters and overarching themes in the text they will write a prequel to the text, from the perspective of the witch.

Reading:

The texts covered in the spring term will be:
 Me, my dad and the end of the rainbow by Benjamin Dean.
 Things aren't going great for Archie Albright. His dad's acting weird, his mum too, and all he wants is for everything to go back to normal, to three months before when his parents were happy and still lived together.
 When Archie sees a colourful, crumpled flyer fall out of Dad's pocket, he thinks he may have found the answer.
 Only problem? The answer might just lie at the end of the rainbow, an adventure away.
 The Listeners by Walter de la Mare (poem).
 A traveller on horseback arrives to a deserted house in a deep forest. He knocks on the door and asks if there is anybody in it. The house appears to have a presence that cannot be seen and they hear the traveller's voice but do not show themselves, he leaves, reminding them of his reasons for visiting and that he made a promise.
 As we do not have a longer book to read in Spring 2, we will have an additional book to read for pleasure in story time which will be 'The Nowhere Emporium' by Ross Mackenzie.

Reading skills:

- Making comparisons within and across books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Identifying and discussing themes and conventions in and across a wide range of writing
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

In Maths the children will be learning to:

Multiplication and division

- Multiply and divide numbers mentally drawing upon known and derived facts.
- Multiply and divide numbers by 10, 100 and 1000.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and cube numbers and the notation for each.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply and divide numbers mentally drawing upon known facts.
- Multiply numbers up to 4 digits by a 1 or 2 digit number using a formal written, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these including understanding the use of the equals sign.

Fractions

- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers supported by materials and diagrams.
- Read and write decimal numbers as fractions.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Decimals and percentages

- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to 3 decimal places.
- Recognise the percent symbol % and understand that percent relates to 'number parts of 100', and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.

In Science the children will be exploring:

Living things and their habitats

- To describe the life process of reproduction in some plants and animals.
- To describe the life cycle of a mammal.
- To describe the process of reproduction and the

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - Provide reasoned justifications for their views

Spelling:

We are following the RWI scheme for key stage 2 (KS2). We are currently plugging gaps to secure learning from lower KS2. Please see your child's log books for words they have found tricky spelling or consistently spell incorrectly. On a Monday we test tricky words from the unit studied the week before and on a Friday we test the same tricky words until the whole class get them correct. Practise is essential to support progress in the programme.

life cycle of a mammal.

- To describe the differences in the life cycles of an amphibian and an insect.
- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identifying the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms including levers, pulleys and gears allow smaller force to have a greater effect.

In Geography the children will be studying:

Europe: A study of the Alpine

In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary.

The unit builds on previous work the children may have done investigating their local area and other regions of the UK.

In History the children will be studying:

In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence. While studying the unit, it is important to check the news for information about any new finds about the culture. Throughout the unit, the children will make links to other societies they have studied, including those covered such as The Stone Age and The Ancient Egyptians.

Important information

Homework is handed in on a Thursday to be marked. New homework is handed out on a Friday. If I have time on a Friday, I shall always aim to mark any late pieces if possible.

PE is still on a Thursday afternoon. Our second PE session that will replace swimming in Spring 2 will be on a Tuesday afternoon.

Reading books are changed when needed, just after lunch. We aim to select books together that are appropriate for your child's age and reading stage. A child needs to be exceptionally fluent in order to comprehend the text they are reading.

In Art and DT the children will be studying:

Make choices about colours for effect. Understand how to blend and create background wash. Annotate a piece of Art identifying features including colours, textures; use of light and dark tone and explaining their use. All this will be studied through the work of Claude Monet.

In computing the children will be studying:

Digital literacy / E-Safety / Communication

- Childnet video competition
- Plan and prepare everything necessary to record a video.
- Record a video.
- Edit a video.
- Share a video electronically (link to E-safety).
- Google Forms - Create a quiz on Google Forms to collect feedback from the Y2 children about their product.
- Electronically share their quiz and results with others.

Computing

- 'Hour of Code' – The Grinch (blocks)
- 'Hour of Code' – Star Wars (blocks)
- Scratch – 'Space Junk' game
- Create a game to share with other children – share their games with the year 2 children after SATs.

I am around at the start and the end of the day so if you have any queries or worries, please come and ask. My PPA is still on a Tuesday morning every week and Miss Wood still teaches to cover this.

We have Mrs Walker that works within our classroom full time Monday to Wednesday and Mrs McLeod who works Thursday and Friday morning to support the needs of the children in class.