



**Cottingley
Village**
Primary School

Year Two

Summer 1 Curriculum Letter

Miss Aitchison

Team Aitchison

'Shooting for the Stars!'

Miss Crowther

Team Crowther

'Learning and Growing Together'



Why do we need to protect our local woodlands?



Wow Experience

For our WOW experience this half term, will be having owls come into school to visit us on the 7th of May from the Wise Owls Birds of Prey. We will learn lots of interesting facts about the different owls and if we are lucky enough, watch them fly. We will develop our knowledge of woodland animals by learning about their natural habitat, how they fly and their diet. It will be a morning full of facts and the children may have the opportunity to handle an owl!

Week One - How do plants and animals depend upon their habitat?

As Scientists, we will **explore** a variety of animal habitats, including microhabitats and **examine** why they are so important. We will **learn** why animals live in different habitats and what makes them suited to these environments. We will begin to develop our **understanding** of different food chains and their importance in woodland habitats. We will **discover** how animals depend on each other in these food chains and **develop** our scientific vocabulary to **explain** and **describe** the order of our own food chains.

Week Two - What do plants need to grow?

As Scientists, we will continue to build upon our understanding of habitats by **examining** what plants need to grow and survive. One of the ways we will do this is by working **scientifically** to plant seeds and bulbs in our classroom to **investigate** whether plants grow in different environments. First, we will make **predictions** and then closely **observe** them as they grow, **noting** their similarities and differences. Using these observations, we will answer questions about what plants need to grow and stay healthy. We will make **links** to our Year 1 knowledge about the needs of living plants by learning how to look after plants, understanding that they need water, light and a suitable temperature to grow. We will **identify** and **classify** different plants based on their needs.

Week Three - Where are our local woodlands and what are they like?

As Geographers, we will **explore** our locality and **examine** aerial photographs from a birds eye view to identify significant landmarks. We will specifically focus on the woodlands in Cottingley. We will **develop** our locational language by using a compass and grid references to **identify** and **locate** key human and physical features that we have found. We will also use digital mapping to create a route from school to the local woods. After we have created our maps, we will develop our **fieldwork** skills by visiting Cottingley Woods and **compare** these woods to the woodlands on our school grounds. We will make **links** to our overall learning challenge questions 'Why do we need to protect our local woodlands?'

Week Four - How do you build a bug hotel?

As Design Technologists, we will **research** and **explore** the concept of insect hotels. Before **constructing** our very own bug hotels we will need to **identify** the purpose and audience of our hotels. Then, we will **investigate** the uses of different materials and **evaluate** their suitability for different insects. We will **design** and **create** a prototype using different woodland materials that we have collected from outside. We will then carefully design and **build** our very own insect hotel that is suitable for the school grounds. Finally, we will **evaluate** our bug hotels, considering what went well and what we would change next time.

Week Five - How can you plan and decode a woodland habitat game?

As coders, we will **learn** to how to code and debug algorithms to make an interactive woodland game. First, we will need to use our **logical** thinking skills to **predict** the outcomes of algorithms and code before running the programme. We will then **develop** our debugging skills when creating our own algorithms to find and resolve errors to make the coding work. We will then **evaluate** our woodland game, considering how it could be improved. We will also use our computing skills to create an electronic database of woodland animals and graphs of mini beasts that we have discovered in the woods.

Week Six - How can we create a woodland collage?

As artists, we will begin by **exploring** the work of Karen Nicol. We will use language of comparison, opinion and description to **appraise** her work, looking at some of her most famous pieces. We will use Nicol's collages to **inspire** us to create our own collages of woodland animals. We will **examine** different materials and textures and **understand** how they can add detail. Then we will carefully learn the skill weaving to create a background for our woodland animals using different types of fabric.

Reflection

This week we will also **develop** our **reflectiveness** skills and look back at all our learning. We will **discuss** which skills we have developed and share all our new knowledge. We will talk about any aspects of our learning that we found challenging and why, and which parts we particularly enjoyed. Finally, we will answer our learning challenge question 'Why do we need to protect our woodlands?'

Learning for Life

PSHE - How do we recognise our feelings?

As Responsible Citizens, we will **develop** our understanding of different feelings by naming and describing a range of feelings. We will **explore** what can influence how a person is feeling. We will **examine** different scenarios where we will **identify** and **discuss** how people are feeling and what is influencing their mood. We will also further our knowledge of how to understand and manage our own feelings.

E-safety - Can I play online all day?

As Digital Citizens, we will **embed** our learning from Year 1 about the importance of taking a break from technology. We will **discuss** some rules around screen time to support our understanding. We will **develop** our knowledge of why it is important to take a break from technology, particularly from playing online. We will begin to learn that rules around technology use can change depending on the situation.

RE

RE this half term will be taught by Miss Burrell every Monday afternoon for each Year Two Class.

PE

PE will be taught by Mr Ruthven every Monday afternoon for each Year Two Class. Please can you ensure that your child comes to school dressed in the correct PE Kit each Monday.

Maths

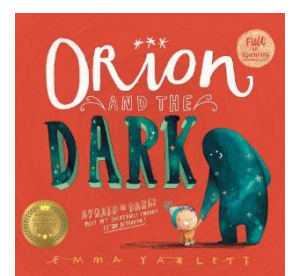
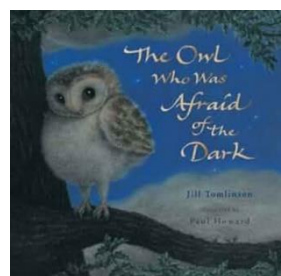
As Mathematicians, we will continue to **embed** our prior learning of all four operations (addition, subtraction, multiplication & division) by **applying** our knowledge to length, height, mass, capacity and temperature. We will then go onto learning about fractions, developing our knowledge of halves, quarters, thirds and three-quarters. We will focus on **recognising** and **representing** these fractions as well as spotting patterns when counting. We will also **explore** how to count in fractions up to a whole. After this, our focus will be on time. We will **embed** our prior learning from Year 1 and recap how to tell the time to the hour and half past. We will work practically to **explore** telling the time to quarter past and in 5-minute increments. We will **apply** this knowledge to reason and problem solve.

English

As Readers, our first book that we will **examine** is Orion and the Dark by Emma Yarlett. We will develop our **comprehension** by using our **retrieval** skills to answer a range of test style questions. As Writers, we will **explore** the characters in the story by writing a character description of The Dark, describing their personality and appearance using a range of adjectives and expanded noun phrases. We will use commas in a list to separate these adjectives. We will **apply** what we have learnt about the characters to innovating one of Orion's fears. We will begin to use verbs for effect, single possessive apostrophes and adverbs to add description.

As Readers, we will also **examine** the poem - The Sound Collector by Roger McGough. We will **develop** our reading fluency skills, focusing on expression and intonation. As writers, we will **explore** the language used in list poems and understand their structure. We will **focus** on spotting the patterns and similarities within these poems. Using all these skills, we will then write our own list poem to describe 'the Dark'. We will ensure we use high quality adjectives to describe the dark and imitate the structure of The Sound Collector.

Our last text that we will be **exploring** is The Owl Who Was Afraid of the Dark by Jill Tomlinson where we will be revisiting previously learnt skills.





Year Two Prickly Spellings Summer 1

Here are this half terms spellings to practice at home.

Week 1			
<i>circle</i>	<i>ice</i>	<i>fancy</i>	<i>space</i>
<i>dance</i>	<i>bicycle</i>	<i>silence</i>	<i>city</i>

Week 2			
<i>revision</i>	<i>casual</i>	<i>confusion</i>	<i>version</i>
<i>usual</i>	<i>pleasure</i>	<i>decision</i>	<i>treasure</i>

Week 3			
<i>illness</i>	<i>enjoyment</i>	<i>plentiful</i>	<i>agreement</i>
<i>happiness</i>	<i>helpful</i>	<i>freshness</i>	<i>joyful</i>

Week 4			
<i>carelessly</i>	<i>hopeless</i>	<i>lately</i>	<i>nicely</i>
<i>nosily</i>	<i>happily</i>	<i>penniless</i>	<i>helplessly</i>

Week 5			
<i>I'm</i>	<i>it's</i>	<i>I've</i>	<i>didn't</i>
<i>we'll</i>	<i>can't</i>	<i>hasn't</i>	<i>I'll</i>

Week 6 (Common Exception words)			
<i>once</i>	<i>two</i>	<i>any</i>	<i>many</i>
<i>every</i>	<i>was</i>	<i>should</i>	<i>would</i>

Decodable words:

Ask your child to:

- Read the words.
- Add the sound buttons (dots and dashes).
- Practice each word independently.
- Do a spelling quiz. Remind your child to sound out and segment each word before they spell it.
- Dictation – choose a word and challenge your child to write it in a short dictated sentence.

Common Exception Words

Ask your child to:

- Read the words.
- Circle the tricky bits.
- Practice each word independently.
- Do a spelling quiz. Remind your child to sound out and segment each word before they spell it.
- Dictation – choose a word and challenge your child to write it in a short dictated sentence.