

Our topic this half-term asks 'How can we use different materials for different purposes?', with Design & Technology and Science leading. We will also be studying Computing and PE.



As **writers**, we will be using our reading skills and vocabulary knowledge to inform our writing. Our main text will be 'The Tiger Who Came to Tea' by Judith Kerr. We will learn how and when to use question marks, and introduce using apostrophes for contractions for example with 'didn't', 'wouldn't' and 'can't.' Additionally, we will extend our sentences by learning how to structure them with the coordinating conjunction 'or'. We will use these skills to write an innovation of the Tiger Who Came to Tea, before writing an information text about materials, using what we have learned from DT and science.

Key vocabulary: couldn't, can't, isn't (contractions), wonder, furry, stripy, surprised, gobbled

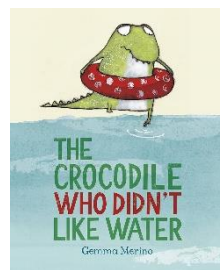
Main text:

The Tiger Who Came to Tea

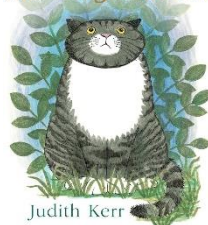


Judith Kerr

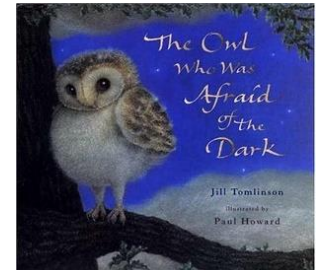
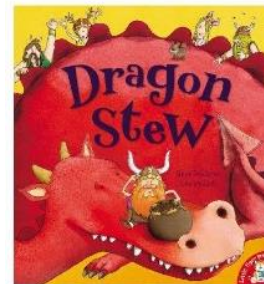
Class texts:



MOG
the Forgetful Cat



Judith Kerr



As **readers**, we will focus on both reading fluency and comprehension. We will continue learning about the meaning of new vocabulary. This will help with our understanding of texts, and further expand the vocabulary we will use in our writing. In guided reading sessions, we will read a wide range of texts. We will continue to use comprehension skills to answer who, what, where, why and how questions about a text that we have read (Rocket Retriever). This half-term we will learn to search for clues in the text in order to make simple inferences (Crimson Clue Hunter) about what we have read.



As **mathematicians**, we will be developing our place value by learning how to round two-digit numbers to the nearest 10. We will add to our understanding of measurement by learning about volume, and solve measurement problems involving mass and capacity. We will learn how to add and subtract two-digit numbers where the exchange of ones for tens is required. We will use this skill to solve missing number problems, and continue our understanding about the relationship between numbers in equations. We will continue to learn about the value of coins by solving problems and finding equal amounts using different combinations of coins. We will develop our understanding of division by sharing concrete objects and numbers into equal parts first with, then without, remainders.

As **sports people**, we will be learning how to use dance to tell stories and convey meaning. We will be learning the 'giant's dance', using key dancing skills to join moves together and develop our confidence in performing. We will also have a focus on the great outdoors, where we will learn how to be safe when undergoing adventures.



As **scientists**, we will learn about the properties and uses of different materials. We will learn about the origins of different materials, including discoveries of their purposes and whether they are natural or synthetic. We will learn about how we can adapt different materials to change their shape and properties. We will work scientifically to sort and classify materials

based on their properties and experiment with the effectiveness of different materials for specific purposes.

Key Vocabulary: squashing, bending, twisting, stretching, careful, build, useful, purpose, different from, harder, smoother, stretchiest, roughest, group, sort, sorting rings, describe, compare, because, metal, plastic, wood, paper, glass, clay, rock, brick, fabric, sand, papers, cork, shell, water, elastic, foil, hard/soft, rough/smooth, shiny/dull, bendy/not bendy, stretchy/stiff, waterproof/not waterproof, absorbent/not absorbent, magnetic, transparent, opaque,



As **designers**, we will be looking at the design and purpose of different structures. We will know how to make freestanding structures stronger and more stable. We will use design criteria to create our own freestanding structure. We will use our scientific understanding of materials to help us plan and create an effective structure. We will then evaluate our final product against the design criteria – making sure to think about how we could change things to improve the quality and effectiveness of the structure.

Key vocabulary: freestanding, structure, join, construct

As **computer users**, we will be using the laptops to code with Mr Smith on a Tuesday afternoon. We will continue to code using Espresso Coding with a focus on controlling objects using different types of input. Linked to this, we will also be identifying IT and how its responsible use improves our world in school and beyond. We will continue to use logical reasoning to predict outputs and to detect and correct errors in our programs (debugging).



As **educated citizens**, we will be learning about our value of **Courtesy**. We will explore how being courteous helps children develop friendships and gain one another's respect.

Homework: At least four signatures needed weekly please. Books will continue to be changed every Friday. Please continue to use the fluency grid with graphemes on and keep reading the real and nonsense words that are sent home. Remember, plenty of reading please with an adult so they can support with unfamiliar vocabulary and checking for understanding; please use the Year 2 – Home Reading video if required.

To help support your child with their fluency when reading, please take a few minutes to watch this useful video, which will provide you with some hints and tips: [Reading Fluency](#)

Thank you for your continued support. The Willow Team.