

**\* Important dates this half term\* 17<sup>th</sup> April – return to school, 19<sup>th</sup> April – Wonderful Wheels Day – bring in a scooter OR bike and helmet to school, 1<sup>st</sup> May – Bank Holiday 5<sup>th</sup> May – Coronation Picnic, 8<sup>th</sup> May – Bank Holiday 18<sup>th</sup> May – Class photos. Children should attend school wearing their PE kits on **Mondays and Thursdays**. This sheet puts forward suggestions for ways in which you can support learning generally over this term. Detailed home learning will be sent home each Monday to be actioned by the following Monday – usually via the Google Classroom. Please email me if you have any questions. [S.kirkcaldy@westerndownland.hants.sch.uk](mailto:S.kirkcaldy@westerndownland.hants.sch.uk)**

**Computing.** Have a go at making pictograms <https://www.i2e.com/i2data/> - select Pictogram, pictorial charting, KS1. As well as this, in school we will look again at using the Desktop Paint programme and how we might make online quizzes. We will also look at *Copyright and ownership, Self-image and identity and Online reputation*.



Mrs Worsfold will be teaching the recorder this half term.

In review of Geography, in art we will look at landscapes, including the works of artists Lowry and Cooper, leading onto transport art deco by Emma Childs.



We will design and assemble a vehicle that includes wheels and axles.

Bring in a small box for this, no bigger than a child's shoe box.

As this is our Create term, we will be looking at the skills of designers to answer our question of 'How can we get where we want to be?' This will involve a review of our History and Geography learning via looking at forms of travel from the past. Our specific Key Stage 1 objective is to use wheels and axles. You can support this at home by looking at anything that uses wheels and axles and asking, what is the purpose of the product? How did a designer find an answer to a problem by designing this useful product? Are there any ways in which the product could be better? Do you think the designer knew what to do straight away? How might they have been resilient?

Suggested books and videos are,

It is vital to discuss what you have read together. See the suggestions included with home learning.



<https://www.youtube.com/watch?v=YIV9IUHQW3>



[https://www.youtube.com/watch?v=Lpey\\_cCqS\\_I](https://www.youtube.com/watch?v=Lpey_cCqS_I)

If you feel you can contribute to the topic please let us know ☺



**Key Vocabulary** – vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, antiquated, modern, resilience, passion.

**Science.** Our topic this term will be reviewing materials, focussing on properties of materials and their suitability for different tasks. We will work scientifically to find the best material for a variety of jobs and consider motion linked to pushes and pulls.

These activities can support this at home,

Show children a marble run and challenge them to find out how they could make a marble move down a run really slowly (draw out an investigation question e.g., how does the material affect how fast a ball rolls down a slope?)

Create ramps for toy cars in a variety of materials. How does the material impact on how fast the car can run? Which material is most suitable for the purpose of a ramp?

We will be writing for different purposes, including narratives, instructions and a letter to our pen pals in the local community. Coherence in writing is a key element in Year 2. You can support this by writing each other notes and ensuring that sentences make sense. Including time connectives is a really useful way to help text to flow – even if it is when speaking as speaking in full sentences can support writing in full sentences. e.g., **First** we will go the Grandma's. **Then** we will go to the shops. **Finally** we will come home again. Recognising and discussing the traditional 5-point story structure of opening, build up, problem, solution and ending in stories that you read together, will also be helpful.

## Routes & Roots Maple Class Summer



How can we get to where we want to be?

**Concepts – Resilience and Journey.**

Keep counting in 2s, 5s and 10s. Counting in 10s from any 2 number forward and backwards. Practise the 2,5,3 and 10 x table. Recall at speed all the bonds to 10 and 20, lots of the children still enjoy the I say, You say game - I say 13, you say 7 etc. Measure lengths or liquids in cms and m or mls. Tell each other the time to including, o'clock, half past, quarter to, quarter past and building to the nearest 5 minutes.

PHSE- Growing older; naming body parts (including genitals); moving class or year. Ways to stay healthy.

RE – We will look at Jewish traditions, including the Torah, the Mezuzah and Shema.

