

**\* Important dates this half term\* 7<sup>th</sup> June, visit our pen pals at the Tea and Chat group (class only). 23<sup>rd</sup> June, Sponsored Walk (TBC). 6<sup>th</sup> July, Afternoon in FS at Rockbourne – parents to collect at 3pm. 11<sup>th</sup> July, Sports Day (TBC). 14<sup>th</sup> July, Variety Show, (TBC). 21<sup>st</sup> July, Last Day of Term. Children should attend school wearing their PE kits on Mondays and FS kit on 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.**

**Computing.** Have a go at, [https://en.scratch-wiki.info/wiki/Creating\\_a\\_Quiz](https://en.scratch-wiki.info/wiki/Creating_a_Quiz) as we will be making quizzes in school. As well as this, in school we will look again at using the Desktop Paint programme We will also look at *Copyright and ownership, Self-image and identity and Online reputation. You should practise opening desktop programmes such as word or PowerPoint if you can.*



We will learn a song for the variety show. 😊

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



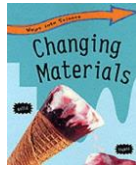
We will design and assemble a vehicle that includes wheels and axles.

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

As this is our Create term, we will continue to look at the skills of designers to answer our question of 'How can we get where we want to be? We will keep up the 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 and we are now moving onto the designing and making aspect of this. 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.



Peter Riley



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 and how and why materials might change. We will continue to review the properties of materials and their suitability for different tasks. We will work scientifically to consider how materials can change.

These activities can support this at home, <https://www.youtube.com/watch?v=GimJS2mz-by> Considering water, ice and how they can change.

Considering how materials change shape will also support learning.

Key science vocabulary, **property, suitable, strongest, flexible, soft, hard**

PHSE- *Growing older; naming body parts (including genitals); moving class or year. Ways to stay healthy. Growth Mindset, Videos to support Growth Mindset -* <https://www.youtube.com/watch?v=vRQkxeBDEF0> <https://www.youtube.com/watch?v=2zrtHt3bBmQ&t=8s>

## Routes & Roots Maple Class Summer

We will be writing for different purposes, including a final 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 to the Grandma's. **Then** we will go to the shops. **Finally** we will come home again. Recognising and discussing the features of information text (such as headings and statement sentences), will also be helpful.



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, liquids or mass in cms and m, mls or g and kg. Tell each other the time to including, o'clock, half past, quarter to, quarter past and building to the

RE – We will consider people Jesus met.

