

News and reminders

PE/forest/library days:

Please note there will be no forest sessions next week.

Monday - Beech class PE

Tuesday - Key Stage One dress rehearsal to the school

Wednesday - Key Stage One Easter show performance to parents/Easter bonnet competition

On Monday we are very excited to welcome Rob from the rap school experience who will be running workshops in year 2 with a focus on creating short rhymes and performing them.

Easter show - please note that we are limited to 2 spaces per child for our Easter performance. This is due to the limit of space in the hall. We look forward to seeing you soon.

Year 2 - please ensure your child has their show 'outfit' brought in, in a named bag for Monday.



Graham from Southcourt Baptist church teaching us a bit of origami in assembly

Diary dates

- Wednesday 27th March - KS1 Easter show performance to parents and Easter bonnet competition
- Wednesday 27th March - Finish for Easter - 1pm
- Monday 15th April - Return to school
- Friday 19th April - please ensure you have completed the form on Parentmail with your child's sandwich choice for the year 2 trip to Claydon House (deadline 9am)

Homework

Just a reminder that homework is set on a Monday and is due by the following Monday.

The homework requirements in Year 1 and 2 are:

- Maths task to be completed on paper for Year 1.
- Spelling task to be completed on Purple Mash
- 15 minutes across the week on Numbots
- 15 minutes across the week on TTRockstars
- Daily reading; either phonics book and book bag book or Accelerated Reader book (complete at least two quizzes on Accelerated Reader each week)
- Website for Accelerated Reader: <https://global-zone61.renaissance-go.com/educatorportal/entry?t=6703196>

Maths

In maths we have been learning multiplication. We have been focusing on counting in 2s, 5s and 10s. We have been learning to group a number of objects to find the total. Next half term we will be learning about division.

Science

In Science we have been classifying animals into wild and domestic. The children have looked at the features of animals before sorting them. We are moving on to looking at the human body and our senses.

PSHE

In PSHE we have been learning about citizenship. We have looked at rules in our school and how we should follow them. We have also looked at how to care for pets and younger children. The children have all enjoyed looking at their similarities and difference as a class.

Spanish

In Spanish we have learnt the names for jungle animals and we have practiced our Spanish on our zoo trip!

Literacy

In Literacy we have been reading the story of The Storm Whale. Throughout our lessons we have been using onomatopoeia, fronted adverbials and adjectives to think about how the characters in the story would be feeling.

Humanities

In Humanities we have been learning about the countries that make up the UK. The children have learnt the capital cities of these countries and we have located these on a map. We have also been learning about human and physical features of cities around the UK.

Phonics

The children will be reassessed before Easter. We will let you know if the children have moved groups after Easter.

R.E.

In RE we have been learning reading Bible stories; Noah's Ark. Jesus feeds the 5000 and the Easter Story. The children have discussed what makes a good leader and have thought about the qualities of a good leader.

Whipsnade Zoo

Hopefully you can see by the photos how much the children enjoyed it! We will be including more information about our trip on the school newsletter.



Red Nose Day

Thank you to everyone who donated to an amazing cause. The children enjoyed taking part in a range of activities throughout the day.

PE

We have enjoyed learning our dances for the Easter performance. We can't wait for you to see our dances!



Knowledge organiser – United Kingdom

What will we be learning?
<ul style="list-style-type: none"> • The location of the four countries. • The four capitals and surrounding seas. • Human and physical features of the UK. • Human and physical features of the capital cities. • Sharing our understanding of the UK.

Key facts
<p>The countries of the United Kingdom: England, Scotland, Wales and Northern Ireland.</p> <p>The four capital cities: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).</p>

Key knowledge
<p>The United Kingdom is part of the continent of Europe. It is made up of four countries, which all have their own capital city. Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack. The United Kingdom is an island: it is surrounded by water. The UK has human and physical features. Human features are made by people and physical features are made by nature.</p>



Place names	Geographical terms and processes	Locational terms
Ben Nevis	city	across
English Channel	country	northern
Europe	river	
Ireland	sea	
Irish Sea	town	
North Sea	village	
My town or local area		

Glossary
<p>capital city: <i>the city where a country's government is, such as London or Edinburgh</i></p> <p>country: <i>an area of land that has its own government, such as the UK or France</i></p> <p>feature: <i>something you would find in a place that is usually there (such as a hill or a house)</i></p>

Knowledge Organiser
Unit: Animals, Including Humans, All About Me

- Key Question 1 • Can I name the basic parts of the body?
- Key Question 2 • What are the basic parts and functions of the eye?
- Key Question 3 • What are the parts and function of the ear?
- Key Question 4 • What are the parts and functions of the tongue?
- Key Question 5 • Can I explore my sense of touch?
- Key Question 6 • How does my nose smell?

Key Vocabulary			
Key Word	Meaning	Key Word	Meaning
head	the top part of a human or an animal's body	ear	the organs, or body parts, in humans and many other animals that allow them to hear
body	the whole of a human or animal, including the head, brain, heart, legs and arms	sound	vibrations, or sound waves, that we can hear
brain	the control centre of the body	tongue	moving organ in the mouth that is used for talking, tasting, eating and licking
pupil	the black spot in the middle of the eye that lets in light, colour and shapes	taste	the sense by which sweet, sour, bitter, or salty flavours are detected through taste buds in the tongue

Body Parts

arm foot knee leg

5 Senses

nose eye hand ear tongue

SMELL SIGHT TOUCH HEARING TASTE

smell sight touch hearing taste

Literacy

The children have been working on their diary entry recounts of the Great Fire of London. They have included excellent description using their senses to show what they can see and hear and what they feel in response to this. They have also been working really hard on ensuring their handwriting is more legible and we have seen some fantastic improvements.

Maths - We have been looking at money including counting using different coins and notes and adding them together to work out how much things cost. We have also looked at how much change we would get. This is a challenging area for many children so we would ask for your help by letting the children count coins, add small amounts together when in a shop and even work out change. When counting we suggest starting with the biggest numbers and moving to the smaller coins eg 50p, 20p, 5p, 2p.

Science

We have completed our unit on 'Living things and their habitats' by looking at food chains and where different animals feature in a food chain. We then created our own food chains in our science books.

Spirituality

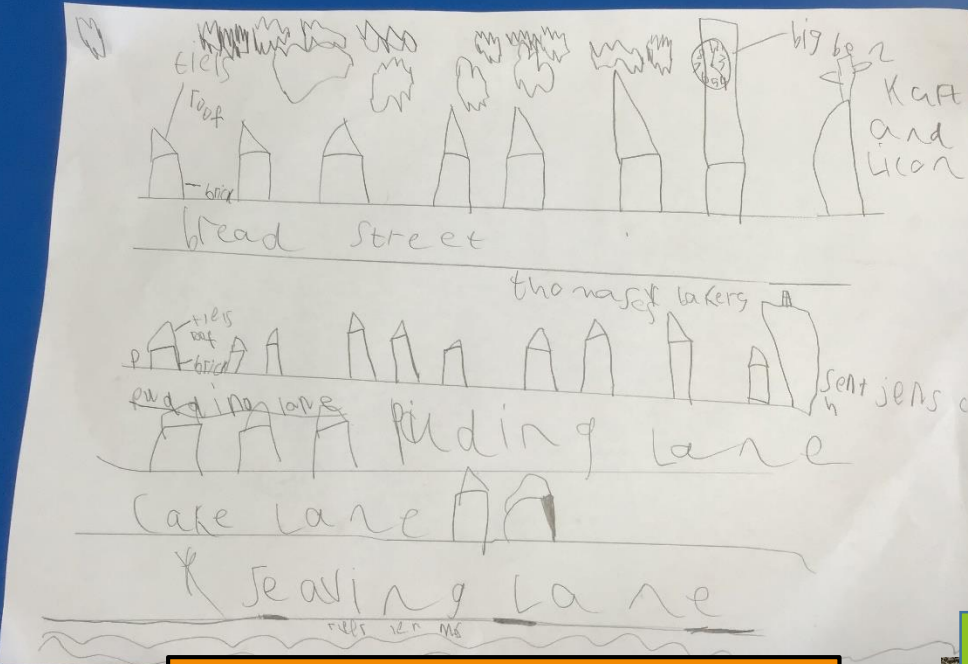
Through our Easter show we have explored the Easter story and why the resurrection is important to Christians. Graham from Southcourt Baptist Church came in and held a special assembly to help us understand this.

Humanities

The children have really loved learning all about 'The Great Fire of London' and have used their critical thinking skills to analyse who was responsible, how and why it spread and what happened afterwards. They even designed a new London with houses made of different materials and spaced apart so a fire like this could never happen again.

R.E.

We completed our unit : 'What is a prophet?' and have explored a number of different prophets across a range of religions. We have seen that some prophets feature in more than one religion and we looked at the differences in how they are viewed.



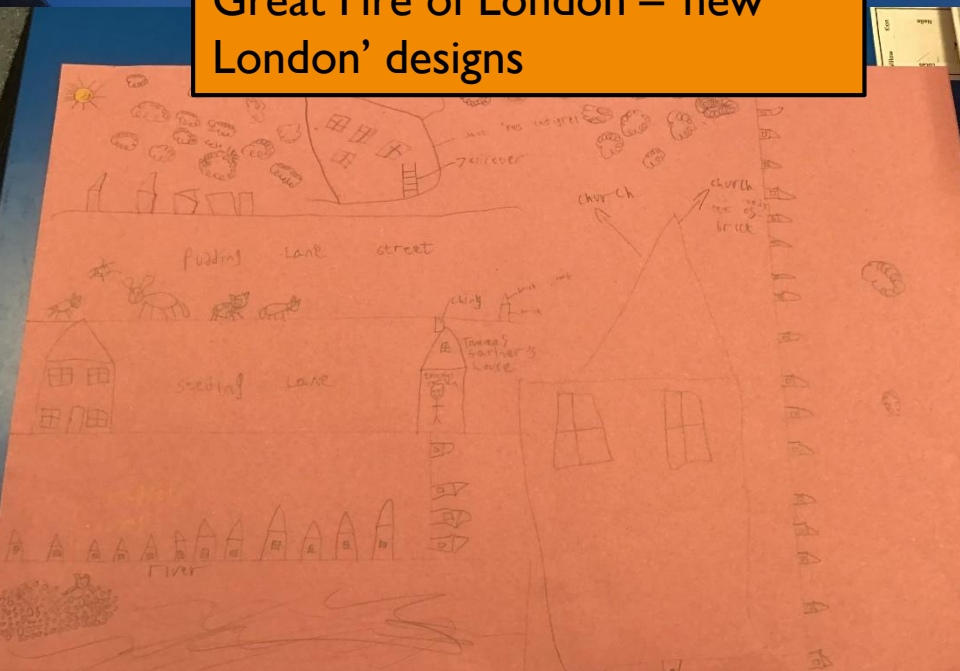
Great Fire of London – 'new London' designs



Using natural materials to write in the forest



World Book Day – Reading buddies



THE GREAT FIRE OF LONDON

Y2

Key Vocabulary	
bakery	A shop where bread is made and sold.
diary	A book that people write about their lives in.
fire engine	A vehicle that carries things used to put out fires.
firefighter	People who put out fires as their job.
St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
rebuilt	Building something again after it has been broken or destroyed.
river Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century , in 1666.

Key People

Samuel
PepysSir
Christopher
WrenKing
Charles
II

Top Takeaways

I can say when the fire started and when it ended.

I can say where the fire started and why.

I can explain why the fire spread so quickly.

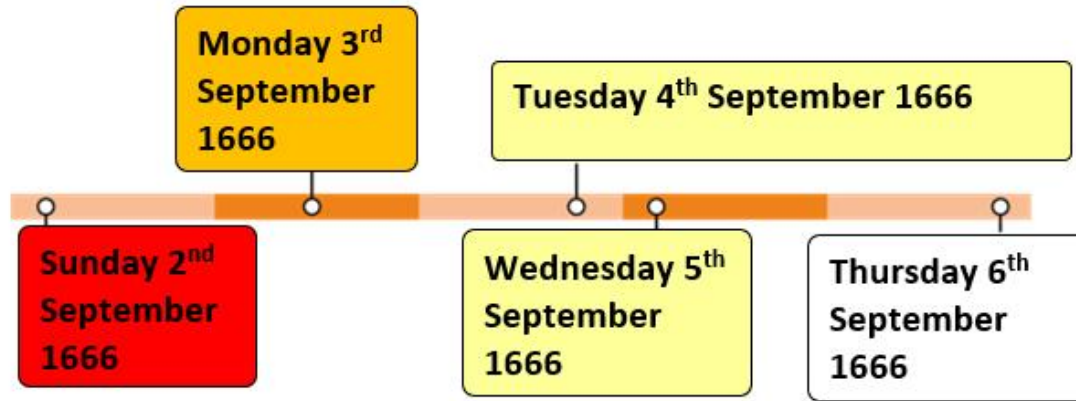
I can explain what happened after the fire (the consequences).

Historical Skills Vocabulary

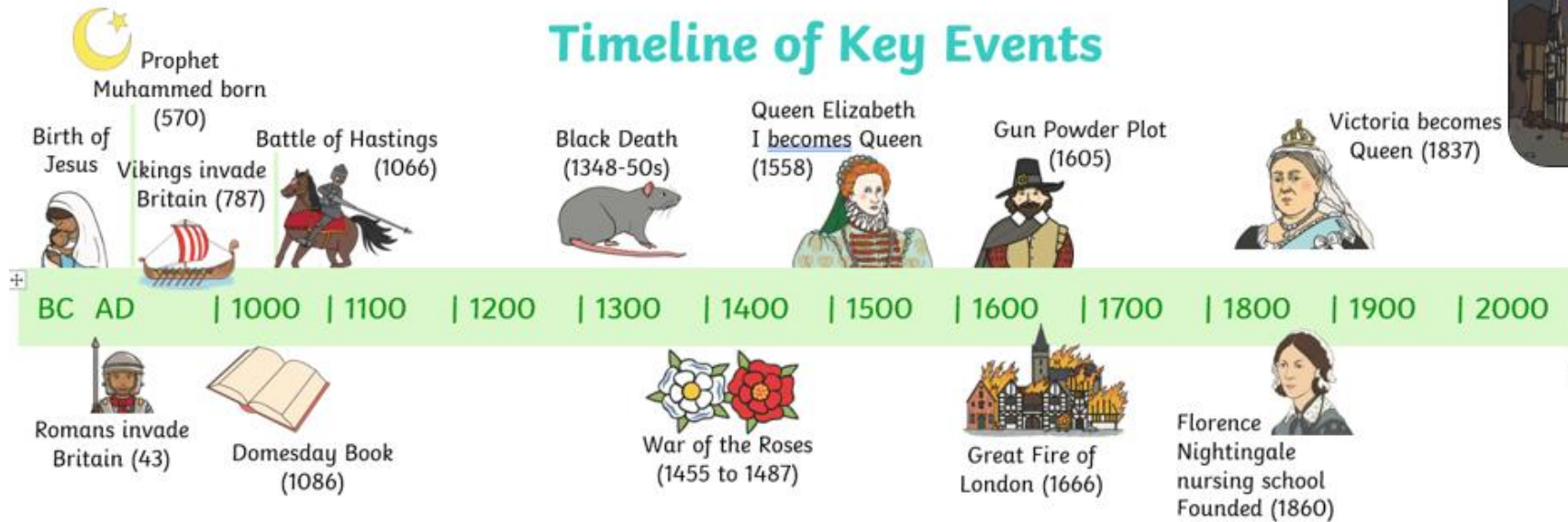
primary source	Information and objects that come from the time being studied.
secondary source	Interpretations of information and objects which are produced after the time being studied.



Timeline of events (showing spread of fire)



Timeline of Key Events



Knowledge Organiser
Unit: Living Things and their Habitats

- Key Question 1**

• Can I explore the differences between things that are living, dead and things that have never been alive?
- Key Question 2**

• Do all living things live in the same types of habitats?
- Key Question 3**

• What type of plants and animals live in a seaside habitat?
- Key Question 4**

• What is a micro-habitat?
- Key Question 5**

• Can I explore food chains in habitats?

Some habitats

- desert
- rainforest
- woodland
- mountain
- river
- ocean



Did you know ?

- Thousands of new species of plants and animals are discovered every year.
- Many animals and plants have changed over time to adapt to their habitat.
- Farmers are busy all year round preparing the ground and growing crops, as well as looking after animals and breeding animals.
- A **microhabitat** is a small area which differs somehow from the surrounding habitat.

Key Vocabulary

Key Word	Meaning
habitat	The natural area or place where an animal or plant lives.
desert	An area covered by sand and rocks with very little water or plants.
woodland	A land on which many trees grow which is home to many animals.
producer	A plant is an example of this because it uses the sun to make its own food.
root vegetable	The fleshy root of a plant used as a vegetable such as a carrot, swede, or beetroot.
living	Alive.
excrete	To give out cellular waste from the body usually as urine or sweat.
microhabitat	A small home or habitat which is slightly different from some surrounding more extensive habitat.