

English:

We will be writing non-chronological reports about different habitats based around our topic work. We will also be writing instructions titled 'How to build a habitat' where we will consolidate our learning on time adverbials.

Making links with our topic, we will read the stories of Dick-King Smith, including 'The Hodgeheg'.

Later on, in the term, we will read and enjoy rhyming poetry, including learning and performing a poem of our choice and writing a poem of our own.

Non-chronological report



In Maths we will learn to:

- measure and record time (hours, minutes, seconds)
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- compare, describe and solve practical problems for length/height, mass/weight and capacity/volume
- interpret and construct simple block diagrams and simple tables
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- Times Tables** - Year 2 need to know 2, 5 and 10 times tables, including division facts, by the end of term. Year 1 need to be able to count in multiples of 2, 5 and 10 and recognise the corresponding arrays and number patterns.

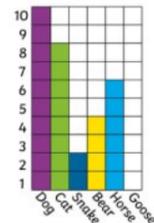
Block Diagram

A block diagram is used to clearly display results and information.

Types of items are shown on the x axis, which is horizontal.

The number of items are shown on the y axis, which is vertical.

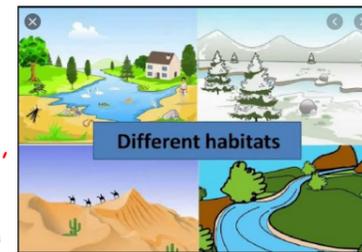
One block represents one item. It is quicker to compare results using a block diagram than a table or tally chart.



Topic:

In **Science** we will explore and observe living things in their **habitats** so that we can learn to:

- compare the differences between things that are living, dead, and things that have never been alive;
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;
- identify and name a variety of plants and animals in their habitats, including **microhabitats**;
- describe how animals obtain their food from plants and other animals, using the idea of a simple **food chain**, and identify and name different sources of food.



Here are some different microhabitats you might find in the local environment.



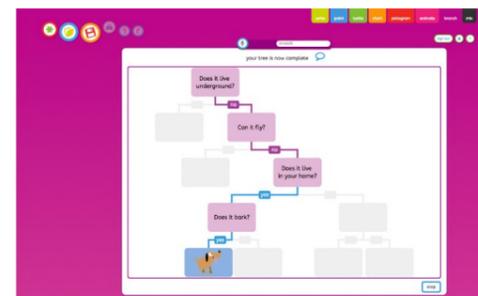
In **Design Technology** we will be exploring structures to learn to:

- choose and use a selection of **materials** for model-making (e.g. card, wood, tubes, cotton reels, straws)
- join **components** using glue or tape; know which is appropriate for the materials;
- design and build a habitat.

In **R.E** we will be finding out about the religion of **Islam** specifically:

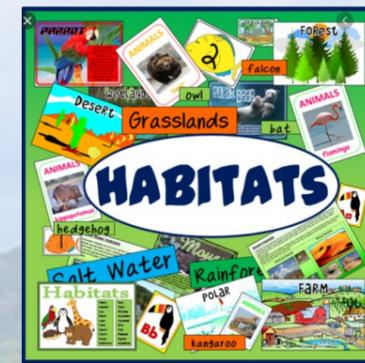
- what it means to be a **Muslim**;
- what the five **pillars** of Islam means and why it is important to Muslim beliefs.

In **Computing** we will use databases to present the **data** we have collected about local habitats.

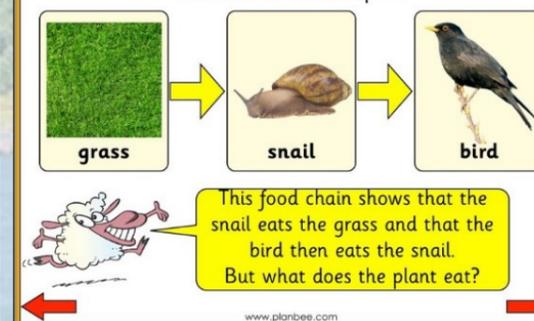


Studland - Summer Term 2nd Half

Our topic for this half term is:



The animals and plants in any habitat are linked together through **food chains**. Food chains show what animals eat. Here is an example...



PHSE and Spiritual/Social/Moral/Cultural aspects

The virtue we will be focusing on this half term is **gratitude**.

In PSHE we will be focusing on roles and responsibilities.

We will weave gratitude into our PSHE learning and everyday classroom learning.

Each day we will continue to have both a fitness break and a mindfulness session in which the children will learn the importance of self regulation and relaxation.

How you can help your child at home

Listen to them read every day. Ask them what has happened in the text (using the question prompts provided in the front of their reading records), encourage them to make predications and discuss character feelings. Also encourage them to identify the punctuation in the text (take a breath when they see a full stop).

Please continue to support your child's basic **Maths skills** by using a variety of practice methods: Times Table Rockstars and Manga High (log ins in reading diary).

As we move towards the end of the year, your child will be keen to finish learning the **statutory spellings** for their year group. Children were assessed recently and all have updated lists to learn on Spelling Shed. Please ensure they spend as much time as possible during the week working on these, until they have learned all the spellings from their year group list.

Continue to monitor their key skills document as they are reviewed and updated in school. If you feel they need an element highlighted, please make a note of this in your child's reading record.

Key Vocabulary to learn:

Science: habitat, alive, dead, never, climb, food-chain, water, grass, compare, source.

Design and Technology: join, materials, components, assemble.

Computing: data, sort, collect, present.

R.E: Muslim, Islam, Mecca, pillars, Quran, mosque.

Maths: half past, quarter to, quarter past, o'clock, diagrams, change, block graph

How to get involved

Wednesday 15th June- Walk to the river and May's Wood

Tuesday 21st June- Art morning

Friday 8th July - Wellie walk

Books:

We will be looking at the following key texts throughout our topic:

