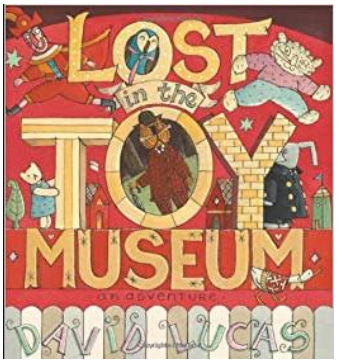
‘Toys’ Newsletter Term 2

Dear Parents,

Welcome back. We hope you have all had an enjoyable half term. We will be starting our year with a topic all about toys. The children will be learning about the history of toys and finding out about the changes that have occurred over time and why. Alongside this, they will be learning about the materials that are used to make toys and also design and make their own toys.

Some of the key texts we will be using for our learning are:





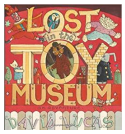
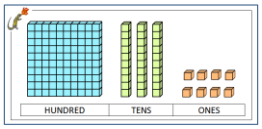


RemindersReminders

- Please can you make sure your child brings in a **named water bottle and their reading book** every day.
- Our OWL day continues to be Wednesday.
- Our PE day continue to be Thursday**.**

‘Toys’ Learning Map Term 2

What are we learning this term?

<table>
<tr><td>English</td><td>Instruction writing
</td><td>Narrative
</td><td>Letters
</td></tr>
<tr><td>Maths</td><td colspan="2">Number and place value
</td><td>Shape
</td></tr>
<tr><td>Science</td><td colspan="3">Plants: How do seeds and bulbs grow into healthy trees?
• To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
• To identify and describe the basic structure of a variety of common flowering plants, including trees
• To describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</td></tr>
<tr><td>History</td><td colspan="3">Toys: How was childhood different when our grandparents were our age?
• To know how to talk about the past
• To know about chronology and understand timelines
• To know the different sources that tell us about the past
• To know the similarities and differences between then and now
• To know some different ways to learn about the past</td></tr>
<tr><td>Music</td><td colspan="3">What music is about toys? What is a Nativity?
• To learn to describe music accurately
• To learn to improvise sounds to match an idea</td></tr>
<tr><td>ICT</td><td colspan="3">Digital imagery
• Learning how to operate a camera to take photos and videos.
• Developing the skills associated with sequencing in unplugged activities.
• Using a basic range of tools within graphic editing software.
• Taking and editing photographs.
• Developing control of the mouse through dragging, clicking and resizing images to create different effects.</td></tr>
<tr><td>PSHE</td><td colspan="3">Valuing difference
Can I use words that show respect for others? Can I identify people that are special to me?
Do I understand how my behaviour can affect others? Do I know how to help someone who is feeling left out?
Can I describe acts of kindness and unkindness? How does my family help me and how can I help them?</td></tr>
<tr><td>DT</td><td colspan="3">How do you make a moving toy?
• To know some differences and similarities in the design of old toys and current toys
• To know some features of toys I would like to include in my own design
• To know what materials would suit the toy I am designing</td></tr>
<tr><td>RE</td><td colspan="3">What do Christians believe God is like?
• To learn how Christians believe God shows forgiveness.
• To explore the story of the Lost Son
• To learn about different types of prayer</td></tr>
</table>

Ideas for potential Home learning:

<table>
<tr><td>Topic</td><td>If you would like a learning activity to complete at home during this term with your child, you can choose from one of these activities:
- Ask a family member about the favourite toy they had when they were younger, why was it their favourite?
- Play a board game with members of your family, how has how we play games changed?
- Have a go at making your own board game.
- Design a new toy, what would it be like?</td></tr>
<tr><td>Reading</td><td>Please read with your child at least three times a week, even if it is just for 5 minutes. When reading with your child, please acknowledge the fact that the book has been read by <u>recording this in their reading record.</u> During reading sessions, please discuss the story with your child and ask them questions about what they are reading. These questions will help to develop their understanding of what they are reading as comprehension and discussion are key reading skills in Year 1 and 2.</td></tr>
<tr><td>Maths</td><td>Here are some ideas to help your child practise at home for place value to 100:
• Count forwards and backwards to 100, starting from different numbers.
• Spot numbers around you (house numbers, prices, number plates) and discuss how many tens and ones they have.
• Write a number between 0 and 100 and ask your child to identify the tens and ones.
• Play a "greater than or less than" game by comparing two numbers.
• Practise ordering a set of numbers from smallest to largest.
• Use household objects (such as pasta, buttons or coins) to make groups of tens and ones.
• Ask questions such as, "What number is 10 more than 34?" or "What number is 10 less than 67?"
If your child responds well to technology, they can also continue to use NumBots to develop their number fluency and confidence with number facts. Regular short sessions can make a big difference. 😊</td></tr>
<tr><td>Spelling</td><td>Weekly spellings will be continued to be set – these are the Year 1 and 2 common exception words. These are words that are hard to spell because they don’t follow the usual words.
The following spellings were set during Term 1. Please keep revisting these words:
<table>
<tr><td>Year 1</td><td>Year 2</td></tr>
<tr><td>Is, his, has
Do, to, no, go
Be, he, me, she, we
By, my, here, there, where
Was, you, your
Some, come</td><td>Find, kind, behind
Floor, poor, door
Grass, class, pass, last, past, fast
Could, should, would, water, people
Break, steak, great
Old, told, gold, cold, because</td></tr>
</table></td></tr>
</table>

<u>Helping to enrich our topics</u>

It is always great to have items that support our topic, so if anyone has any items that may help us with any of the work above that we could borrow, we would love to see them.

Thank you for your support.
Gemma Walker and Sam Davies