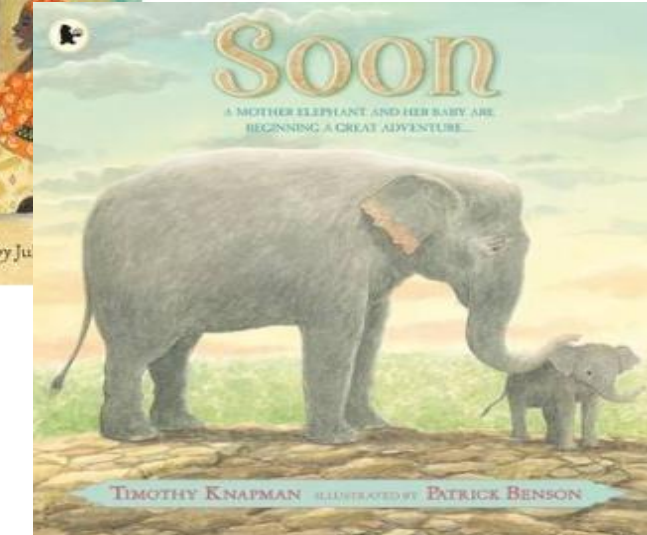
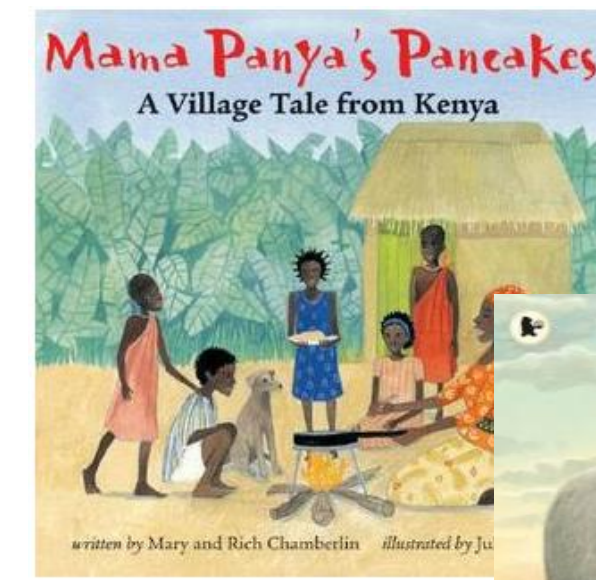
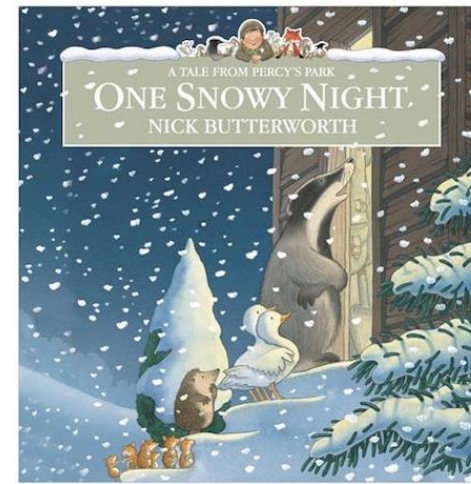
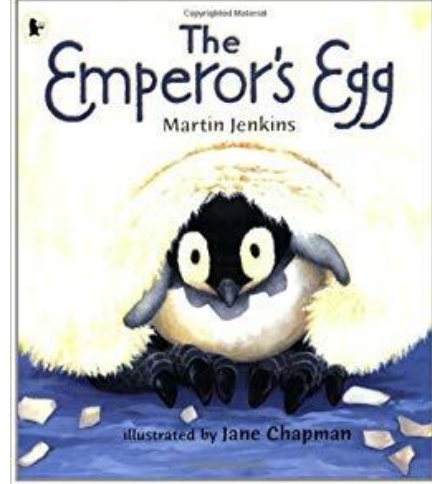


# Spring 1: Extreme Environments Y2

## Key books this term



The Antarctic and its inhabitants

The Arctic and its inhabitants

Cold climates

Hot climates and their animals

Hot climates and their animals

### Key Vocabulary:

- **Compass:** an instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it
- **Direction:** a course along which someone or something moves
- **Exposed:** not sheltered or protected from the weather
- **Climate:** the weather conditions prevailing in an area in general or over a long period.
- **Food chain:** a series of organisms each dependent on the next as a source of food

### Key Questions?

- Where is the Antarctic?
- Where is the South pole?
- Which animals live in the Antarctic?
- Why don't penguins live with the polar bears?
- Can people live at the South Pole?
- How is the Antarctic different to the Arctic?

### Key Vocabulary:

- **Extreme environment:** an extreme environment is a habitat that is considered very hard to survive in due to its considerably extreme conditions such as temperature, accessibility to different energy sources or under high pressure
- **Frozen:** turned into ice as a result of extreme cold.
- **Globe:** the earth.
- **habitat:** the natural home or environment of an animal, plant, or other organism.
- **adapted:** become adjusted to new conditions.

### Key Questions?

- Where is the Arctic?
- Where is the North Pole?
- What is a cold environment?
- Which way is North?
- What is the weather like in the Arctic?
- What do Polar bears eat?
- What animals live in the Arctic?
- How are the animals adapted for the environment they live in?
- What will happen if all the ice melts?

### Key Vocabulary:

- **snow:** Snow is a form of ice. Snow forms when water in the atmosphere becomes frozen. Snow comes in all different shapes and sizes.
- **cold:** having or being a temperature that is uncomfortably low for humans.
- **winter:** the coldest season of the year, in the northern hemisphere from December to February and in the southern hemisphere from June to August.
- **map:** a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

### Key Questions:

- Where is snow in our world?
- Why does it snow there?
- Which animals live in the snow?
- How are the animals adapted to their environment?
- What do the animals eat?
- Can people live in the snow?

### Key Vocabulary:

- **Desert:** is a place where almost no rain falls. Some deserts are huge areas of sand or flat, stony ground, while others have rocky hills and mountain
- **heat:** the quality of being hot; high temperature
- **equator:** a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°
- **map:** a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

### Key Questions:

- Where are the deserts in our world?
- What is the weather like?
- Which animals live in the desert?
- How are the animals adapted to their environment?
- What do the animals eat?
- Can people live in the desert?

### Key Vocabulary:

- **jungle:** an area of land overgrown with dense forest and tangled vegetation, typically in the tropics
- **heat:** the quality of being hot; high temperature
- **equator:** a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°
- **map:** a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

### Key Questions:

- Where are the jungles in our world?
- What is the weather like?
- Which animals live in the jungle?
- How are the animals adapted to their environment?
- What do the animals eat?
- Can people live in the jungle?

## Science

This term we will look at living things. We will learn 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.

We will identify and name a variety of plants and animals in their habitats, including microhabitats.

We will 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.

The children will also recap the common characteristics of all living things - movement, respiration, sense, growing, reproduction, excretion and the need for nutrition.

**AT HOME:** Explore your local environment and try to spot as many different habitats as you can. Maybe you can work out how each animal has adapted to where they live.



## English

**AT HOME:** Please read your school reading books and practise reading your tricky words regularly. Please log reading on GoRead.

In Year 2 this term, we will be reading "The Emperor's Egg." We will study the story structure so that we can retell and innovate the story. The text is half fiction and half non fiction and we will explore those differences too.

The children will look at the structure and language used in the story. We will learn to write in sustained, sequences sentences to form paragraphs. We will learn to use past tense and write in third person consistently. The children's retell and innovation will include setting and character descriptions and will include some dialogue and phrases drawn from story language to add interest. We will learn to use exciting story language and descriptive phrases and even similes.

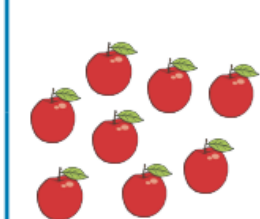
## Mathematics – Multiplication & Division

Recognise Equal Groups



5 equal groups with 3 in each group

Make Equal Groups



Make 4 equal groups.



Add Equal Groups



$2 + 2 + 2 + 2 = 8$  apples

The Multiplication Symbol



$$4 \times 2 = 8$$
$$2 \times 4 = 8$$

8 apples

The Multiplication Symbol



$$4 \times 2 = 8$$
$$2 \times 4 = 8$$

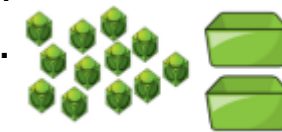
8 apples



$$2 \times 5 = 10$$
$$5 \times 2 = 10$$

10 cookies

In **division**, children will be exploring sharing as a model of division. Children will also divide by sharing objects into equal groups.



Share the muffins equally between the two plates. Complete the sentence. \_\_\_ cakes shared equally between 2 is \_\_\_



Children will learn about multiplication through repeated addition. They then make a number of equal groups and recording that as a 'times' number story.

**Vocabulary – groups, equal groups, lots of, arrays, repeated addition,**

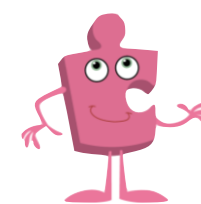
**Multiplication, times tables**

**AT HOME:** Practise counting in 2's, 5's and 10's – using coins is a great way of doing this!

## RSHE



**Jigsaw** We follow a scheme called Jigsaw to focus on PSHE and RSHE in Year 2. The topic focus is: Dreams and Goals. We will encourage the children to have a positive attitude and to work hard to achieve their goals. We will persevere, set goals and begin to use the mantra 'I can't do it YET.'



**AT HOME:** Talk with your child about their goals for the New Year. It could be to learn to ride their bike, learn to swim or learn to tie their shoe laces.

## Art

Make different lines and tones using a variety of media. Experiment with different ways to apply paint and use colour. Study new art techniques and make compositions. Explore the technique of collage. Vocabulary: Line, tone, pattern, HB, pressure, flick, drag, smudge, blend, collage, layering, mixed media.



## Music

We follow a scheme for music called Charanga. The children will practise singing and playing instruments. Our song is 'Zoo Time'.

**AT HOME:** Find different ways to move to the beat of a favourite song.



## Geography



The children will be learning how to use simple compass directions (North, South, East and West) and to name and locate the world's seven continents and five oceans. They will also be able to identify hot and cold areas of the world in relation to the Equator and the North and South Poles.

## Vocabulary

Direction, left, right, forwards, backwards, north, south, east, west, compass, Earth, Globe, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, North Pole, South Pole, Equator.

**RE**



Learn about Sikhism and the 5 Ks which mark Sikh identity. Reflect on how our own clothes are important to us and our identity.